

Geography Curriculum Guide

At Knighton Mead Primary Academy, we aim for the Geography curriculum to provoke questioning about the human and natural world and develop a range of investigation and problem-solving skills that are transferable across all subjects. Children will have access to resources, teaching and activities that are current, relevant and promote curiosity about the wider world. It is our intent that geography should be learnt inside and outside the classroom, children will be given opportunities to explore and experience the human and physical world in many different contexts.

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National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Whole School Coverage

Units

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our local area	Let's go to China	The UK	Rainforests	Exploring Eastern Europe	The Amazing Americas
Wonderful Weather	Magical Mapping	Extreme Earth	Water	Marvellous Maps	Trade & Economics

A focus on sustainability and climate change is threaded throughout the geography curriculum. The intention of this is to develop the children as global citizens and prepare them for their next stage in life.

Objectives

Key Stage 1

Ge1/1.1 Locational Knowledge
Ge1/1.1a name and locate the world's 7 continents and 5 oceans
Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
Ge1/1.2 Place Knowledge
Ge1/1.2a 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
Ge1/1.3 Human and Physical Geography
Ge1/1.3a 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
Ge1/1.3b use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Ge1/1.4 Geographical Skills and Fieldwork
Ge1/1.4a 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
Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
Ge1/1.4c 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
Ge1/1.4d 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.

Key Stage 2

Ge2/1.1 Locational Knowledge
Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Ge2/1.2 Place Knowledge
Ge2/1.2a 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 in North or South America
Ge2/1.3 Human and Physical Geography
Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Ge2/1.4 Geographical Skills and Fieldwork	
Ge2/1.4a	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Ge2/1.4b	use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Ge2/1.4c	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression of skills and knowledge

Knighton Mead's Geography curriculum is designed to be progressive both in terms of skills and knowledge. In addition to the introduction of new concepts within each unit of work, the curriculum is selected to allow children to revisit prior learning with increasing levels of sophistication as they move through the school. Children should deepen their enquiry skills and should be encouraged to think about a topic deeply. They are encouraged to ask questions and then discover the answers within a unit.

Teachers use a skills progression document when developing children's skills in Geography. Skills are categorised into the following areas: geographical enquiry, direction/location, drawing maps, representation, using maps, scale/distance, perspective, map knowledge, style of map.

Knowledge Organisers are created by the teacher prior to the unit of work and are sent home with the children. Key vocabulary for the unit is given in a glossary box alongside relevant knowledge for the unit.

These documents are saved on the server.

Planning, marking and feedback

Medium term plans are completed by class teachers following the school format and give an overview of each unit of work. Planning should identify a launch and landing activity and enrichment opportunities. Slides or PowerPoints for individual lessons serve as lesson plans and should have an overview slide showing objectives, resources, success criteria (LO), Captain Stretch activity, key vocabulary, key questions and use of adults.

Work is evidenced in Creative Curriculum books or on SeeSaw. It does not need to be duplicated across both. Marking and feedback follow the whole school policy, with an emphasis on providing feedback verbally during lessons. Spellings corrected in Geography should focus on subject-specific terminology.

Expectations	
Creative Curriculum Books	Tapestry
<ul style="list-style-type: none">• Title page for each unit• Knowledge organiser for each unit stuck in after title page• All work to have long date written and underlined• Learning objective stuck in by children for each piece of work (see example).	<ul style="list-style-type: none">• An image or video of the lesson.• Written comment explaining what activity has been taking place

Learning objectives sheets should use a cursive font and show differentiated success criteria.

LO	Learning objective
Geography Skill	The geography skill that is being focused on in the lesson is added here.

Assessment

In Geography a range of formative assessment strategies are used in lessons. Clear objectives and success criteria should be shared with children and they are assessed against these. Tasks should be well matched to learning objectives and success criteria. Attainment is recorded as **working below age related**, **at age related** or **above age related** expectations.

Judgements about pupil attainment are formed from:

- Teacher observations
- Contributions to class discussions
- Work in books and on SeeSaw

Children's attainment is reported twice yearly to parents via their reports.

Resources

Practical resources are stored centrally in the resources room. They are organised into boxes which are clearly labelled. Staff are responsible for informing the Geography subject leader when extra resources are needed or if there are breakages. If any additional resources are required, staff should speak to the subject leader. Small purchases can be made by teachers. Costs can be claimed by speaking to the Business Manager.

Other resources for planning and teaching Geography, including subject knowledge resources and useful websites, can be found in the Geography subject area on the school server. Knighton Mead has a Digimaps membership with access to resources for maps. The log-in information for this is included in the list of useful websites on the server.

Enrichment

At Knighton Mead Primary Academy, we aim to provide as much enrichment for the children to enhance their experiences and learning. In Geography, we aim to do this through:

- Trips to areas of local geographical importance
- Library services visits, books and artefacts
- Investigation and enquiry-based lessons