



## Geography Curriculum Intent Progression of Skills and Knowledge

### Curriculum Vision for Geography

In Geography we aim to inspire children with a love and curiosity of the world around them. Children will be taught the skills to observe , investigate and learn from their environment and to apply these skills to learning about other places in the world. We teach children about the place, country and environment they live in, whilst also developing their awareness of differing localities. In Geography, children should learn to appreciate their planet and their environment as well as developing an understanding of their role in developing and caring for the earth.

### Spirituality Statement for Geography

In the beginning God created the heavens and the earth (Genesis 1:1) This is our world, the world entrusted to us to take care of. We need to develop knowledge and wisdom to be able look after the world that is now our home.

#### Cultural Capital

*(Experiences that every child should have)*

Conduct surveys of the local area

All year groups will visit the local area to observe human and physical features of the environment

All Year groups will visit the local library

#### Cross-Curricular links

Science - Links between understanding of science and geography when discussing habitats and issues around climate change

RE - Learning about different cultures and religions ties geography and RE closely together

D&T - Exploring foods from different cultures and festivals links to DT and RE topics

Worship – Respect and learn to look after the environment

**The composite objective in RE in the Early Years Foundation Stage are taken from the Early Learning Goals in the statutory framework for Early Education 2021:**

**ELG: The Natural World Children at the expected level of development will:**

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Components which create the stepping stones towards the composite objectives**

**(Development Matters):**

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

**The composite objectives from the National Curriculum:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Smaller steps within the Agreed Syllabus:**

These composite objectives are taught through our units of work. Components that together teach the composite object have been colour coded to show coverage.

	Year 1	Year 2
Locational Knowledge		<u>Oceans and Continents:</u> <ul style="list-style-type: none"> <li>- Understand where I am in the world.</li> <li>- Locate on a map the seven continents.</li> <li>- Locate on a map the oceans that link the continents.</li> <li>- Describe where different continents are located.</li> </ul>
	<u>United Kingdom</u> <ul style="list-style-type: none"> <li>- Check my understanding of the United Kingdom.</li> <li>- Locate on a map the four countries of the United Kingdom.</li> <li>- Identify the four surrounding seas of the United Kingdom.</li> <li>- Identify the four capital cities of the United Kingdom.</li> </ul>	
Vocabulary	map, world, country, England, Scotland, Wales, Northern Ireland, Europe, capital city, London, Edinburgh, Cardiff, Belfast, Union Jack, features, physical, human, nature	map, village, town, city, county, country, continent, world, land, ocean, North, South, East, West, location features, human, physical,
Place Knowledge		<u>Contrasting Locality Zambia</u> <ul style="list-style-type: none"> <li>- Explore Zambia's physical and human features and locate it.</li> <li>- Locate the village of Mugurameno and share what I would like to learn about it.</li> <li>- Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.</li> <li>- Find out about food in Mugurameno and how it is prepared.</li> <li>- Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.</li> <li>- Use photographs and information texts to help imagine what daily life in Mugurameno might be like.</li> </ul>
Vocabulary		Africa, Lusaka, River Zambezi, Southern Africa, Victoria Falls, Zambia, crop, farm, flood, market, waterfall, wildlife, eastern, northern, southern, western
Human and physical geography	<u>Local area and geographical skills</u> <ul style="list-style-type: none"> <li>- Spot the differences between rural and urban areas and know what type of settlement I live in.</li> </ul>	<u>Oceans and Continents:</u> <ul style="list-style-type: none"> <li>- Spot the physical and human features of a continent.</li> <li>- Share my understanding of a continent.</li> </ul>

	<u>United Kingdom</u> <ul style="list-style-type: none"> <li>- Explain the differences between human and physical features.</li> <li>- Describe the human and physical features of one of the UK's capital cities.</li> </ul>	<u>Hot and Cold places</u> <ul style="list-style-type: none"> <li>- Identify hot and cold places and locate them on a map.</li> <li>- Recognise the features of a hot and cold place.</li> <li>- Explore a hot or cold place.</li> <li>- Identify the animals that live in hot and cold places and recognise how they adapt.</li> <li>- Describe an animal that lives in a hot or cold place.</li> <li>- Compare a pack list for a trip to a hot place with a list for a cold place.</li> <li>- Describe what I would see in a hot or cold place.</li> </ul>
	<u>Seasons and Weather</u> <ul style="list-style-type: none"> <li>- Order the months of the year and recognise seasons.</li> <li>- Spot the differences between the seasons.</li> <li>- Find clues to decide which season we are in.</li> <li>- Identify the types of clothing worn in different weather.</li> <li>- Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</li> <li>- Review our weather diary and reflect on the impact the weather has on our activities.</li> <li>- Explore how the weather affects different jobs.</li> </ul>	<u>Contrasting Locality Zambia</u> <ul style="list-style-type: none"> <li>- Explore Zambia's physical and human features and locate it.</li> </ul>
Vocabulary	capital city, London, Edinburgh, Cardiff, Belfast, Union Jack, features, physical, human, nature, map, time, month, season, order, winter, spring, summer autumn, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun wind, fog, sunshine, wind, temperature	weather, temperature, hot, cold, world, Equator, Arctic, Antarctica, North Pole, South Pole, hot desert, rainforest, iceberg, sand dunes, nomad, rain, river, animal, adapt, adaptation, burrow, blubber, environment, habitat, hibernate, suitable, unsuitable, features, environment
Geographical skills and fieldwork	<u>Local area and geographical skills</u> <ul style="list-style-type: none"> <li>- Explore and record the features of our school grounds.</li> <li>- Explore and record the features of our local area.</li> <li>- Recount the journey through my local area.</li> <li>- Recognise the symbols used on an Ordnance Survey map.</li> <li>- Create a map of my local area.</li> </ul>	<u>Oceans and Continents:</u> <ul style="list-style-type: none"> <li>- Understand where I am in the world.</li> <li>- Locate on a map the seven continents.</li> <li>- Locate on a map the oceans that link the continents.</li> <li>- Describe where different continents are located</li> </ul>
	<u>United Kingdom</u> <ul style="list-style-type: none"> <li>- Locate on a map the four countries of the United Kingdom.</li> <li>- Identify the four surrounding seas of the United Kingdom.</li> <li>- Identify the four capital cities of the United Kingdom.</li> </ul>	<u>Hot and Cold places</u> <ul style="list-style-type: none"> <li>- Identify hot and cold places and locate them on a map.</li> </ul>

		<u>Summer – Contrasting Locality Zambia</u> <ul style="list-style-type: none"> <li>- Explore Zambia’s physical and human features and locate it.</li> <li>- Locate the village of Mugurameno and share what I would like to learn about it.</li> </ul>
Vocabulary	city, urban, rural, settlement, town, village, map, fieldwork, human, physical, feature, home, key, map, symbol	city, urban, rural, settlement, town, village, map, fieldwork, human, physical, feature, home, key, map, symbol

### Geography Curriculum Implementation

What resources do we use to support the implementation of the Geography curriculum and why? (Must refer to research evidence and context of our school)

- We use Oddizzi Geography which was designed by Jenny Cook because it provides a geography curriculum that has a logical sequence of geographical topics to support progression and curriculum coverage. Each lesson has a clear focus, usually relating to the development of one or more key skills and concepts. . The intent of the scheme and medium term plans is to help assure curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills. The teaching activities in the Oddizzi Schemes will help assure lively, effective and appropriate learning based on the long-term planning. This meets the needs of our pupils because it ensures that they learn to build a strong foundation for their geographical knowledge and fills in any gaps they may have previously had. We have adapted the geographical skills element to address school wide gaps in this area by ensuring they are covered in as many topics as possible and children get hands on experiences.

How do we implement the Geography curriculum?

- Through clearly presented key concepts.
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils’ participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding.
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort’s needs are met.

- We use Robin Launder's, 'Making Learning Stick' strategies to help pupils embed key concepts in their long-term memory. We have a 10 minute Geography fluency session at the start of every RE lesson to enable pupils to remember prior learning through interweaving and retrieval practise. Other strategies are used at different points within the lesson.
- New knowledge and skills are built on what has already been taught so that pupils can 'know more and remember more.'
- The RE curriculum is taught remotely for pupils who are not able to attend school.
- Through effective questioning approaches and the use of 'Bloom's Taxonomy' to deliver higher order questioning to aid learners' understanding and progress
- A word aware approach to vocabulary acquisition.
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence and deepen understanding.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory, including kinaesthetic and active approaches to engage.

How do we assess the Geography curriculum?

- Assessment in Geography takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- Geography is assessed through teacher marking in line with the marking policy.
- Self – assessment, self-assessment with a peer, and group assessment take place to evaluate learning against the learning intention and/or against success criteria.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.

Summative assessment takes place at the end of every term.