



- At Alexandra Park Junior School, we want our pupils to be interested and excited about the world around them, both at a local and global level. We strive to develop enquiring minds which will lead to a thirst for knowledge and inquisitiveness that will stay with them for the rest of their lives. We actively encourage our learners to ask questions about the physical and human environments in which they live, researching and discussing differences between people and places around the world. In this way, geography actively promotes citizenship and celebrates cultural, spiritual and moral diversity of both people and places. Pupils are taught to work with maps, plans, globes, information technology and other resources in order to develop their geographical skills and knowledge of places. Geographical fieldwork and investigations provide vital opportunities for collaboration and developing a sense of individual responsibility. Our knowledge and skills progression map has been developed to meet the needs of all learners, enabling children to make links to previous learning and wider areas of the curriculum. The teaching of geographical vocabulary and terminology is explicitly taught and intervoven within the curriculum. These core values are at the heart of the curriculum, personalising the learning experience for our pupils and building their cultural capital. Together with the aims set out in the National Curriculum, this vision is achieved by:-
- Fostering a sense of worder, curiosity and fascination of the world
- Celebrating diversity and opening learners' eyes to the wider world
- Encouraging pupils to become responsible, global citizens of the future
- Equipping children with the skills to navigate and explore the world around them

## Implementation

Our curriculum is founded on the National Curriculum and has been tailored to meet the specific needs of our learners, taking into account the distinctive features of our local area and community. A personalised curriculum, which is closely linked to other areas of the curriculum, has been developed in order to broaden our pupils' life experiences: Examples include:- reinforcing pupils' understanding of global issues such as Fairtrade and sustainability: clear cross-curricular links between geography and the wider curriculum as well as linking topics to 'real-life' issues. Wherever possible, 'learning links' are made to encourage children to build on prior learning and link new learning to what they already know. As a result, we have strong links to our feeder school, Glodwick Infants, in order to build on and consolidate prior learning. Retrieval tasks at the start of the lesson will also help to consolidate learning. As a way of aiding long-term memory retention, knowledge and skills are systematically developed across the key stage and there is a clear progression of knowledge, skills and understanding across the four key strands of geography (locational knowledge: place knowledge: human and physical geography and geographical skills and fieldwork). In order to support pupils in committing knowledge and skills to the long term memory, knowledge mats are used to support learning both at home and in school, retrieval sessions are built into lessons and children are provided with opportunities to reflect on and summarise their learning. To support the sequential teaching of knowledge and skills, there are 3 distinct elements that run throughout our geography curriculum:

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An overview of the world around us, including mapping and putting places in context on a wider scale

Empathy and understanding of people and places around us

Impact of our own and others' actions at both a global and local level

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By placing enjoyment and achievement at the heart of the geography curriculum, we are broadening our pupils' horizons and highlighting the relevance of the global dimension to their own lives. Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the four strands of geography, as well as promoting independence using a range of geographical maps. Children will begin to make relevant links from geography to other curriculum subjects such as history and science. We believe that our geography curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact may be measured in a variety of ways, including:-

Impact

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
- staff and pupil voice questionnaires
- data analysis (December and June)

# Progression of knowledge and skills **Freder Alexandra Park Junior School**

-	NATIONAL CURRICULUM REQUIREMENT S	* <u>name</u> , locate characteristice countries and of the United K its surrounding * <u>name</u> and low world's seven five oceans	and identify of the four capital cities (ingdom and y seas	physical and human characteristics, countries a <u>name</u> and locate counties and cities of the Ur (including hills, mountains, coasts and rivers) a	nd major cities uted Kingdom, geographical regions and nd land-uso patterne; and understand h de, longitude, Equator, Northern Hemisph	34 Russia) and North and South America, concerts their identifying human and physical character w some of these aspects have charaged over to are, Southern Henisphere, the Tropics of Cancer	ustics, key topographical features no	Substantive knowledge
	STRAND	YI * Nome and locate the four countries and the capital attes of the UK and the surrounding same * Identify or characteristics (number of characteristics (number of the UK	Y2 * Becaries page and locate the seven continents and fue occans or a globa, atlas and the internet * Describe the location of the continents and North and South Poles and the Equator	Y3  * Use ettas and maps to locate the workles countries * Locate and maps to locate the workles countries * Locate and name the four-countries and the capital cities of the UK and the surrounding same (messel KSI) on a range of maps * Know the names of and locate at least eight countes and at least see disce in England. <b>PAINFORESTS</b> * Build up a broateding of countries and maps etties of the workly ordering spatial longitude, Equator the Tropics of Cancer and Capitons, Equator the Tropics of Cancer and Capitons and Antarctic Orde. Understand the they are wangemay lunes that cardie the Earth. * Know the names of and locate is guipples of South American countries * Know the names of and locate is guipples of South American countries * Know the names of and locate is guipples of South American countries * Know the names of and locate is guipples of South American countries * Know the adjustments of the same that cardie the Earth. * Know the names of and locate is guipples of South American countries * Know the adjustments of the same the same the same of the same * Know the difference between runeal and when runes. * Know the adjustment counties and nearby cities (W) and East Anglas) Children working at a same low will be dide to locate difference countries in South American was	Y4. MOUNTAINS & EARTHOUAKES * Beggging page and locate de lande 8 courtraes of the world and their major cities * Nemes the main meantain ranges in the UK and weler world FAIRTRAPE/SUSTAINABILITY * Identify and locate courties in relation for the position and significance of letitude iongiustic Equation. Norther, Henrichner Southern Henrichner the Tropics of Cancer and Captcom, Petition and Antarctic Carcle (Faithead) CATALONIA * Beggingen page and locate at least: 8 courtries of the world and their major states Children working at a secure level can locate different countries in South Neth-America using a glabe or ellas and Antercia	Y5     Israelig the position and significance of leftitude lengtheles, Equators the Tropice of Concer and Capricore, Archige and Antenetic Credie Understand that they are imaginary linus that and is the Earth COASITS     Nome and locate geographical regions of the UK identifying here topographical features and load- use patterns     IO DE JANEIRO     Identify and locate countries in relation to the position and significance of latitude longitude Equation Northern Hemisphere Southern Hemispheres the Tropics of Concer and Capitorn Active and Anteretic Credie     Odders undergraphic Concer and Capitorn Active countries in Europe and South America using a globe or alise and contract them with provides in burgers and south americas instanders in Europe and South Americas and a globe or alise and contract them with provides in Surgers and South Americas and and the service of the used in they con- confidently search for a place using latitude and longitude.	Y6  RIVERS  * Know, garge and locate the main revers of the UK  * Know the names of and can locate ge, purpler of the world's languet revers  VOLANCES * Locate the world's contrine using maps to focus on Europe identifying human and physical characteristics and key topographical entries (Coloni) Children working at a secure level can locate at ease different contrines in Europe, North and South America wang a glabe on allow for any of Letitude language (g).	Disciplinary krowledge
	CONSOLIDATI			* Name and locate the four countries and the capital cities of the UK and the surrounding sees * Identify so purpler, of characteristics (rivers, mountains, climate, landmarke) of the UK * Beggggige perso and locate the seven continents and five occess on a globs, allas and the internet * Describe the location of the continents and occass in relations to the North and South Poles and the Equator.	<ul> <li>Bessens continents and jue occars on a globs, allow and the internet</li> <li>Describe the location of the continents and occars in relation to the North and South Poles and the Equator.</li> <li>Use allowes and maps to locate the world's countries.</li> <li>Build up a knowledge of countries and major attes of the world, including South America (rainforeste)</li> </ul>	* Identify and locate countries in relation to the position and significance of latitude, longitude Equaton Northern Hemisphere, Southern Hemisphere, the Tropice of Cancer and Capitican Artige and Artarctic Circle "Understand that they are unaginary lines that arele the Earth * Build up a knowledge of countries and major attes of the world, including Europe (Spair), North America (Informe) and South America (Brasel)	* Locate and name the four countries and the capital attes of the UK and the surrounding seas on a range of maps * Bagin to tryggging regions (coastal, manitainous) * Name the world's main meuntain ranges as well as these in the UK * Bygggings penne and locate the continents some countries and major continents some countries and major cities including those in Europe (Spain), North America (California) and South America (Brazil)	





Progression of knowledge and skills \* know which is the \* identify the RAINFORESTS EAIRTRADE AND COASTS RIVERS \* Label the layers of the Understand some of the physical Describe and understand key aspects of hottaat and coldaat following physical SUSTAINABILITY Identify trade links and the physical geography including rivers and unuan in the UK rocesses in coald, grosion, fedires mointain rainforat . İakış islandı vallaşı Know there are defined debribution of natural resources know and To recognize that constal areas change the water cycle HUMAN AND river, diff. forest biomes and "tropics" and know including food miles (Fairtrade) Understand some of the physical Conception mainover-time PH//SICAL wather symbols and bench what the features of a specific Identify types of settlement and "To understand that the change has both processes in the formation of rivers Explain how the landscape of SW GEOGRAPHD/ \* Know the main optain some of biome areland-use including the negative and positive effects on himan \* Know the names of and detribution of natural resource activities England has been shaped by rivers Rive differences betwe the advantages and disadvartages of begin to locate some of the city tour and and anargy (Sustainability) \*To identify how activities in constal Axe) world's largest deserts areas may improve or damage the agalliv living in a city or a \* Describe and understand key MOUNTAINS & EARTHQUAKES VOLCANCES village muinnent Substantive aspects of himan-geography Understand some of the \* Understand some of the physical including settlement and land physical processes in the uses in the formation of earthquide use (deformation) formation of earthquakes \* Describe and understand key aspects of 12022/23 044 knowledge \* Demonstrate-an-understanding-of-the-Understand some of the physical physical geography including climate CONTRASTING LOCALITY works ground the world key physical processes that occur around occesses in the formation of \* Describe types of settlements ani of size the worldhow land is used and RIO DE JANEIRO \* Understand some of the physical Disciplinary aconomic activity in NW Describe and identify different climate processes in the formation of rivers and England and East Anglia ana avaind the world volcance knowledge \* Explain the landscape of Iceland in terms of how & has been shaped by volcanoes Children working at a sectors level can locate and start to describe-different himen and Children working at a service level Children working at a sector lavel are able to explain the impact of economic physical aspects of an area studied are able to explain with greater Children working at a sector level are able to locate and describe different activity on an area and start to processions the impacts of himon and physical aspects of land-use of an area studied arthquakes on the areas studied. understand the impact of trade links CONSOLIDATIO Know which is the heltest \* Describe types of settlement, her land is used jobs and work in Describe types of settlement, how lends Understand some of the physical used jobs and work in East Anglia (UK) and coldest season in the UK sees in the formation of mounts \* Know and toppgping main East Anglia (UK) \* Identify the following physica features mountain, lake island and in Skeepe Valley California (N Understand some of the physical processes in the formation of earthquides \* Explain the landscape of California in terms of how it has been shaped by unther synkols \* Identify the following Identify the following physical feature physical fastures mountain, lake, island, valley, river, diff. allay river, cliff; forest and beau curtain, lake, island, valley, river, cliff. rat and beach nethqiakas \* Describe and identify climate as forat and beach Describe how climate and Know the main differe affect growth and vegetation and the world Know there are distinct biomer Identify trade links, exporting and between city town and villa importing of food and resources (Fairbrade) \* Explain some of the advartages and deadvartages of living in a city or a village \* Explain same of the advantages and kendvartages of living in a city or a \* Identify different types of energy and atural resources fundair

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Next Steps

• Inventory of resources available in school – create a resource bank to support T&L within the classroom (year group folders)

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- Share new resources (Oddizzi, GA, Digimaps) with staff and monitor the impact they have on T&L
- Embed new assessment system.
- Continue to liaise with other geography leads via hub meetings and share good practice
- Continue CPD training/courses for staff members
- Establish more fieldwork in the local area across the Key Stage.



### Retention and Retrieval

#### Year 3: Countries of Europe

Name the eight countries in Europe: 2 points each answer - Allow 15 minutes







At the start of each topic we make learning links to anything we have learned previously or already know about. Before we start a topic, links to prior knowledge helps children build on prior knowledge. Name and locate at least three volcanoes

3 points for correct answer Allow: 15 minutes



At the end of the topic we review what we have learned. We have as session that summarises, evaluates and applies knowledge and skills learned.

	City	Village
1		
2		
3		





















































#### Concept Settlements

Human Geography

Settlements is an important concept as children discover how towns and villages got their names and why certain areas were chosen as settlements.

Then return to the present day and look at settlements and explore maps of surrounding areas. Geography lessons are designed to give the children a greater understanding of what settlements are, how settlements were formed and also to improve their map skills. Children will discover how reading maps can tell them what a settlement is like.

### Concept Mapping

Maps are fundamental to our learning in Primary Schools, and, used well, they help to create continuously developing learning opportunities: in drawing and creating them, the children reveal and explore their own understanding of scale, nested hierarchies, and of course the World as a whole.

Making maps a familiar part of the indoor, and outdoor, classroom environment and culture from early years builds on children's natural curiosity and develops their spatial skills. This concept alongside digimaps allows children to develop their locational knowledge. It also extends pupils' place knowledge, integrate elements of physical and human geography and develop key geographical skills in the process.