

Geography



Kapow
Primary™

Personal development,
SMSC and
British values mapping

Introduction

This document is aimed at Geography subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

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What is SMSC?

Spiritual, Moral, Social and Cultural development.

All schools in England must show that they are developing their pupils in these areas. The SMSC statements included in this document are taken from the Ofsted Inspection handbook (November 2019) which states what inspectors may look for when evaluating pupils' SMSC development in schools.

| Spiritual development | Moral development |
|---|---|
| <ul style="list-style-type: none">Ability to be reflective about their own beliefs (religious or otherwise) and perspective on lifeKnowledge of, and respect for, different people's faiths, feelings and valuesSense of enjoyment and fascination in learning about themselves, others and the world around themUse of imagination and creativity in their learningWillingness to reflect on their experiences | <ul style="list-style-type: none">Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of EnglandUnderstanding of the consequences of their behaviour and actionsInterest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues |

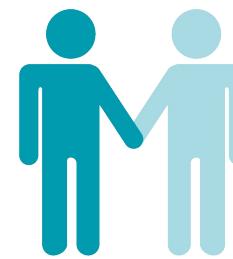
What is SMSC?

| Social development | Cultural development |
|--|--|
| <ul style="list-style-type: none">Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgroundsWillingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectivelyAcceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <ul style="list-style-type: none">Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of othersUnderstanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern BritainAbility to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communitiesKnowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop BritainWillingness to participate in and respond positively to artistic, musical, sporting and cultural opportunitiesInterest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities |

British values

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our Geography curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil any of the British values.



Democracy

We all have a voice within school and society.

Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.

Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.

Mutual respect

We respect others and expect them to show us respect.

Tolerance of those with different faiths and beliefs

We respect and appreciate diversity and understand that everybody has different views and beliefs.

SMSC mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 1 | | | Kapow Primary units Year 2 | | |
|------------------|---|---|--|---|---|------------------------------------|--|
| | | <u>What is it like here?</u> | <u>What is the weather like in the UK?</u> | <u>What is it like to live in Shanghai?</u> | <u>Would you prefer to live in a hot or cold place?</u> | <u>Why is our world wonderful?</u> | <u>What is it like to live by the coast?</u> |
| Spiritual | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | ✓ | | | ✓ | ✓ | |
| | Knowledge of, and respect for, different people's faiths, feelings and values | ✓ | | | ✓ | ✓ | |
| | Sense of enjoyment and fascination in learning about themselves, others and the world around them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Use of imagination and creativity in their learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Willingness to reflect on their experiences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

SMSC mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 1 | | | Kapow Primary units Year 2 | | |
|--------------|--|---|--|---|---|------------------------------------|--|
| | | <u>What is it like here?</u> | <u>What is the weather like in the UK?</u> | <u>What is it like to live in Shanghai?</u> | <u>Would you prefer to live in a hot or cold place?</u> | <u>Why is our world wonderful?</u> | <u>What is it like to live by the coast?</u> |
| Moral | Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | | | | | ✓ | |
| | Understanding of the consequences of their behaviour and actions | ✓ | | | | ✓ | |
| | Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | ✓ | | | | ✓ | |

SMSC and British values mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 1 | | | Kapow Primary units Year 2 | | |
|--------|--|--|--|---|---|------------------------------------|--|
| | | <u>What is it like here?</u> | <u>What is the weather like in the UK?</u> | <u>What is it like to live in Shanghai?</u> | <u>Would you prefer to live in a hot or cold place?</u> | <u>Why is our world wonderful?</u> | <u>What is it like to live by the coast?</u> |
| | Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | ✓ | ✓ | | ✓ | | |
| Social | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | | | | | | |
| | Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | Democracy | | | | | |
| | | The rule of law | | | | | |
| | | Individual liberty | ✓ | | | | |
| | | Mutual respect | ✓ | | ✓ | ✓ | |
| | | Tolerance of those with different faiths and beliefs | | | | | |

SMSC mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 1 | | | Kapow Primary units Year 2 | | |
|-----------------|---|---|--|---|---|------------------------------------|--|
| | | <u>What is it like here?</u> | <u>What is the weather like in the UK?</u> | <u>What is it like to live in Shanghai?</u> | <u>Would you prefer to live in a hot or cold place?</u> | <u>Why is our world wonderful?</u> | <u>What is it like to live by the coast?</u> |
| Cultural | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | | | ✓ | | | |
| | Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | | | ✓ | | | |
| | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | | | ✓ | | | |
| | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | | | | | | |
| | Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | | | ✓ | ✓ | | |

SMSC mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|-----------|---|--|--|---|--|--|--|
| | | Why do people live near volcanoes? | Who lives in Antarctica? | Are all settlements the same? | Why are rainforests important to us? | Where does our food come from? | What are rivers and how are they used? |
| Spiritual | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | ✓ | | | ✓ | | |
| | Knowledge of, and respect for, different people's faiths, feelings and values | ✓ | | | ✓ | ✓ | |
| | Sense of enjoyment and fascination in learning about themselves, others and the world around them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Use of imagination and creativity in their learning | | ✓ | ✓ | ✓ | | ✓ |
| | Willingness to reflect on their experiences | | | ✓ | ✓ | ✓ | ✓ |

SMSC mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | |
|--------------|--|---|---------------------------------|--------------------------------------|---|---------------------------------------|
| | | <u>Why do people live near volcanoes?</u> | <u>Who lives in Antarctica?</u> | <u>Are all settlements the same?</u> | <u>Why are rainforests important to us?</u> | <u>Where does our food come from?</u> |
| Moral | Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | | | | ✓ | |
| | Understanding of the consequences of their behaviour and actions | | | | ✓ | ✓ |
| | Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | | | | ✓ | ✓ |

SMSC and British values mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|--------|--|--|---------------------------------|--------------------------------------|---|---------------------------------------|---|
| | | <u>Why do people live near volcanoes?</u> | <u>Who lives in Antarctica?</u> | <u>Are all settlements the same?</u> | <u>Why are rainforests important to us?</u> | <u>Where does our food come from?</u> | <u>What are rivers and how are they used?</u> |
| | Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | | | ✓ | | | |
| Social | Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | Democracy | | | ✓ | ✓ | |
| | | The rule of law | ✓ | | ✓ | | |
| | | Individual liberty | | | ✓ | ✓ | |
| | | Mutual respect | | | ✓ | | |
| | | Tolerance of those with different faiths and beliefs | | | ✓ | | |

SMSC mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|----------|---|--|--|---|--|--|--|
| | | Why do people live near volcanoes? | Who lives in Antarctica? | Are all settlements the same? | Why are rainforests important to us? | Where does our food come from? | What are rivers and how are they used? |
| Cultural | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | | | | | ✓ | |
| | Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | | | ✓ | | | |
| | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | | | ✓ | ✓ | ✓ | |
| | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | | | | | | |
| | Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | | | | | |
| | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | | | ✓ | ✓ | ✓ | |

SMSC mapping - Upper key stage 2

| Spiritual | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | |
|-----------|---|---|---------------------------------------|---|---|--|---|
| | | What is life like in the Alps? | Why do oceans matter? | Would you like to live in the desert? | Why does population change? | Where does our energy come from? | Can I carry out an independent fieldwork enquiry? |
| | | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Knowledge of, and respect for, different people's faiths, feelings and values | | | ✓ | | | ✓ |
| | Sense of enjoyment and fascination in learning about themselves, others and the world around them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Use of imagination and creativity in their learning | ✓ | | | | ✓ | ✓ |
| | Willingness to reflect on their experiences | ✓ | ✓ | | ✓ | | ✓ |

SMSC mapping - Upper key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | |
|-------|--|---|--|--|--|---|--|
| | | <u>What is life like in the Alps?</u> | <u>Why do oceans matter?</u> | <u>Would you like to live in the desert?</u> | <u>Why does population change?</u> | <u>Where does our energy come from?</u> | <u>Can I carry out an independent fieldwork enquiry?</u> |
| Moral | Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | | | | | | ✓ |
| | Understanding of the consequences of their behaviour and actions | ✓ | ✓ | | | ✓ | ✓ |
| | Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | ✓ | ✓ | | | ✓ | ✓ |

SMSC and British values mapping - Upper key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | |
|--------|---|---|------------------------------|--|---|---|--|
| | | <u>What is life like in the Alps?</u> | <u>Why do oceans matter?</u> | <u>Would you like to live in the desert?</u> | <u>Why does population change?</u> | <u>Where does our energy come from?</u> | <u>Can I carry out an independent fieldwork enquiry?</u> |
| | Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | | ✓ | | ✓ | | ✓ |
| Social | Democracy | | ✓ | | | ✓ | ✓ |
| | The rule of law | | | | ✓ | | ✓ |
| | Individual liberty | ✓ | ✓ | | ✓ | ✓ | |
| | Mutual respect | | | | ✓ | | ✓ |
| | Tolerance of those with different faiths and beliefs | | | | | ✓ | ✓ |

SMSC mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | | Kapow Primary units Year 6 | |
|----------|---|---------------------------------------|------------------------------|--|------------------------------------|---|--|
| | | <u>What is life like in the Alps?</u> | <u>Why do oceans matter?</u> | <u>Would you like to live in the desert?</u> | <u>Why does population change?</u> | <u>Where does our energy come from?</u> | <u>Can I carry out an independent fieldwork enquiry?</u> |
| Cultural | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | | | | ✓ | | |
| | Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | | | | | | ✓ |
| | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | | | | | | |
| | Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | | | | | |
| | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | | | ✓ | ✓ | | ✓ |

Our Geography curriculum contributes to the **Spiritual** development of pupils by:

- Encouraging pupils to appreciate the physical world around us and to look at it with wonder, awe and a sense of fascination.
- Offering opportunities to learn about the beliefs, values and perspective on life of other peoples around the world, causing pupils to reflect on their own.
- Encouraging pupils to reflect on their learning experiences, highlighting the relevance of geographical knowledge in everyday life.

Our Geography curriculum contributes to the **Moral** development of pupils by:

- Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.
- Facilitating reasoned discussions on ethical dilemmas in geography such as land use and resource distribution, fostering appreciation for different viewpoints and respect for relevant laws and regulations.

Our Geography curriculum contributes to the **Social** development of pupils by:

- Providing a platform to enhance social skills through collaborative fieldwork.
- Fostering discussions on diverse geographical topics between pupils and adults from varied religious, ethnic, and socio-economic backgrounds.
- Exploring geographical scenarios that involve cooperation, conflict resolution, and community engagement, such as disaster management or urban planning.
- Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide.

Our Geography curriculum contributes to the **Cultural** development of pupils by:

- Facilitating an understanding and appreciation of various cultural influences that have shaped their own and others' heritage, through studying human geography and influence in different regions.
- Highlighting the commonalities across different communities, using geographical concepts and case studies to demonstrate interconnectedness and shared global challenges.
- Nurturing an interest in exploring, understanding, and showing respect for different faiths and cultural diversity, and celebrating this diversity through respect and attitudes towards different religious, ethnic, and socio-economic groups at local, national, and global levels.

Personal development criteria

The school inspection handbook (Ofsted, 2019) lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

Personal development criteria mapping - Key stage 1

| Personal development criteria Kapow Primary's Geography scheme supports: | Kapow Primary units Key stage 1 - Year 1 | | | Kapow Primary units Key stage 1 - Year 2 | | |
|--|--|--|---|--|------------------------------------|--|
| | <u>What is it like here?</u> | <u>What is the weather like in the UK?</u> | <u>What is it like to live in Shanghai?</u> | <u>Would you prefer to live in a hot or cold place?</u> | <u>Why is our world wonderful?</u> | <u>What is it like to live by the coast?</u> |
| developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults | ✓ | | | | | |
| developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs | | | | See British values mapping for Year 1 and Year 2 | | |
| promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation | | | | All lessons are planned to be inclusive. | | |
| developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy | ✓ | ✓ | ✓ | ✓ | | ✓ |

Personal development criteria mapping - Lower key stage 2

| Personal development criteria Kapow Primary's Geography scheme supports: | Kapow Primary units Key stage 2 - Year 3 | | | Kapow Primary units Key stage 2 - Year 4 | | |
|--|--|--|---|--|--|--|
| | Why do people live near volcanoes? | Who lives in Antarctica? | Are all settlements the same? | Why are rainforests important to us? | Where does our food come from? | What are rivers and how are they used? |
| developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults | | | ✓ | ✓ | ✓ | ✓ |
| developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs | See British values mapping for Year 3 and Year 4 | | | | | |
| promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation | All lessons are planned to be inclusive. | | | | | |
| developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy | | | | | | |

Personal development criteria mapping - Upper key stage 2

| Personal development criteria Kapow Primary's Geography scheme supports: | Kapow Primary units Key stage 2 - Year 5 | | | Kapow Primary units Key stage 2 - Year 6 | | |
|--|--|--|--|--|---|--|
| | <u>What is life like in the Alps?</u> | <u>Why do oceans matter?</u> | <u>Would you like to live in the desert?</u> | <u>Why does population change?</u> | <u>Where does our energy come from?</u> | <u>Can I carry out an independent fieldwork enquiry?</u> |
| developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults | ✓ | ✓ | | ✓ | ✓ | ✓ |
| developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs | See British values mapping for <u>Year 5</u> and <u>Year 6</u> | | | | | |
| promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation | All lessons are planned to be inclusive. | | | | | |
| developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy | | | | | | ✓ |

Other useful documentation

There are a number of key documents that can support you in planning and delivery of the Kapow Primary Geography scheme. Visit the [Subject planning page](#) for more.

- ✓ [Long-term planning document](#) - shows how units of work are mapped out across the school year.
- ✓ [National curriculum coverage document](#) - shows which of the National curriculum attainment targets are covered by each unit.
- ✓ [Progression of skills and knowledge document](#) - shows how understanding and application of key concepts and skills builds year on year.
- ✓ [Knowledge organisers \(one per unit\)](#) - one page overviews of the key knowledge and vocabulary from a unit to support pupils' learning.
- ✓ [Equipment list](#) - lists the equipment needed for each unit of lessons, to help you prepare ahead of time.
- ✓ [Intent, Implementation, Impact statement](#) - explains our curriculum design: what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).
- ✓ [Geography subject leader hub](#) - long-term planning, progression of skills and knowledge information, National curriculum mapping, equipment lists, SMSC mapping and cross-curricular information all in one place on the website.