

Geography

'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'

Barack Obama

At Education South West our purpose is to: 'educate pupils so they can lead great lives'. Our Geography curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all pupils:

- develop transformational knowledge and skills that take them beyond their experience.
- strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary underpinned by a focus on Tier 2 and Tier 3 words.
- shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.

Our geography curriculum incorporates fundamental geographical knowledge, allowing pupils to build on a firm foundation in future years. As a school we have mapped the core Knowledge that children need in this subject from the Early Years Foundation Stage through to Year 6 and beyond. This knowledge is carefully planned and approached at key points to interleave with the learning in other subjects across the curriculum. It is through this thoughtful interlinking of knowledge that purposeful connections can be made to prior knowledge and support the transfer of this knowledge to long term memory. The three key components we use in all units of work in our curriculum are the concepts of 'space', 'place' and 'scale'.

- Space - the location of points, features or regions in absolute and/or relative terms and the relationships, flows and patterns that connect and/or define them.
- Place - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.
- Scale - the 'zoom lens' that enables us to view places from global to local levels.

EYFS: In the Early Years the pupils develop an awareness of their environment and place in the world this develops a foundation for the future learning as well as a platform for the children to develop the procedural knowledge of being a geographer.

KS1: In Key stage one we develop upon this and look at our local area noting the physical and human features of our local area, a contrasting location within the UK we then turn our procedural knowledge of geographical fieldwork onto the oceans and seven continents of the world.

KS2: At the beginning of KS2, in Year 3, pupils are introduced to concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future geographical learning. When pupils study Migration, for example, in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources. By supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved pupils can then begin to understand Population and Globalisation, drawing upon on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.

The disciplinary and procedural knowledge that underpins a subject is Key, we want pupils to think like a geographer, therefore we plan and teach the disciplinary and procedural knowledge that allows pupils to demonstrate and explain their learning. In the case of our geography curriculum, this means developing children's ability to explain their learning in a factual way; orally, through presentations to the class and on paper through a recall of the things they have learnt or through a detailed writing piece at the end of a unit.

Planning

Title of unit

Resource available from each site GA Geography Association (GA) Oak Academy (OA)

Fieldwork ideas

Concepts to be covered from 10 OFSTED identified concepts (June 2021)

National curriculum coverage

Progression in mapwork, fieldwork and vocab to link to agreed units.

Term	Nursery and Class 1	Class 2	Class 3	Class 4	Class 5
Autumn	Out and about (David Weatherly EYFS planning) Fieldwork: School ground fieldwork (and beyond) place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity	United Kingdom and London London (OA) London (Reach) place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Locational knowledge name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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	Maps (clear introduction to map skills used throughout) Latitude and Longitude (GA) Investigating grid references and map symbols (GA) History of maps, types of maps and political significance (Gall-Peters) Field work: Map reading and orienteering place space scale - explicitly taught interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Locational knowledge 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) Locational knowledge 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	Settlements across the world (including South America) Villages Towns and Cities (REACH KS2) Investigating settlements (GA) Case study: Flavela and Rochina ('Slums' REACH Unit) Fieldwork: Secondary data and digimap place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography 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 Locational knowledge 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 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	Biomes and Climate Frozen Oceans (GA) Biomes (OA) Biomes (REACH) Fieldwork: Forest biome (Haldon, Bellever) Marine-Coasts Eden project Compare rainforest? South America place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Locational knowledge 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 Place knowledge 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
Spring	Traditional Tales Food Glorious food People, Culture and Community place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity	Continents and Brazil (or other non-European case study) Understanding Brazil (OA) place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Natural Resources Natural resources (OA) Natural resources in northern Chile (REACH) Fieldwork: Plastic place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography describe and understand key aspects of:	Migration and population Migration (OA) Case study: Wind rush (Hackney's Diverse Curriculum) Place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography describe and understand key aspects of:	Natural disasters: wildfires, earthquakes and tsunamis Earthquake and tsumanis Earthquake and Tsunami case studies (GA) Tectonic hazards (GA) Natural aid place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity

			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		
Summer	<u>Our Amazing Planet</u> <u>The Natural World</u> <u>People, Culture and Community</u> place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity	<u>Climate and Weather</u> Investigating weather (GA) Water explorer (GA) Water Weather and climate (OA) Fieldwork: Weather station; temperature, rainfall recording place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<u>Mountains, volcanos and earthquakes</u> Mountains Volcanos and Earthquakes (OA) Mountains – volcanos and Earthquakes (REACH) Fieldwork: Dartmoor place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Address Misconception: Most mountains are underwater Locational knowledge 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	<u>Rivers</u> A European River study (trade links) River Dart development over time. Rivers (OA) Rivers (REACH) Fieldwork: River Dart (field sketch) place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Locational knowledge 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 Place knowledge 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	<u>Energy and sustainability</u> Energy and sustainability (OA) Energy and Sustainability (REACH) Map it, bike it, walk it (GA) Plastic pollution (GA) Fieldwork: Solar panel data collection Case study: Plastic, air pollution, transport place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity Human and physical geography 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
	Fieldwork to map progression from Nursery – Y6 Still to complete Mapping progression – to complete	Geographical skills and fieldwork KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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		
	Vocabulary progression to match Still to complete EYFS near and far, left and right, and behind and in front				

build from drawing plans of areas that children in the early years are familiar with, such as their classroom or the school premises	Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. Place - this begins from places like their home or their classroom at school, which they know intimately, to the areas along their route to school, basic observation in the early years complex data-gathering techniques in the sixth form	to their town or city	Villages and towns 8 points of the compass in key stage 2	latitude and longitude topological and thematic mapping	more conceptual understanding at regional, national and global scales. consider the content being explored from different perspective through to more complex maps of larger areas and more distant places. (drawing maps)
	the weather children may observe the weather daily and record it on a chart	air pressure, the water cycle and longitude		Older pupils should learn to use sampling strategies and to apply statistical techniques and more complex presentation methods when exploring changes in beach sediment or investigating people's perceptions of a particular location.	why certain biomes exist and also how they are changing
		Field work	Field work	Field work	Field work

NOTES and guidance for staff

Planning and information can be found:
 Geography teams tile: ???
<https://www.geography.org.uk/login.aspx>

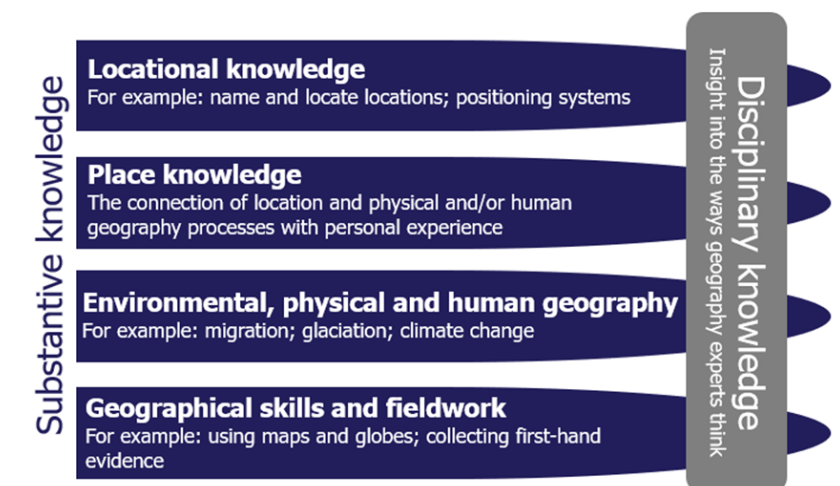
Map Skills

<https://www.rgs.org/schools/teaching-resources/map-skills/>
<https://www.dartmoor.gov.uk/enjoy-dartmoor/outdoor-activities/letterboxing-and-geocaching>

OFSTED Research review series: Geography. June 2021

<https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography>

Concepts – defined



- place
- space
- scale
- interdependence
- physical and human processes
- environmental impact
- sustainable development
- cultural awareness
- cultural diversity

Danger of a single story

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en#t-1770

- Substantive knowledge sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:
 - locational knowledge
 - place knowledge
 - human and physical processes (the geography community also includes 'environmental' as part of this)
 - geographical skills.
- describe their own and others' environments
- recognise the similarities and differences between the world around them and contrasting environments
- understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife

interpret resources such as aerial photography, satellite imagery and digital mapping.

- decoding information from maps
- constructing (or encoding) maps
- analysing distributions and relationships
- route-finding
- interpreting the information to draw conclusions¹

place is a physical area that can be located (found on a map) and that has a **personal meaning**, attachment or distinct identity.

In respect of the school curriculum, we may consider place to be a specific location on the earth's surface, or in the atmosphere, where a particular physical or human process took place.

importance of aerial and satellite imagery should be recognised by its presence in curriculum plans

The phrase to 'think like a geographer' has long been used. It captures how pupils can learn to:^[footnote 110]

- use what they know from one context in another^[footnote 111]
- think about alternative futures
- consider their influence on decisions that will be made

concept of interconnection. It manifests itself through pupils asking questions such as 'where is this place?', 'why is it here and not there?', 'what is it like?' and 'how did it get like this?'^[footnote 113]

5 key questions (including overarching question)

Knowledge organiser

Flashback – like in secondary

CPD Links

<https://www.geography.org.uk/events/in-the-know-webinar-series/13340?OccId=18320>

<https://www.geography.org.uk/Exploring-our-Global-Village-online-cpd>

<https://www.geography.org.uk/teaching-about-migration-online-cpd>