

# Geography Curriculum Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

# The Curriculum – our approach

## Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



## **Subject Specific Sequencing:**

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

## **Key Concepts:**

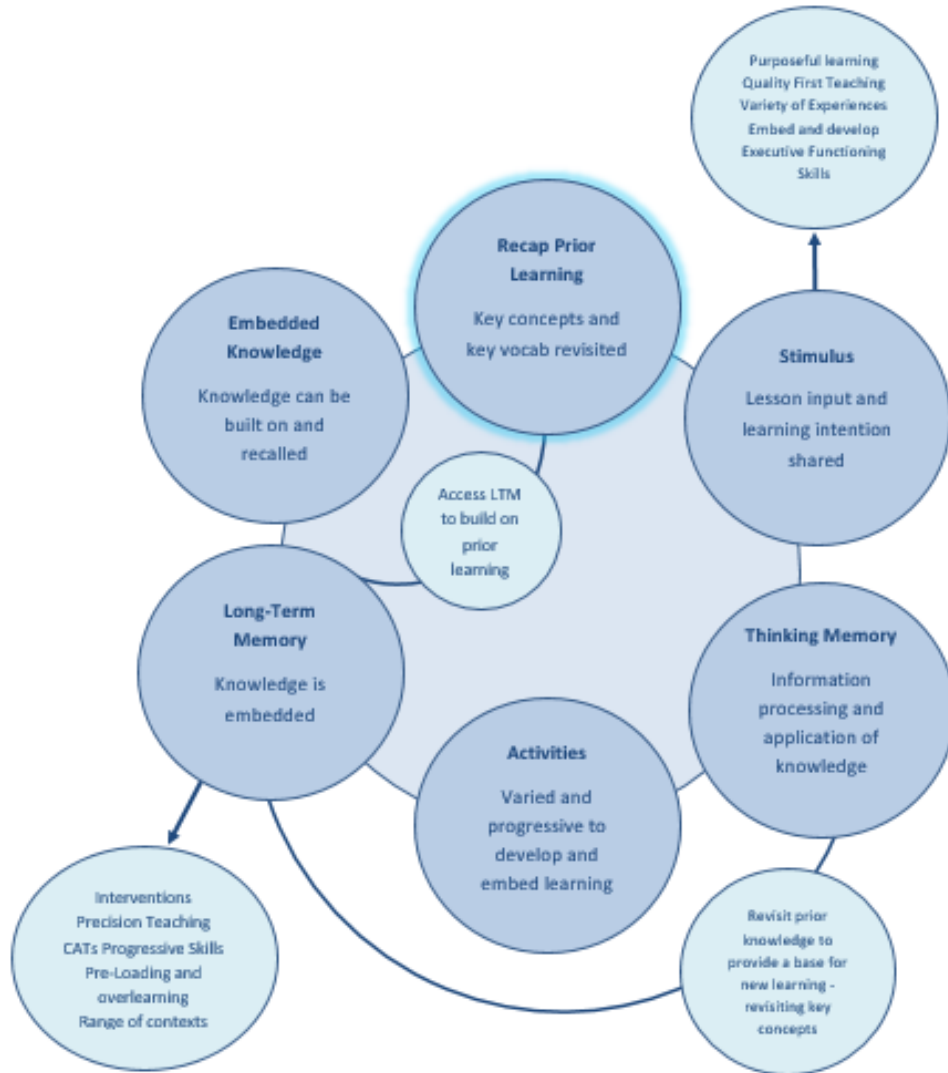
For each subject, a set of key concepts have been identified. These are the subject specific 'big ideas' that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

## **Second Order Concepts:**

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of 'significance'; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

## Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
<b>Geography</b>	Significant places (cities, countries, seas, oceans etc...) and significant features (notable mountains, volcanoes, glaciers, rivers etc...)	Making comparisons between places, localities and regions. Comparing physical and human features.	Understanding the effect of humans and nature on landscapes and settlements	How and why physical and human features have changed over time	How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources	Using geographical terms, explaining processes and trends, presenting and interpreting data	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits.

## key concepts (Big Ideas) in GEOGRAPHY

*Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.*

### Locational knowledge\*



Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

### Place knowledge\*



Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.

### Navigation\*



Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.

### Fieldwork



Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

### Human geography



Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

### Physical features & processes





Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.



\*These concepts are studied in all units of geography

## Geography LTP and Key Concepts Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N</b>	Me/Where do I live? <i>(What a wonderful world)</i>		Materials/Growth <i>(Through the looking glass)</i>		Transport and Sea <i>(Fantasy and Adventure)</i>	
<b>R</b>	Me/Where is Hull?  <i>(What a wonderful world)</i>		Materials/Growth <i>(Through the looking glass)</i>		Transport /Sea <i>(Fantasy and Adventure)</i>	
<b>Y1</b>		Where we live			The UK and Beyond	
<b>Y2</b>			The way back home		Around the world in 80 days!	
<b>Y3</b>	Hull to Glasgow				Extreme Earth	
<b>Y4</b>	Our Yorkshire Home			Settlements		A Voyage
<b>Y5</b>				Scandinavia		The lie of the land
<b>Y6</b>			What a Wonderful World			

Knowledge and skills sequencing		GEOGRAPHY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 <p>Locational Knowledge</p>	<p>I know the name of my street and the city I live in</p>	<p>I can locate Hull on a U.K map</p> <p>I can name the capital city of England</p> <p>I can name the 4 countries in the U.K. and locate them on a map</p> <p>I can name the waters that surround the U.K.</p>	<p>I can name the capital cities of England, Wales, Scotland and Northern Ireland</p> <p>I can name the continents of the world and locate them on a map, globe and atlas</p> <p>I can name and locate the world's oceans on a map, globe and atlas</p>	<p>I can identify the position of the Arctic and Antarctic Circles on a map</p> <p>I can locate continents, oceans and major countries on a world map</p> <p>I know that countries are separated by borders</p>	<p>I can identify the Equator, Northern and Southern hemispheres on a globe</p> <p>I can name and locate all countries within the U.K. and their major cities</p> <p>I can recognise key human and physical characteristics of my local region and the UK eg: hills, mountains, coast, rivers and land use</p>	<p>I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects)</p> <p>I can use a map to locate the world's countries, including the countries of Europe and North and South America</p>	<p>I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America</p> <p>I know what longitude and latitude means and how they relate to time zones around the world</p>
 <p>Place Knowledge</p>	<p>I can explore, notice and describe things in my local environment</p>	<p>I can describe some of the physical and human features of the environment around us</p> <p>I can tell you what I like and do not like about the place in which I live</p>	<p>I can identify similarities and differences between where I live and a place outside Europe</p>	<p>I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)</p>	<p>I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)</p> <p>I can explain the difference between the British Isles,</p>	<p>I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country)</p>	<p>I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)</p>




					Great Britain and the United Kingdom		
	I can talk about where I live and how I travel to school	<p>I know the 4 main directions on a compass</p> <p>I can create a simple map (eg: the school grounds)</p>	<p>I can use simple compass directions and directional language to find a location on a map</p> <p>I can create a simple map of my local area and use basic symbols in a key</p>	<p>I can create maps and plan routes, using the 8 points of the compass, in the local area</p> <p>I can use various sources to identify different locations around the world</p>	<p>I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK</p> <p>I can use ordnance survey maps to explore the local area and identify key features</p>	<p>I use Ordnance Survey symbols and 4 figure grid references</p> <p>I can use digital mapping technology (GIS) to trace physical features of an area.</p> <p>I understand scale factor</p>	<p>I can use Ordnance Survey symbols and 6 figure grid references</p> <p>I can read and calculate distances from a scale</p>
	I can make and records observations in the school grounds	I can use aerial photographs and plan to identify the key features of my school	<p>I can use aerial photographs and plan to identify the key features and landmarks in my local area</p> <p>I can identify similarities and differences between two areas and sets of data</p>	<p>I can follow a structure for presenting fieldwork investigations and findings</p> <p>I can present findings from fieldwork using graphs/charts and explain my findings</p>	<p>I use different types of fieldwork to observe, measure and record the human and physical features in the local area</p> <p>I can explain trends or patterns observed by making comparisons or by noting cause and consequence</p>	<p>I use different types of fieldwork to observe, measure and record the human and physical features</p> <p>I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge</p>	<p>I collect and measure information accurately (eg: rainfall, temperature, wind speed etc...)</p> <p>I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence</p>
<b>Human geography</b>	I know that some things in our world are made naturally	I understand some of the ways that humans can	I can describe the key human features of a place using	I understand and demonstrate some of the	I can explain the importance of ports and the role they play in	I can use maps, atlases, globes and digital/computer	I understand the concept and impact of deforestation on a local and global scale



Human  
Geography

<p>and some things are made by people</p>	<p>affect the world around us</p> <p>I understand how everyday actions can help reduce waste and save energy</p>	<p>words like city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>I can describe the facilities that a village, town and city may need, and give reasons</p> <p>I understand how everyday actions can help reduce waste, save energy and make the world more sustainable</p>	<p>actions humans can take to reduce the effects of climate change</p>	<p>trade and distributing resources around the world</p> <p>I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers)</p> <p>I can describe and explain the key features of different types of settlements and identify similarities and differences</p> <p>I understand how settlements have changed over time</p> <p>I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable</p>	<p>mapping to locate countries and describe physical and human features.</p> <p>I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers (link to physical geography - rivers)</p> <p>I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade</p> <p>I understand the concept of food miles and the impact this can have on the environment</p> <p>I understand a range of strategies that can be used to reduce the negative impact</p>	
---	--	--	--	--	--	--

					energy in the future. I understand the difference between renewable and non-renewable sources of energy	that humans can have on the environment	
 <p>Physical Features and Processes</p>	<p>I can name and identify some different types of weather</p> <p>I can explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc...)</p>	<p>I can explain how the weather changes throughout the year and name the seasons (link to Science).</p>	<p>I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather</p> <p>I understand some of the ways the world's climate is changing</p>	<p>I understand the structure of the earth and features such as tectonic plates and molten lava</p> <p>I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes</p> <p>I describe and understand the key aspects of earthquakes</p> <p>I can describe and explain the key physical features of mountains</p>		<p>I can describe and explain the key physical features of rivers</p> <p>I can explain the physical process that cause rivers to shape the land</p> <p>I can explain the key aspects of the water cycle</p>	<p>I can describe and explain the key physical features of different climate zones, biomes and vegetation belts</p> <p>I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place</p> <p>I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)</p>