

Geography at Alex Park

Curriculum offer



Geography Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least

*Blocking 6x lessons with cross curricular and enrichment opportunities.

Substantive knowledge includes place, locational, human and physical features.

Disciplinary knowledge- geographical skills and fieldwork, asking geographical questions and analysing data.

*Retrieval activities

*Fieldwork linked to topic studied.

*Access to Digimaps so children are familiar with locational knowledge.

Stage 2 - Additional Support

*In class focus group with adult giving additional feedback on learning.

*Talking time to encourage oral rehearsal.

*Wordbanks to support children's learning.

*Image resources used to support vocabulary.

*Sentence stems

*Discussions and feedback in class.

Stage 3 - Intervention

During pre assessment for geography children who have limited knowledge or gaps in learning children are identified and appropriate targeted intervention is put into place including:

* small group work

* Peer support

*RRR

Stage 4 - Further Support

If summative assessment does not show sufficient progress being made despite intervention, liaise with SENDCO.



Intent

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 substantive and disciplinary 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 interwoven 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 wonder, 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

Intent Long term plan



Geography LTP topics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What is the geography of where I live?	What's in a region?		Rainforests- why are jungles so wet and deserts so dry?		
Year 4	Fairtrade and sustainability		Mountains/ Earthquakes		Catalonia	
Year 5	The world from the ISS				Brazil	Coasts
Year 6	Rivers			Volcanoes		



At Alexandra Park, the geography curriculum 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 interwoven within the curriculum.

Substantial knowledge
Disciplinary skills
Consolidation

NATIONAL CURRICULUM REQUIREMENTS	KS1		KS2			
	<ul style="list-style-type: none"> * <u>name</u>, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * <u>name</u> and locate the world's seven continents and five oceans 					
STRAND	Y1	Y2	Y3	Y4	Y5	Y6
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> * Name and locate the four countries and the capital cities of the UK and the surrounding seas * Identify a number of characteristics (rivers, mountains, climate, landmarks) of the UK 	<ul style="list-style-type: none"> * <u>Recognise</u>, name and locate the seven continents and five oceans on a globe, atlas and the internet * Describe the location of the continents and oceans in relation to the North Pole and South Pole and the Equator 	<p>MY LOCAL AREA</p> <ul style="list-style-type: none"> * Use atlas and maps to locate the world's countries * Locate and name the four countries and the capital cities of the UK and the surrounding seas (week 1 KS1) on a range of maps * Know the names of and locate at least eight countries and at least six cities in England <p>RAINFORESTS</p> <ul style="list-style-type: none"> * Build up a knowledge of countries and major cities of the world, including South America * Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand that they are imaginary lines that circle the Earth * Know the names of and locate a number of South American countries * Know where the Equator, Tropic of Cancer and Tropic of Capricorn are on a world map * Know what is meant by the term 'tropical' (Rainforests) <p>CONTRASTING LOCALITY (EAST ANGLIA)</p> <ul style="list-style-type: none"> * Begin to recognise geographical regions * Know the difference between rural and urban areas * Name and locate some counties and nearby cities (NW and East Anglia) <p>Children working at a secure level will be able to locate different countries in South America using a globe or atlas</p>	<p>MOUNTAINS & EARTHQUAKES</p> <ul style="list-style-type: none"> * <u>Recognise</u>, name and locate at least 8 countries of the world and their major cities * Name the main mountain ranges in the UK and wider world <p>FAIRTRADE/SUSTAINABILITY</p> <ul style="list-style-type: none"> * Identify and locate countries in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle (Fairtrade) <p>CATALONIA</p> <ul style="list-style-type: none"> * <u>Recognise</u>, name and locate at least 8 countries of the world and their major cities <p>Children working at a secure level can locate different countries in Europe and North America using a globe or atlas and compare these with a region in South America</p>	<p>ISS</p> <ul style="list-style-type: none"> * Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand that they are imaginary lines that circle the Earth <p>COASTS</p> <ul style="list-style-type: none"> * Name and locate geographical regions of the UK identifying key topographical features and land-use patterns <p>RIO DE JANEIRO</p> <ul style="list-style-type: none"> * Identify and locate countries in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p>Children working at a secure level can locate different countries in Europe and South America using a globe or atlas and contrast them with previous knowledge of the world. They can confidently search for a place using latitude and longitude</p>	<p>RIVERS</p> <ul style="list-style-type: none"> * Know, name and locate the main rivers of the UK * Know the names of and can locate a number of the world's longest rivers <p>VOLCANOES</p> <ul style="list-style-type: none"> * Locate the world's countries using maps to focus on Europe, identifying human and physical characteristics and key topographical features (Iceland) <p>Children working at a secure level can locate at least different countries in Europe, North and South America using a globe or atlas. They can confidently explain the significance of latitude, longitude etc.</p>
CONSOLIDATION	<ul style="list-style-type: none"> * Name and locate the four countries and the capital cities of the UK and the surrounding seas * Identify a number of characteristics (rivers, mountains, climate, landmarks) of the UK * <u>Recognise</u>, name and locate the seven continents and five oceans on a globe, atlas and the internet * Describe the location of the continents and oceans in relation to the North and South Pole and the Equator 					



NATIONAL CURRICULUM REQUIREMENTS	KS1		KS2			
	* 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		* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
STRAND	Y1	Y2	Y3	Y4	Y5	Y6
PLACE KNOWLEDGE	<p>* Recognise the differences between physical and human aspects (landscape, climate, buildings) of a small area in the UK</p>	<p>* Demonstrate what may be similar and different in terms of physical and human geographical features in a contrasting non-European country (Kenya)</p>	<p>UK STUDY</p> <ul style="list-style-type: none"> Name some similarities and differences between NW England and East Anglia in terms of their physical and human features <p>S AMERICAN STUDY</p> <ul style="list-style-type: none"> Name some similarities and differences between NW England and the Amazon Basin in terms of their physical and human features (Rainforests) <p>Children working at a secure level will be able to explain why some regions are different to others.</p>	<p>EUROPEAN STUDY</p> <ul style="list-style-type: none"> Recognise and understand there are differences between physical and human aspects of regions and each is distinctive (Catalonia) <p>Children working at a secure level can start to use appropriate technical language to describe the similarities and differences.</p>	<p>ISS</p> <ul style="list-style-type: none"> Know the names of at least eight European countries. Know the names of several European capitals. Know all about different time zones and can work out differences. <p>SOUTH AMERICAN STUDY</p> <ul style="list-style-type: none"> Identify and describe why aspects are similar and different in terms of physical and human geographical features (Rio de Janeiro) <p>Children working at a secure level can confidently use technical language to describe similarities and differences.</p>	<p>UK STUDY</p> <ul style="list-style-type: none"> Name some similarities and differences between NW England and East Anglia in terms of their physical and human features (2023/24 ONLY). Explain why aspects are similar and different in terms of physical and human geographical features (River Axe) <p>EUROPEAN STUDY</p> <ul style="list-style-type: none"> Explain why aspects of countries are similar and different in physical and human geographical features (Iceland - Volcanoes) <p>Children working at a secure level can confidently explain the importance of a region.</p>
CONSOLIDATION			<p>* Recognise the differences between physical and human aspects (landscape, climate, buildings) of a small area in the UK</p>	<p>* Demonstrate what may be similar and different in terms of physical and human geographical features in a contrasting non-European country (Kenya - Y2)</p>	<p>* Name some similarities and differences between NW England and East Anglia in terms of their physical and human features</p> <p>* Name some similarities and differences between NW England and the Amazon Basin</p>	<p>* Understand there are differences between physical and human aspects of regions - East Anglia (UK), Catalonia (Europe), California (North America) and Amazon Basin (South America) - and each is distinctive</p>



NATIONAL CURRICULUM REQUIREMENTS	KS1		KS2			
	<ul style="list-style-type: none"> 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 beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop. 		<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: <ul style="list-style-type: none"> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> types of settlement and land-use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 			
STRAND	Y1	Y2	Y3	Y4	Y5	Y6
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village 	<ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or a village 	<p>RAINFORESTS</p> <ul style="list-style-type: none"> Label the layers of the rainforest. Know there are distinct biomes and 'tropics' and know what the features of a specific biome are Know the names of and begin to locate some of the world's largest deserts Describe and understand key aspects of human geography including settlement and land-use (deforestation) <p>CONTRASTING LOCALITY</p> <ul style="list-style-type: none"> Describe types of settlement, how land is used and economic activity in NW England and East Anglia <p>Children working at a secure level can locate and start to describe different human and physical aspects of an area studied.</p>	<p>FAIRTRADE AND SUSTAINABILITY</p> <ul style="list-style-type: none"> Identify trade links and the distribution of natural resources, including food miles (Fairtrade) Identify types of settlement and land-use, including the distribution of natural resources and energy (Sustainability) <p>MOUNTAINS & EARTHQUAKES</p> <ul style="list-style-type: none"> Understand some of the physical processes in the formation of earthquakes Understand some of the physical processes in the formation of mountains <p>Children working at a secure level are able to explain with greater precision the impact of earthquakes on the areas studied.</p>	<p>COASTS</p> <ul style="list-style-type: none"> Understand some of the physical processes in coastal erosion To recognise that coastal areas change over time To understand that the change has both negative and positive effects on human activities To identify how activities in coastal areas may improve or damage the environment. <p>ISS</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones around the world <p>RIO DE JANEIRO</p> <ul style="list-style-type: none"> Describe and identify different climate zones around the world <p>Children working at a secure level are able to locate and describe different human and physical aspects of land-use of an area studied.</p>	<p>RIVERS</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including rivers and the water cycle Understand some of the physical processes in the formation of rivers Explain how the landscape of SW England has been shaped by rivers (River Axe) <p>VOLCANOES</p> <ul style="list-style-type: none"> Demonstrate an understanding of the key physical processes that occur around the world Understand some of the physical processes in the formation of rivers and volcanoes Explain the landscape of Iceland in terms of how it has been shaped by volcanoes <p>Children working at a secure level are able to explain the impact of economic activity on an area and start to understand the impact of trade links.</p>
CONSOLIDATION			<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Know the main differences between city, town and village Explain some of the advantages and disadvantages of living in a city or a village 	<ul style="list-style-type: none"> Describe types of settlement, how land is used, jobs and work in East Anglia (UK) Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach 	<ul style="list-style-type: none"> Describe types of settlement, how land is used, jobs and work in East Anglia (UK) and in Silicon Valley, California (N America) Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Describe how climate and climate zones affect growth and vegetation Know there are distinct biomes and 'tropics' Explain some of the advantages and disadvantages of living in a city or a village Identify different types of energy and natural resources (sustainability) 	<ul style="list-style-type: none"> Understand some of the physical processes in the formation of mountains Understand some of the physical processes in the formation of earthquakes Explain the landscape of California in terms of how it has been shaped by earthquakes Describe and identify climate zones around the world Identify trade links, exporting and importing of food and resources (Fairtrade)

PROGRESSION OF SKILLS IN GEOGRAPHICAL SKILLS AND FIELDWORK

STRAND	KSI		KS2			
NATIONAL CURRICULUM REQUIREMENTS	<ul style="list-style-type: none"> • use world maps, atlases and globes • use simple compass directions • use aerial photos • construct simple maps • undertake simple fieldwork within school locality 		<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four- and six- figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the UK and wider world 			
	Y1	Y2	Y3	Y4	Y5	Y6
GEOGRAPHICAL ENQUIRY	<ul style="list-style-type: none"> • Teacher-led enquiries to ask and respond to simple closed questions • Make observations about where things are, eg. within school, or local area 	<ul style="list-style-type: none"> • Encourage children to ask simple geographical questions, such as 'Where is it?' 'What is it like?' • Make simple comparisons between features of different places 	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions C 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. FT/EQ • Analyse evidence and draw conclusions, eg. make comparisons between locations, pictures and maps. EQ/CT/LS 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating. LS • Analyse evidence and draw conclusions, eg. compare historical maps of varying scales or compare temperatures at different locations and how these influence people's everyday lives. LS 	<ul style="list-style-type: none"> • Use primary and secondary sources of evidence in their investigations • Collect and record evidence independently. R
	<ul style="list-style-type: none"> • Use and follow simple directions (up, down, left, right, forwards, backwards) • Introduce 4 compass points (NESW) 	<ul style="list-style-type: none"> • Use simple compass points (NESW) and directional language (near, far) to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • Use 4 compass points to follow and give directions. LS • Begin to use co-ordinates (numbers and letters) to locate features on a map. LS 	<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions with confidence and begin to use 8 compass points. LS • Begin to use 6- figure co-ordinates. FT 	<ul style="list-style-type: none"> • Use 8 compass points confidently. LS/ISS • Use 4- figure grid references with confidence and accuracy. LS/ISS • Begin to use 6- figure grid references to locate features on a map. LS/ISS 	<ul style="list-style-type: none"> • Use 8 compass points confidently and accurately. LS • Use 6- figure grid references with increasing confidence. LS
DIRECTION AND LOCATION	<ul style="list-style-type: none"> • Use picture maps and globes • Gather information from picture maps • begin to spatially match places 		<ul style="list-style-type: none"> • Find land/sea on a globe • Use teacher-drawn base maps • Use large-scale OS maps • Use an infant atlas 			
	<ul style="list-style-type: none"> • Use picture maps and globes • Gather information from picture maps • begin to spatially match places 	<ul style="list-style-type: none"> • Find land/sea on a globe • Use teacher-drawn base maps • Use large-scale OS maps • Use an infant atlas 	<ul style="list-style-type: none"> • Use picture maps and globes • Gather information from picture maps • begin to spatially match places 	<ul style="list-style-type: none"> • Find land/sea on a globe • Use teacher-drawn base maps • Use large-scale OS maps • Use an infant atlas 	<ul style="list-style-type: none"> • Use picture maps and globes • Gather information from picture maps • begin to spatially match places 	<ul style="list-style-type: none"> • Find land/sea on a globe • Use teacher-drawn base maps • Use large-scale OS maps • Use an infant atlas

DRAWING MAPS	<ul style="list-style-type: none"> • Draw picture maps with labels of places they know • Draw a map of a real or imaginary place 	<ul style="list-style-type: none"> • Draw a map of a short route. LS 	<ul style="list-style-type: none"> • Try to make a simple scaled drawing. LS 	<ul style="list-style-type: none"> • Make sketch maps using scale, symbols and a key. LS • Know how to plan a journey within the UK using a road map. LS 	<ul style="list-style-type: none"> • Begin to draw plans of increasing complexity. R 	
SYMBOLS AND REPRESENTATION	<ul style="list-style-type: none"> • Use own symbols on imaginary maps 	<ul style="list-style-type: none"> • Use symbols agreed by the class to make a simple key 	<ul style="list-style-type: none"> • Begin to use standard symbols on a map and recognise some symbols on OS map. LS 	<ul style="list-style-type: none"> • Recognise standard symbols on OS map. LS 	<ul style="list-style-type: none"> • Appreciate maps cannot show everything. ISS 	<ul style="list-style-type: none"> • Use atlas symbols. LSV
USING AND INTERPRETING MAPS	<ul style="list-style-type: none"> • Use a simple picture map to move around the school 	<ul style="list-style-type: none"> • Follow a route on a map • Use an infant atlas to locate places 	<ul style="list-style-type: none"> • Follow a route indicated on a large scale map • Locate places on a globe. R 	<ul style="list-style-type: none"> • Follow a route indicated on a large scale map with some accuracy. LS 	<ul style="list-style-type: none"> • Select a map for a specific purpose (eg. atlas to locate coastal landforms, OS map to find features in Llandudno, simple GIS software to look at land-use in a locality). C 	<ul style="list-style-type: none"> • Follow a route on 1:50,000 OS map. R
SCALE AND DISTANCE	<ul style="list-style-type: none"> • Use relative vocabulary, such as bigger, smaller, like, double 	<ul style="list-style-type: none"> • Draw objects on table or tray to scale using square paper (1:1, 1:2 and so on) 	<ul style="list-style-type: none"> • Recognise scale bar on atlas maps. UK • Know how to use graphs to record features such as temperatures on rainfall across the world. R 	<ul style="list-style-type: none"> • Use a scale bar on atlas maps. LS 	<ul style="list-style-type: none"> • Find and recognise places on maps of different scales. C 	<ul style="list-style-type: none"> • Use scale bar on maps to measure distance. VR
PLAN VIEW AND PERSPECTIVE	<ul style="list-style-type: none"> • Draw around objects to make a plan • Recognise shapes in plan view 	<ul style="list-style-type: none"> • Look down on objects to make a plan view map • Draw round objects 1:1 to get plan view 	<ul style="list-style-type: none"> • Look at a view from a high place including the use of digital software. UK 	<ul style="list-style-type: none"> • Look at smaller scale aerial view on physical maps and digital software • FT/EQ • Use Google earth to locate the world's mountain ranges. M 	<ul style="list-style-type: none"> • Begin to draw a plan view map with increasing accuracy by hand and using appropriate software. ISS • Develop using higher viewpoints up to satellite. C 	<ul style="list-style-type: none"> • Use mapping software with a 3D view to compare plan and oblique views of places. LSV

MAP STYLE, PURPOSE AND USE	<ul style="list-style-type: none"> • Use picture maps and globes • Gather information from picture maps • begin to spatially match places 	<ul style="list-style-type: none"> • Find land/sea on a globe • Use teacher-drawn base maps • Use large-scale OS maps • Use an infant atlas 	<ul style="list-style-type: none"> • Begin to use atlas maps and globes. UK/FT/EQ/CT • Use index and contents pages in atlases. UK/FT/EQ/CT • Begin to identify features on aerial/oblique photographs and satellite imagery. LS • Use large and medium scale OS maps (1:250, 1:2500 and 1:10,000). LS 	<ul style="list-style-type: none"> • Recognise the world map as a flattened globe. ISS • Use medium scale maps (eg. OS: 1:10,000, 1:25,000 and 1:50,000 maps). LSRV
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Intent

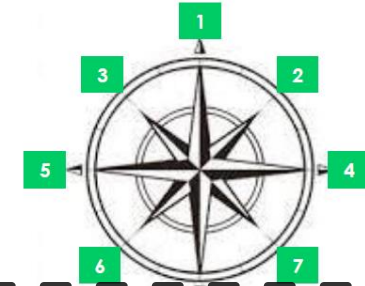
Retrieval task

Retrieval tasks at the start of the lesson 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).

These are adapted from Year 1 to Year 6. They are specifically designed to target gaps and ensure pupils will ‘learn more and remember more.’

Year 3: 8 points of a compass

Points of a compass	
North	
South	
West	
East	
South West	
South East	
North West	
North East	



2 points for each correct answer
Allow: 10 minutes

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

Year 4: Longitude and latitude

3 points for correct placement
Allow: 10 minutes

Draw the **Equator**, **Tropic of Cancer**, **Tropic of Capricorn** and **Greenwich Meridian** on this world map.



Year 5: Deforestation

3 points for each plausible answer
Allow: 15 minutes

Give three reasons why deforestation is bad for the environment	
1	
2	
3	



Year 6: 6-figure grid references

2 points for each answer
Allow: 15 minutes



Write the six figure grid reference for:
Old Dane
Sports Centre
Crantock Campsite
Fistral Beach Car Park
Trevelgue Head

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.

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;

1. An overview of the world around us, including mapping and putting places in context on a wider scale
2. Empathy and understanding of people and places around us
3. Impact of our own and others' actions at both a global and local level

Implementation

Sequencing



In each planning sequence there must be :

1. An overview of the world around us, including mapping and putting places in context on a wider scale. This could be when children find different countries, cities on a map/globe, using the atlas, using digimaps.

2. Empathy and understanding of people and places around us. This is taught through:

-Objectives-led; the teacher shares the learning objectives with students and structures the lesson to lead them to acquire that learning.

For example :

What is a forest and why are they so important for me?

What do we mean by 'our climate', has it changed before and is it changing now?

Why is a school built in Oldham?

How does life in Brazil compare to life in England?

3 The impact of our own and others' actions at both a global and local level is then looked at.

Implementation

Sequencing



- Each lesson will start with prior learning. This will be the retrieval activity so children can recall what they have learned in geography already. This would connect children's minds and prior experiences.
- Questioning is an important part of the lesson. Critical thinking has been mapped out alongside vocabulary, enabling children to progressively develop their ability to think like geographers and make connections between different areas of learning.
- Children learn about their local environment and their impact upon it. This will allow children to have a greater understanding of the world around them.
- Units are linked to **sustainability** so that children understand the impact of human and physical geography.

Implementation:



Diversity, Inclusion, SMSC and British Values opportunities

Year 3- Contrast with East Anglia- looking at human and physical geography.

Rainforests- what is deforestation and how the climate changes?

Year 4- Mountains and earthquakes- looking at how countries that are located on tectonic plates have frequent earthquakes. People in low income countries (LICs) are more vulnerable to the threat of tectonic hazards because of poor health services, lack of emergency services and poorly built houses and structures.

Fairtrade and sustainability- Where does our food come from?

Catalonia- Comparing Catalonia to Greater Manchester.

Year 5- Coasts- What impact do coasts have on people? Where are the different coasts around the world?

Brazil- Looking at rich and poor inequality. Compare and contrast human and physical features in Brazil to England.

Year 6- Rivers- Being environmentally friendly. What effect flooding has on the environment?

Volcanoes- What impact do volcanoes have on people? Why people choose to live near volcanoes? Comparing Iceland to where children live.

Impact



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 substantive and disciplinary knowledge 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.

There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children's understanding of grammatical terminology.

Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move in to KeyStage 3.

Impact will be measured through 'spotlights' three times a year which will include :-

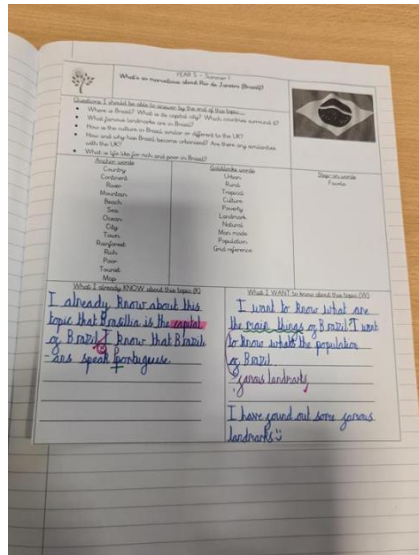
- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
- staff and pupil voice
- Data analysis

Impact

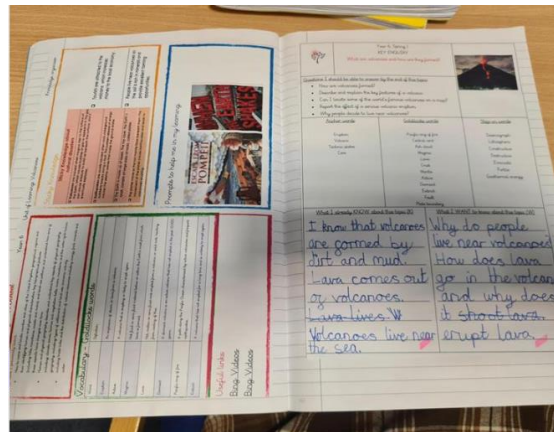
- By placing enjoyment and achievement at the heart of the geography curriculum, we are broadening our pupils' horizons and highlighting the relevance of the global dimension to their own lives.
- Progression of both substantive and disciplinary knowledge across the Key Stage secures pupils' understanding of the four strands of geography, as well as promoting independence using a range of geographical maps.
- Teachers have high expectations, and more quality is evident in books.
- Geography spotlight twice a year- autumn and one in summer looking at lessons observations, book scrutinies, teacher and pupil voice, environment learning walks, use deep dive questions to identify gaps to provide next steps for staff CPD.
- Recent spotlight information
- The 5 components for each topic links to TT statements so it is easier for staff to assess.
- Key vocabulary that children need to know for that topic is highlights and embedded within each lesson.
- From the recent pupil voice, children have a thirst of knowledge and really enjoy learning the different topics.
- SEND pupils access the same curriculum but the teaching methods are scaffolded. Content is broken down into smaller chunks.

As part of the pre and post assessment in geography, a KWL grid is completed before a topic is taught and after the topic. The KWL grid shows children's prior learning as well as which children need to be targeted.

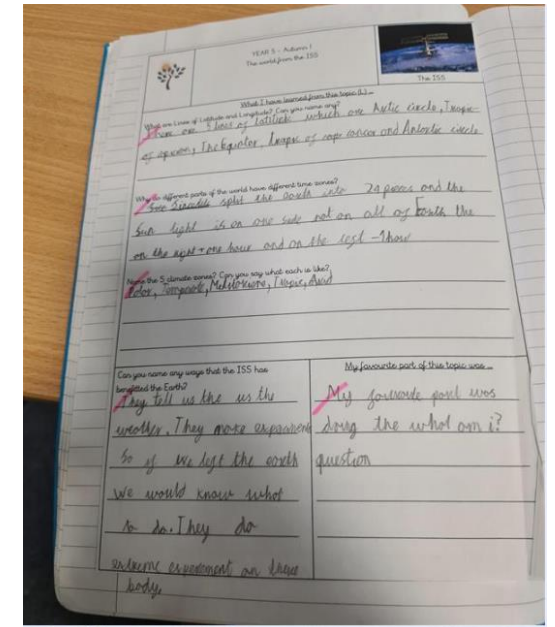
As part of the summative assessment, children present their learning in the form of their own autonomy (poster, presentation, pictures etc).



At the end of the unit the children complete the L part of their KWL grid, where they answer the five components of what they have already learnt.



This allows teachers to group the children. Who has previous knowledge, those that have limited knowledge or have misconceptions and those that have no previous knowledge on this unit.



Impact - examples of progress

Year 3



Lesson 1: Can I describe East Anglia in each direction to Norfolk?

Direction	Yes	No	Teacher
North			
South			
East			
West			

East Anglia

Location:
East of England

Population:
A million people

Physical features:
- Hills
- Lakes
- Rivers

Famous landmarks:
- Norfolk woods
- The sea
- Witham hay
- Cornhill

Famous people:
- King Richard

Significant history:
- The Domesday Book
- The Battle of Hattin

Interesting facts:
- The Great Ouse
- The Norfolk and Norwich Canal

Location of East Anglia in the UK:
 East Anglia

Lesson 2: Can I describe East Anglia in each direction to Norfolk?

Direction	Yes	No	Teacher
North			
South			
East			
West			

Weather is weather
Weather is weather for a short time
so here climate is weather
of weather for a long time

The top layer is sunny and the other layers are rainy and dark.

The different layers of the atmosphere are:
Emergent layer, convective layer, stratosphere and good space

Weather is weather for a short time so here climate is weather of weather for a long time

It is hot in the day but it's very cold at night

Who wouldn't want to visit the Amazon rainforest?

Who wouldn't want to visit the Amazon rainforest? This is the place for you! You can go on many peaceful adventures here. You will see many animals like toucans, parrots, and monkeys. You will also see many plants like bromeliads and orchids. You will be able to see many different types of trees like kapok and mahoe. You will be able to see many different types of animals like toucans, parrots, and monkeys. You will be able to see many different types of plants like bromeliads and orchids. You will be able to see many different types of trees like kapok and mahoe.

Why not go on an exciting adventure?

You can go on a variety of adventures in the Amazon rainforest! You can go on many peaceful adventures here. You will see many animals like toucans, parrots, and monkeys. You will also see many plants like bromeliads and orchids. You will be able to see many different types of trees like kapok and mahoe.

Who wouldn't want to visit the Amazon rainforest?

You should visit because it contains animals such as toucans, snakes and jaguars. You will see many different types of plants like bromeliads and orchids. You will be able to see many different types of trees like kapok and mahoe.

Lesson 3: Can I describe East Anglia in each direction to Norfolk?

Direction	Yes	No	Teacher
North			
South			
East			
West			

Carte

Blackpool

Oldham

Liverpool

Manchester

Bolton

Lancaster

Harrogate

Lesson 4: Can I describe East Anglia in each direction to Norfolk?

Direction	Yes	No	Teacher
North			
South			
East			
West			

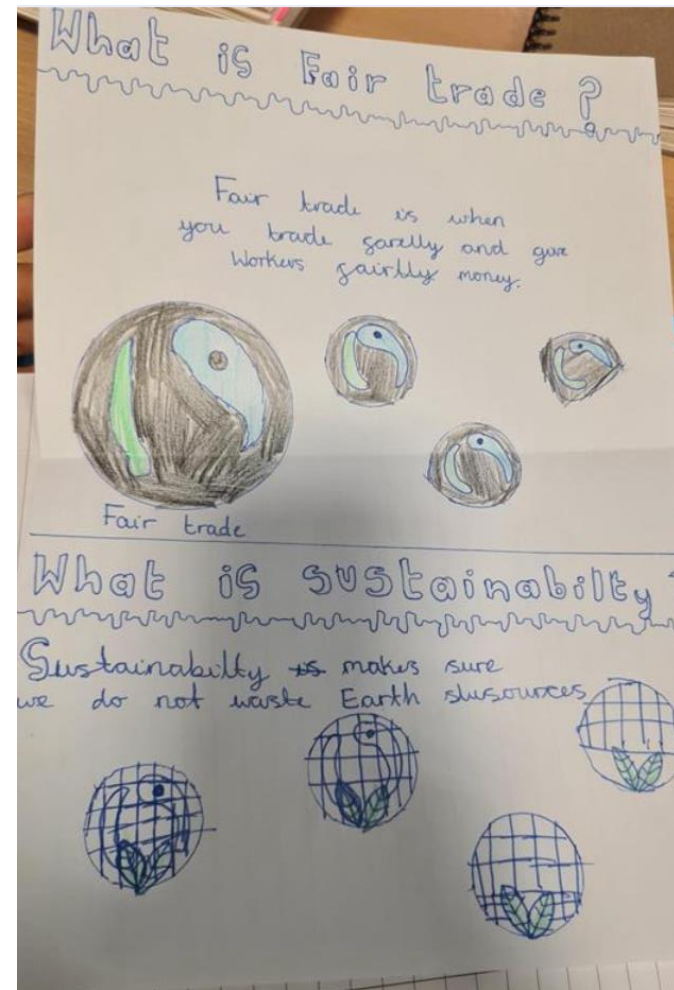
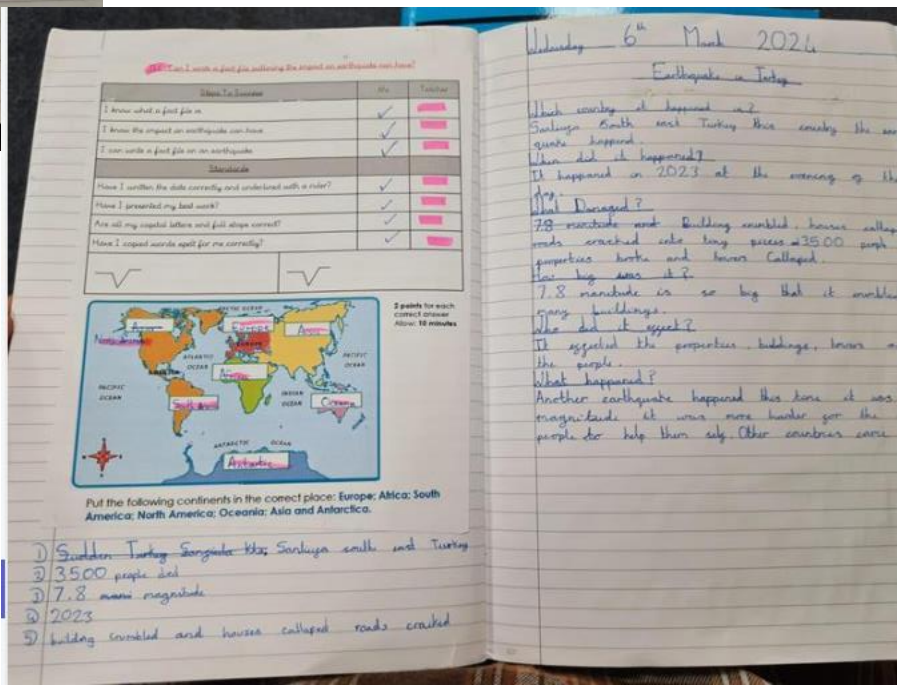
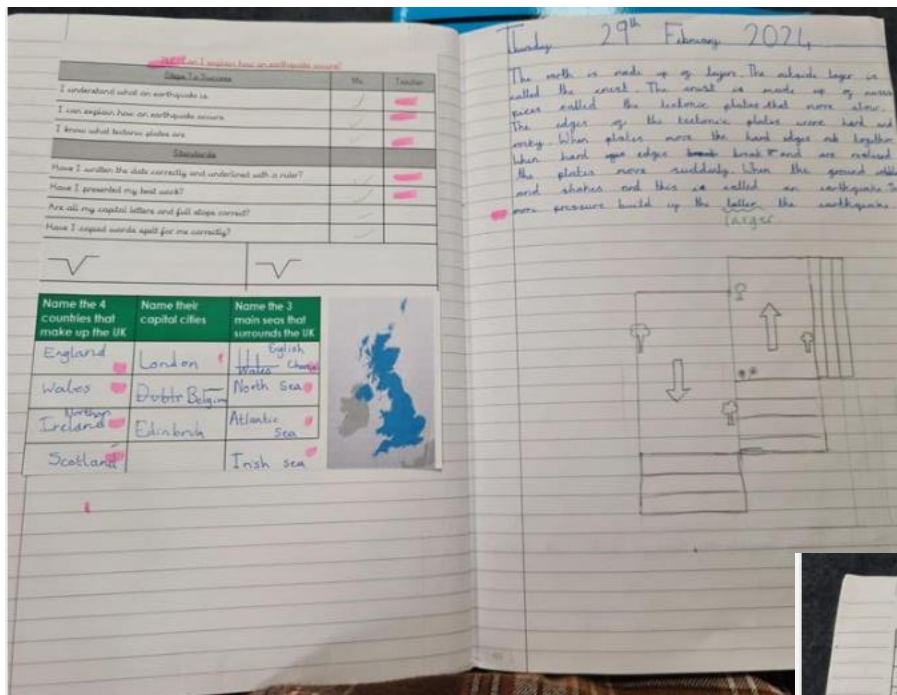
Map of Tropical Rainforests of the World Activity

Tropical rainforests are found in the Amazon, Congo, and Southeast Asia.

South America

Antarctica

Impact - examples of progress Year 4

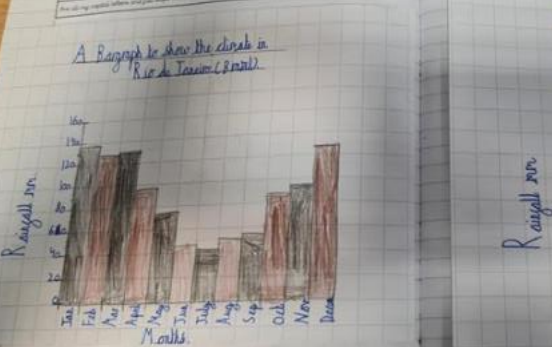


Impact - examples of progress

Year 5

Friday 18th April 2024

A Bar graph to show the climate in Manaus Brazil



Manaus has more of a rainfall than Rio de Janeiro. That means Rio de Janeiro has less of a rainfall. Each graph shows the amount of how many rainfall was taken in that month. The climate in Manaus is a tropical (wet) where as the climate in Rio de Janeiro is tropical (wet and dry).

Monday 22nd April 2024

What language is spoken?

The primary language is Portuguese. It's the main language in Brazil apart from English.

Where is Brazil?

Brazil is in South America. The capital city is Brasilia. The country has a lot of different languages like Portuguese, Spanish, French, Italian, German, Japanese and many others.

What is the population?


Over 213 million people live in Brazil. The population is about 213 million.

What is the life expectancy?


Life expectancy in Brazil is about 75 years. Many of the people are poor and live in favelas.

What is the climate?

Low rainfall, hot, humid and with a lot of sunshine.



Wednesday 17th April 2024



Guiana? ✓
Ecuador? ✓
Suriname? ✓

Wednesday 24th April 2024

Manaus is a city in Brazil. It is a big city and has a lot of people. It is a big city and has a lot of people. It is a big city and has a lot of people.

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Impact - examples of progress

Year 6

Wednesday 17th January 2024

Parapara

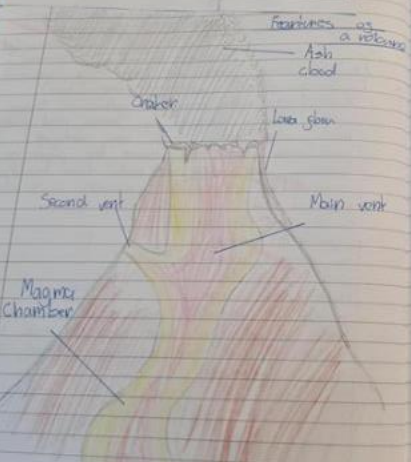
Pompeii is a famous volcano due to one of its eruptions almost 2000 years ago. It is so famous because when it erupted, ash covered the deserted bodies, preserving it to this day.

Advantages and Disadvantages

A disadvantage to living near a volcano is that it can be really dangerous and there are lots of ash that block things over time. However, the soil is really fertile and you can use geothermally go thermal heat to power buildings.

Ring of Fire

The ring of fire is a big line of tectonic volcanoes from Argentina to Fiji, volcanoes erupt all the time in this area resulting in hurricanes, earthquakes and disastrous volcanic eruptions.



Wednesday 1st October 2023

Advantages

- Drinking is an advantage because if you're stuck in the middle of nowt, you can drink the water.
- Swimming is good because you can get exercise.
- Washing is an advantage because you can wash your clothes instead of having dirty clothes.
- Eating is an advantage because if you don't eat you will die of hunger.
- Fishing, people can catch for gun, and for food.

Disadvantage

- Flooding because it can make people homeless and people can lose their property.
- Pollution because the air pollution can affect your breathing.
- Wild life destroyed because the animals die and their will be no food.

I can explain how rivers are used

They both run

Shops	roads
trains	climate

if you're you're you're you're you're you're you're you're you're you're

Thursday 11th January 2024

Advantages

- Ash clouds can cause bad things because you can't see and you can't grow things, so the farmer is a disadvantage.
- Geothermal energy is a renewable and it can be used in heating or for power.
- Ash clouds can be used to make things like bricks or for decoration.
- Volcanoes make good soil, making it so you can grow and farmers so it is an advantage.
- Lava flows can be used to build things and they can be used to build things.

Disadvantages

- This is a disadvantage because the ash can make you cough and die.
- This is a disadvantage because when a plane goes through ash the plane crashes.
- This is a disadvantage because the lava will burn the houses.
- This is a disadvantage because the volcano might erupt.
- This is an advantage because the water is warm and the weather is kind of cold and it takes little spots from your face.
- This is an advantage because the plane they get minerals from the volcano.
- This is a disadvantage because it has to be very hot.

I think that you shouldn't live near volcanoes unless it's temporary because just like Pompeii you could be everything in a minute.

Thursday 11th January 2024

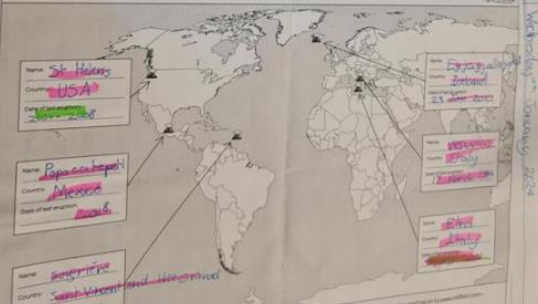
Advantages

- This is an advantage because the farmer can grow crops with the heat from the volcano.
- This is an advantage because tourists go to see the volcano and they pay a lot of money to that country.
- This is an advantage because the water is warm and the weather is kind of cold and it takes little spots from your face.
- This is an advantage because the plane they get minerals from the volcano.
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Disadvantages

- This is a disadvantage because the ash can make you cough and die.
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Locating Volcanoes in Europe and North America



St. Helens
USA

Papua New Guinea
New Guinea

Mount Fuji
Japan

Mount Vesuvius
Italy

Mount St. Helens
USA

Mount Fuji
Japan

Mount Vesuvius
Italy

Mount St. Helens
USA

Mount Fuji
Japan

Mount Vesuvius
Italy

Cross curricular links

Tuesday 19th March 2024

All you need to know about Volcanoes!

Have you ever heard of Mount Vesuvius? Perhaps, St Helens or Mount Fuji. Well if you have, they are all volcanoes, in the whole world there are approximately 600 active volcanoes. Many people do not know the three types of volcanoes active - can show their wrath at any moment and erupt - Dormant (most likely not to erupt because it has not erupted in 5000-years) extinct - never will erupt!

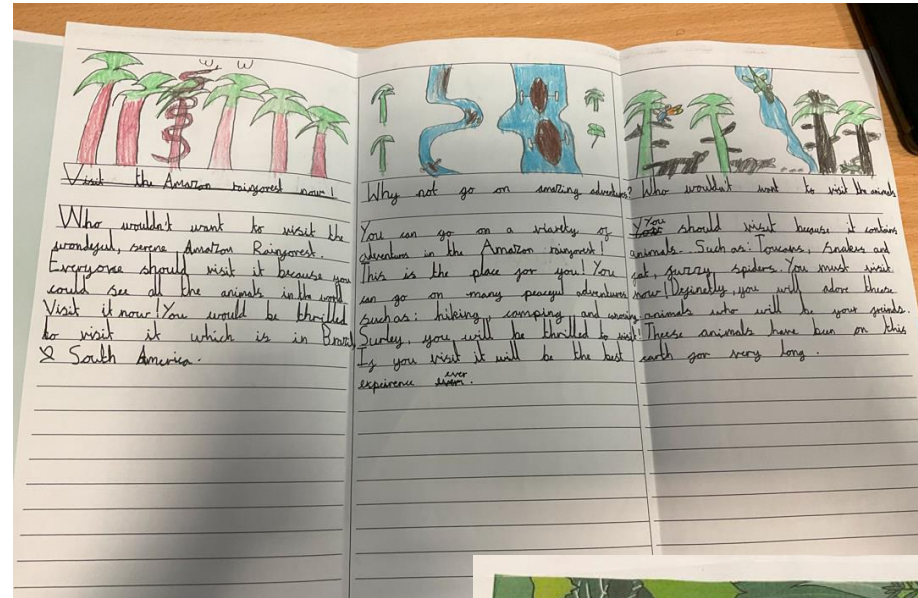
RRI → Use of dashes.

How volcanoes form!

The ~~press~~ process of a volcano forming is surprisingly complex the Lithosphere which contains the Earth's crust and upper mantle. This is what ma produces tectonic and oceanic plate. Gas and molten-magma seeps through which eventually ends up erupting and also creates land. Did you know that Hawaii is made was formed by volcanic eruptions?

The ring of fire

Over a year, tectonic plates move about 5cm which over a long period of time a volcanic eruption occurs. A fact that satisfies me is that 75% of the worlds active volcanoes are located on the pacific plate. This consists of St Helens, Mount Fuji and Erebus. Did you know since the 1960's 90% of the worlds eruptions are from the ring of fire?



In a hot of an eye, ash rose from the mighty volcano. "Oh no we have to leave!" shrieked Felix. "No! No! Leave Pompeii because Vulcan is angry!" laughed Felix. A day collapsed and Felix started to cough. "I'm sorry now, I believe you!" sighed Felix in dejection. "Well we better RUN!" yelled Felix. He ran home dodging volcanic bombs. BOOM! "I have a Map!" I expressed in excitement. "So?" asked Felix curiously. "Felix!" I can guide the whole city so I can announce we have to leave," replied I. Down the street a big group of people stood. "Hurry! I guess there was treasure in the amphitheatre." Ladies and Gentlemen! Gentlemen! there is no treasure! I killed. "Hush you liar!" yelled some people. "No! No! we have to leave!" I replied gratefully. "Boooo!" hilled him! "ordered" the residents. As quick as a flash, I sprinted to the well with Felix towards the well. "Are you not coming?" I asked. "I can't!" replied Felix. As I woke up, I was in modern day Pompeii. On the next street I spotted a crack in the glass floor. Out of nowhere, the ground grumbled. Finally, I got back home after a treacherous adventure. "Rosa!" I shouted an eerie silence filled the Italian gammy home. I figured that she went out to look for me. As I looked for Rosa, Felix pat me on the back. In the distant I saw a hand.

Thursday 14th March 2024
He can't write a poem?
A Jaguar

What ferocious, fierce teeth you have!
His sharp teeth are as sharp as knives
It's white teeth help him ambush his prey.

What long, muscular limbs you have!
It's a lightning bolt as he runs.
He couldn't run without his long limbs,
What long, muscular limbs you have!

What green, piercing eyes you have!
He has eyes as green as bright green grass,
His green eyes help see in the dark,
What green, piercing eyes you have!

Ferocious fissure strikes at Grindavik!
By: Hussain Ameer
15th January 2024

Disaster struck in Iceland just last month when the village of Grindavik had to be evacuated because an aggressive fissure occurred. As the residents settled back into their village and another fissure opened and spewed out lava. This catastrophic event just yesterday. This fissure was triggered by an extreme earthquake. The glowing-orange lava has nearly reached the innocent village (Grindavik).

The Evacuation!
An alert came for the village at approximately 3am in the morning but the eruption started at 8am. The eruption caused 90 homes to be evacuated. Some houses being destroyed and the famous tourist attraction Blue Lagoon to be shut down! South South-west of Reykjavik is a village called Grindavik. The town was evacuated by the authorities. A geologist has reported "I couldn't believe it's this eruption it was the worst one in half a century!"

As the people were evacuating they were angry, scared, annoyed and eager to leave. Many people's possessions were lost as a cause of this event. "I wish the lava stayed at the same pace it would destroy the village."

Cross curricular links



Alexandra Park Junior School

Ferocious fissure strikes at Grindavik!
By: Husna Anwar 15th January 2024

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The ongoing disaster

As the people were evacuating they were angry, scared, annoyed and eager to leave. Many people's possessions were lost as a cause of this event. Scientists say "If the lava flows at the same pace it would destroy the village!"

Tuesday 19th March 2024

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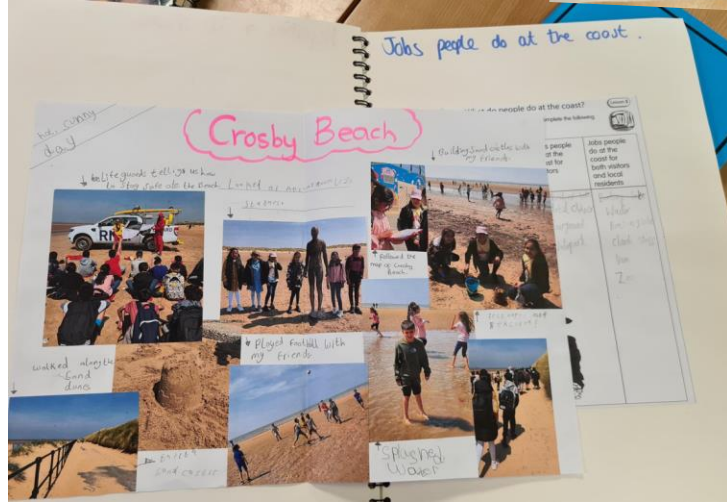
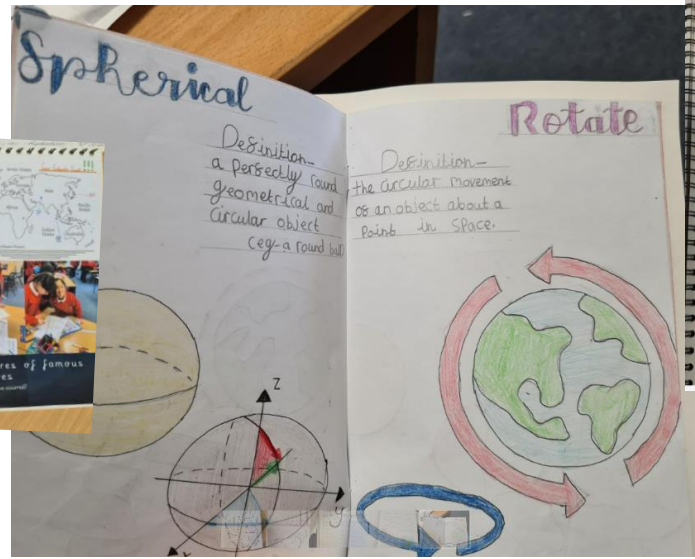
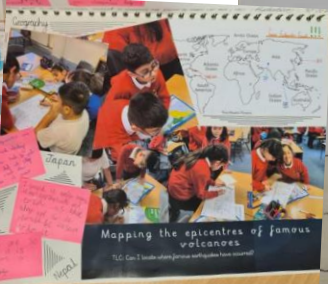
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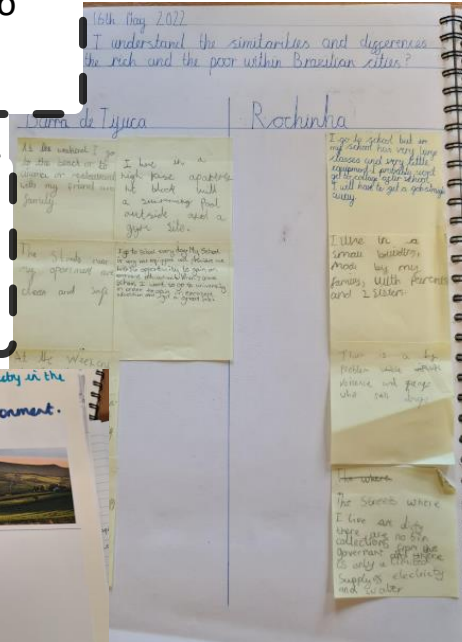
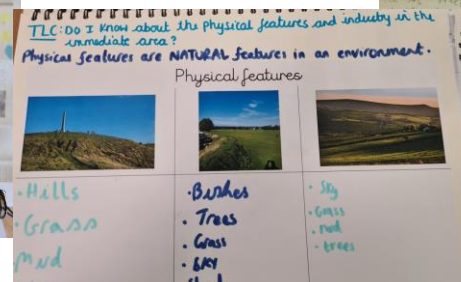
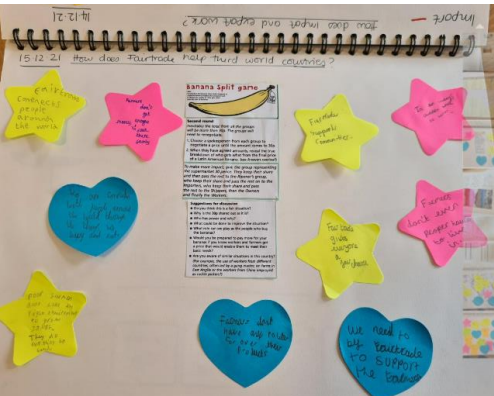


Geography Active learn books

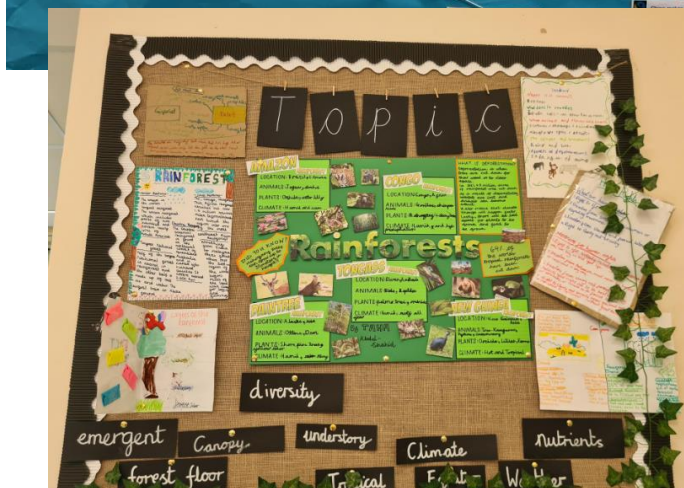


Using map skills to locate different fairtrade items.

Class debate on reasons for and against dams.



Displays



Our displays have a specific purpose. We have working walls in the classroom including a world map we annotate and build on with our learning.

In the corridor, we display our last taught topic and all our work to help us remember what work we have previously done.



Maps in the classroom

Under review

