



Deighton Gates Primary School

Curriculum Overview: Geography



Intent

At Deighton Gates Primary School, our intent is to deliver a high quality geography curriculum which will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will equip children with:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

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.

In order to achieve these aims we have adopted a curriculum scheme (PlanBee) that is coherently planned and sequenced and fulfils the requirements set out in the National Curriculum. We have identified the key 'Threshold Concepts' which set out the fundamentals of the subject from the scheme. We use these threshold concepts to ensure that our curriculum offer in Geography is coherently planned and enables pupils to make progress within each discipline..



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The **Threshold Concepts** in Geography are:

Locational knowledge -

This concept involves understanding the geographical location of places – this includes cities, countries and continents.

Place knowledge –

This concept involves understanding human and physical features and comparing and contrasting different places around the world.

Human and Physical Geography -

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Geographical skills and fieldwork -

- This concept involves becoming adept in the geographical skills needed to collect, analyse and communicate geographically.

The detailed Long Term Plan sets out the specific, intended progression for each threshold concept in Year 1 to 6 (see separate document).

Knowledge and Skills Progression : Year 1 to Year 6
Geography Curriculum Option 2



Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Aut.	The Four Seasons			- I know what seasons are and how they relate to the months of the year. - I can describe the features of each of the seasons using appropriate vocabulary to describe weather systems. - I can compare the four seasons.	
1	Sp.	Around the World	- I know that Poland is a country in Europe. - I know that China is a country in Asia. - I know that Australia is the name of both a country and a continent. - I know that Japan is a country in Asia. - I know that the USA is a country in North America. - I know that Brazil is a country in South America. - I know that there was no continent in Antarctica.		- I can identify and describe some key human and physical features of countries in regard to the continents. - I can use world maps to identify the location of countries and describe the features of a country. - I know that some countries are flat countries and some countries are mountainous.	- I can identify the 4 main continents on a map of Europe. - I know that the sea is called a large body of water. - I can describe the sea as a body of water.
1	Sum.	Life in the City	- I know that London is the capital city of the UK. - I can name some capital cities of other countries. - I know that Edinburgh is the capital city of Scotland. - I know that Cape Town is one of the major cities of South Africa.	I can identify countries and differences in the human and physical features of Edinburgh and Cape Town.	- I know that a city is a large town or village. - I know that a city is a place where a large number of people live and work. - I know that a city is a place where a large number of people live and work. - I know that a city is a place where a large number of people live and work.	- I can use fieldwork to identify human and physical features in a city. - I can use fieldwork to identify human and physical features in a city. - I can use fieldwork to identify human and physical features in a city. - I can use fieldwork to identify human and physical features in a city.

Sequencing

The curriculum has been sequenced to ensure that children's skills are reinforced and built upon throughout the scheme. The detailed objective overview looks at how the national curriculum objectives are covered throughout years 1 to 6 (see separate document).

Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
name and locate the world's seven continents and five oceans						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
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						
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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, weather and weather						
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, park, harbour and shop						
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; choose 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						



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Implementation

The intended Geography curriculum is implemented through the planning, teaching and assessment of the subject as a specific discipline in each year group. The teaching of Geography is taught in tandem with or alternated with History and has been designed to make purposeful links between subjects where possible. The detailed Long Term Plan (see link above) sets out when, within the curriculum's design, each concept is taught, revisited and assessed.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching and also as a part of daily review.

Cross curricular outcomes in geography are specifically planned for and the local area utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum.

Geography assessment is ongoing throughout the relevant cross-curricular topics to inform teachers with planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where geography objectives have been covered; and a foundation assessment will be completed.

Foundation Assessment			
Class: _____	Year: _____	Unit: _____	Term: _____
Subject: _____	Expectations for unit: _____		
Geography Thematic Concepts			
Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Children are working at age-related expectations with a focus on the local area.	Children are working at age-related expectations with a focus on the local area.	Children are working at age-related expectations with a focus on the local area.	Children are working at age-related expectations with a focus on the local area.

Consideration is given to how mastery will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The foundation assessments inform leaders of school improvements or skills that need to be further enhanced and progress can be tracked throughout school.

EYFS record their observations and evidence on Tapestry, this allows judgements to be made regarding whether a child has achieved the Early Learning Goal, in this case Understanding the World.

Impact



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Outcomes in one books, evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Pupils work demonstrates that geography is taught at an age-appropriate standard across each year group and that children working at all levels are considered and planned for effectively. This includes recording work in a variety of ways and the use of technology to aid SEN learners.

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved