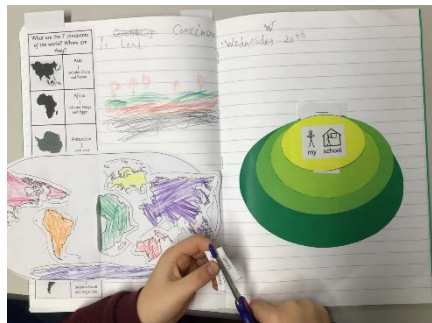




*Achieving Success Together*

# Curriculum Overview:

## Geography



## School Vision:

Our Teachers... are creative, engaging and adventurous, offering an excellent curriculum that challenges and inspires to ensure every child is **ACHIEVING**.

*Our geography curriculum allows children to explore the 'big ideas' that embraces geography, encouraging them to think with curiosity and fascination about the world around them and how people interact with their surroundings. Lessons are based around a 'big idea' where the children have opportunities to demonstrate their thoughts, ideas and understanding through a variety of tasks and fieldwork opportunities. Task design allows all children, regardless of their abilities in other areas of the curriculum, to have the chance to shine in geography.*

Our Children... learn resilience and are happy, confident and independent learners who thrive on celebrating their **SUCCESS**.

*Our curriculum is ambitious, and children are taught geographical skills that layer up as they move through the key stages, allowing them to build up their confidence in tackling geographical 'big ideas'. Substantive knowledge is taught through the chunking of information, where children are taught specific information and are given opportunities to practice whole class before attempting to apply it independently. Our approach to 'teach and task, teach and task' is based on the cognitive load theory and allows all learners to be successful in each small task. Disciplinary skills are interweaved throughout the lessons allowing children to practice the skills that are needed to become a curious and successful geographer.*

Our School...is a safe and nurturing environment, where everyone works **TOGETHER** to role model our core values of respect, trust and honesty.

*Our geography curriculum teaches children about the diversity of places, people, human and physical environments and the variety of resources. Through our curriculum the children learn about the globally significant places and their human and physical features and processes, allowing the children to deepen their understanding of interactions between processes and the use of landscapes and environments. We explore this relationship further by looking at spatial variation and the changes that may occur overtime. Fieldwork skills allow the children to collect data and analyses the outcomes which are communicated through maps, numbers and written pieces of work.*



## Intent:

The Geography curriculum at **Browick Road Primary and Nursery School** has been designed to ensure every child develops a wealth of knowledge and skills they need to become 'Young Geographers'; developing their ability to question, investigate and think critically about the world we live in. Through an inspiring and aspirational curriculum, children will become independent learners, developing a curiosity and fascination regarding the interaction between the world and its people. Throughout the school, Geography modules have been carefully mapped out to support the development of substantive knowledge, enabling the children to gain understanding around the four areas of Geography: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. These modules support the children's acquirement of disciplinary knowledge, allowing them to 'think like a Geographer' through developing their skills of questioning, reasoning, enquiry, analysis and evaluation. We foster the importance of fieldwork skills through utilizing our diverse school grounds which include an allotment and wildlife area. We encourage trips to our local area which provides hands-on experiences, for example studying human and physical features around our town, as well as trips further afield to explore aspects and processes such as rivers. Digimaps helps us to explore the wider world, making comparisons to similar and contrasting global locations.

We follow the cumulative curriculum established by CUSP and know that the children will develop their disciplinary skills throughout their learning journey. The substantive knowledge of the CUSP curriculum is ambitious, and children will have plenty of opportunities to learn and use a rich suite of geographical vocabulary through the big ideas threaded through the curriculum in which careful consideration has been given to the variety, location and scale of case studies used.

This overview sets out the framework in which the Geography curriculum will be taught.



## Implementation:

<i>Our EYFS &amp; KS1 curriculum</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
EYFS - Nursery	<p><i>People, Culture and Communities</i></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><i>The Natural World</i></p> <ul style="list-style-type: none"> <li>• Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul>						
EYFS - Reception	<ul style="list-style-type: none"> <li>- Looking at where we live, talking about features we see on the way to school, (Shops, roads, parks, etc...). Exploring the school ground environment.</li> <li>- Discussing where extended family members live on a map, including our EAL families' place of birth.</li> <li>- Exploring Christmas traditions from around the world. Engage in enrichment opportunities i.e. Black History.</li> <li>- Learning London is the capital city. Features of cities, man-made vs natural (Naughty Bus link).</li> <li>- Naming features of the world around us (farms, beach, woodland etc).</li> </ul>						
YEAR 1	<p><i>Continents, Oceans, Countries of UK</i> <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Location, Order, Connection</li> </ul>	<p><i>Capital Cities of UK, Seas around UK,</i> <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Location, Order, Connection</li> </ul> <p><i>Hot and Cold Places</i> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul>	<p><i>Hot and Cold Places</i> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul>	<p><i>Hot and Cold Places</i> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul>	<p><i>Hot and Cold Places</i> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul>	<p><i>Hot and Cold Places</i> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul>	
YEAR 2	<p><i>Human &amp; Physical Features – Local Area Study</i> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Order, Environment, Culture, Time, Pattern</li> </ul> <p><i>Compare a small part of the UK to a non-European location – London &amp; Nairobi</i> <b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture, Connection</li> </ul>	<p><i>Compare a small part of the UK to a non-European location – London &amp; Nairobi</i> <b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture, Connection</li> </ul>	<p><i>Fieldwork &amp; Map Skills – Local area &amp; Scale</i> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern, Similar</li> </ul>	<p><i>Fieldwork &amp; Map Skills – Local area &amp; Scale</i> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern, Similar</li> </ul>	<p><i>Fieldwork &amp; Map Skills – Local area &amp; Scale</i> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern, Similar</li> </ul>	<p><i>Fieldwork &amp; Map Skills – Local area &amp; Scale</i> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern, Similar</li> </ul>	<p><i>Fieldwork &amp; Map Skills – Local area &amp; Scale</i> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern, Similar</li> </ul>

## Implementation:

<i>Our KS2 curriculum</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<b>Fieldwork – Local area Study</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Location, Place, Map skills, Fieldwork.</li> </ul>		<b>UK Study</b> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Location, Order, Environment, Region, Landscape</li> </ul>		<b>OS Maps and Scale</b> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Location, Scale, Proximity</li> </ul>	
YEAR 4	<b>Rivers</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Location, Order, Proximity, Region, Landscape, System</li> </ul> <b>Latitude &amp; Longitude</b> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Location, Position, Diversity, Time</li> </ul>		<b>Latitude &amp; Longitude</b> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Location, Position, Diversity, Time</li> </ul> <b>Water Cycle</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Environment, Connection, Interaction, Landscape, Process, Cycle</li> </ul>		<b>Rivers Revisited (If appropriate)</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Location, Order, Proximity, Region, Landscape, System</li> </ul> <b>Map Skills – Environmental Regions</b> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Location, Scale, Proximity</li> </ul>	
YEAR 5	<b>World Countries – Biomes and Environmental Regions</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Location, Interdependence, Pattern, Environment, Settlement, Economic</li> </ul>		<b>4 and 6 Figure Grid References</b> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Location, Absolute position, Scale, Settlement</li> </ul>		<b>OS Maps and Fieldwork</b> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Location, Scale, Proximity</li> </ul>	
YEAR 6	<b>Physical Processes – Earthquakes, Mountains &amp; Volcanoes</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Time, Location, Process, Connection, Environment, System</li> </ul>		<b>Settlements and relationships</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Location, Proximity, Landscape, Interdependence, Lived space</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Location, Connection, Economic, Order, Pattern, Remoteness</li> </ul> <b>UK, Europe &amp; North America Comparison Study</b> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Location, Connection, Economic, Order, Pattern, Remoteness</li> </ul>		<b>UK, Europe &amp; North America Comparison Study</b> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Location, Connection, Economic, Order, Pattern, Remoteness</li> </ul> <b>OS Maps and Fieldwork (Orienteering)</b> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Location, Proximity, Scale, Connection, Pattern</li> </ul>	

## Implementation:

<i>Our SRB curriculum</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SRB: Speech, Language and Communication Needs	<p><u>YEAR A</u>  <i>Continents, Oceans, Countries of UK</i>  <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Location, Order, Connection</li> </ul> <p><u>YEAR B</u>  <i>Capital Cities of UK, Seas around UK,</i>  <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Location, Order, Connection</li> </ul>		<p><u>YEAR A</u>  <i>Hot and Cold Places</i>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul> <p><u>YEAR B</u>  <i>Hot and Cold Places</i>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Culture</li> </ul>		<p><u>YEAR A</u>  <i>Mapping and Fieldwork – Local area</i>  <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern</li> </ul> <p><u>YEAR B</u>  <i>Mapping and Fieldwork – Local area</i>  <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Location, Environment, Pattern</li> </ul>	

### **Impact:**

To ensure our children at **Browick Road Primary and Nursery School** are becoming confident and competent 'young geographers', we monitor the development of their knowledge and understanding through a range of monitoring activities.

Quizzing and retrieval – Throughout each module pupils continually revisit previous content through retrieval-based activities to reinforce key knowledge and vocabulary. Quizzing as part of lesson starters or as part of our end of unit assessment are ways in which pupils can demonstrate their knowledge and retrieval skills.

Pupil book study – Subject leaders regularly undertake book studies alongside small groups of pupils to monitor the effectiveness of teaching and learning. Through questioning and group discussions, the subject leader can check and ensure information and knowledge is acquired and understood with increased confidence. Feedback from these studies help to inform future planning.

Ongoing teacher assessment – Teachers use formative assessment to monitor pupils' knowledge and understanding and the impact of our curriculum. Ongoing teacher assessments help to inform planning for subsequent lessons, identifying pupils who may need additional support and those who may need challenging to extend their learning appropriately.

Our curriculum will have equipped pupils with knowledge about diverse places, people, and differing environments. Teaching substantive knowledge arms pupils with knowledge about the world around them helping them to develop a passion for Geography. Disciplinary knowledge encourages the pupils to become responsible global citizens; building skills to question, think critically and be curious about the world around them and their role within that.

