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| **Primary School**  **Geography Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.  The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| At Tedburn we value Geography as an important part of the children’s entitlement to a broad and balanced curriculum. The central purpose or rationale of geography is to enable pupils to understand the interaction of human beings with their environments – at personal, local, regional, national and global scales. The study of Geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We aim to develop a better understanding of and respect for the complexity of our world and the links between its diverse places, people, resources and natural and human environments and their place within it***.*** The study of the wider world develops an understanding of what being part of a global community means and encourages children to be more aware of other cultures around the world and the impact they can have as an individual.  We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for the children. Big Questions are used as a starting point for each Geographical topic, to pique children’s interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved. Through this pupils are likely to know, remember and be able to do more. |

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| **Vocabulary**  **The importance of subject vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.  Choosing subject content carefully and ‘doing less better’ effectively provides space to ensure that appropriate and specialised geographical vocabulary is introduced and consolidated. This is an area of planning that is often overlooked when there is an overemphasis on building curricula around content rather than subject outcomes.  An important aspect of both continuity and progression is to ensure that time is devoted to thinking about what subject vocabulary the pupils have already mastered and how this can be built upon and extended through the curriculum. Each Connected Geography unit of work has a vocabulary list specific for that unit that is used to create a word bank to support children's learning and understanding. |
| As of September 2023 our Geography curriculum will be delivered as a two-year rolling programme in Key stages 1 and 2, at this time classes will be restructured into key stage groups, in subsequent years when this is not possible due to increasing/fluctuating intakes; children will explore the big question on the rolling programme for their relevant year group; whether this with their class teacher or through joining the other class.  For the current academic year (2022 -23) the curriculum coverage has been redesigned to ensure that no child leaves primary school with gaps in their Geography knowledge and skills, this restructuring took place in January 2023 when the decision was made to use Connect Geography to support our teaching at Tedburn.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | | **EYFS** | * Over the Rainbow (mini topic) * Amazing Me! | * Sparkle and shine (mini topic) * Amazing Me! | * Traditional Stories * Amazing Animals | * People Who Help Us & Superheroes * Amazing animals | * Growing and Changing | | * Ticket to Ride | |  | | | | | | | | **Years**  **1 & 2**  **Year A**  **2023 -24** | Why does it matter where our food comes from? | What does it take to be a Great Explorer? | How does the weather affect our lives? | How do we know so much about where Sappho used to live? Pompei | Why do I love being beside the seaside so much? | Why is the history of my locality significant? | | | **Years**  **1 & 2**  **Year B 2024 - 25** | What is the geography of where I live? | Who is the greatest history maker? | Why don’t penguins need to fly? | How do our favourite toys and games compare with those in the 1960s? Changes within living memory. | How does Kampong Ayer compare with where I live? | Why was Charles sent to prison? WW1 | | | **Years**  **3 & 4**  **Year A**  **2023 -24** | Why do some earthquakes cause more damage than others? | How do the lives of ancient Britons change during the Stone Age? | Why are jungles so wet and deserts so dry? | What is the secret of the standing stones? (Bronze Age Britain) | How can we live more sustainably? | How do artefacts help us understand the lives of people Iron Age Britain? | | | **Years**  **3 & 4**  **Year B**  **2024 - 25** | Beyond the Magic Kingdom: what is the Sunshine State really like? | How did the arrival of the Romans change Britain? | Why do so many people live in megacities? | Who were the Anglo Saxons and how do we know what was important to them? | How and why is my local environment changing? | What did the Vikings want and how did Alfred help stop them getting it? | | | **Years**  **5 & 6**  **Year A**  **2023 -24** | Volcanoes - How do volcanoes affect the lives of people on Hiemaey? | The story of the Trojan horse: historical fact, legend of classical myth? Ancient Greece | Climate Change - How is climate change affecting the world? | Why did the ancient Maya changed the way they lived? Mayans | National Parks - Who are Britain’s National Parks for? | Local History Study (must include Anglo Saxons) | | | **Years**  **5 & 6**  **Year B**  **2024 - 25** | Fair Trade - Why is fair trade fair? | Why was winning the Battle of Britain in 1940 so important?  WW2 | Mountains - Why are mountains so important? | British Empire – Why did Britain once rule the largest empire the world has ever seen? Beyond 1066 | Rivers – What is a river? | Shang Dynasty – How did a pile of dragon bones help to solve an ancient Chinese mystery? | | |
| **The National Curriculum** |
| Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Locational Knowledge  • 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  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  Human and Physical Geography  • identify seasonal and daily weather patterns daily 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   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   Geographical Skills and Fieldwork  • 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.  Key Stage 2:  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  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  • 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  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 within North or South America  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  • 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 geographical skills and fieldwork  • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • use the eight points of a compass, four and six-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. |
| **Progression of Key Skills** |
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| It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge. A student in a Geography class should be aiming to **think and behave** like a geographer. Conceptual knowledge, factual knowledge and skills together create a distinct subject discipline through which learners can progress.  Children at Tedburn make progress in Geography through being taught and developing:  - **substantive knowledge (**their knowledge of locational and place, human, physical and environmental processes and geographical skills and fieldwork)  **- second order concepts (**examining Geography in a deeper context than just facts)  - d**isciplinary knowledge (**to consider how geographical knowledge originates and is revised, to understand relationships and connections between ideas**) - high level/key concepts (**revisited to ensure children build upon their prior knowledge and to deepen their understanding. all of which provide lenses through which to consider different aspect of geography. Key concepts include place, space, scale, interdependence, physical and human processes, environmental, impact, sustainable development, cultural awareness and cultural diversity.)  - **geographical skills (e.g.** mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear)  A student in a Geography class should be aiming to **think and behave** like a geographer. Conceptual knowledge, factual knowledge and skills together create a distinct subject discipline through which learners can progress.  **Outcomes Focused Learning**  Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at geography. The learning objectives recognise that whilst it is important for pupils to increase and extend their knowledge of the subject it is also vital that they have space and time to develop as geographers.  Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes by ‘doing less better’. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. |
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| **In order to assess impact - a guide** |
| It is not anticipated that every learning outcome will be assessed in every enquiry, but it is recommended that teachers select a sample of outcomes to assess in each enquiry to build up a developing picture of how a pupil is progressing as a young geographer. The focus should be on whether the pupil has shown that they have been able to, for example: identify; describe; compare and contrast; explain; make a judgment or evaluate and record.  It is left to the professional judgment of the teacher as to which outcomes are most appropriate and relevant to assess given the stage of learning of the pupil in question. Assessment should be accumulative over time, enabling the teacher to construct a ‘best fit’ picture of each pupil against a set of performance descriptors appropriate for the end of Key Stage 1, Key Stage 2 (Years 3 and 4) and Key Stage 2 (Years 5 and 6).  Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge. Units will therefore begin with an elicitation task based on answering the big question for the topic and this will also be used to assess progress at the end of the topic.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  The progress of children with SEND who find writing and communication a barrier to completing a written assessment could be assessed using a prior knowledge video or an adult scribing, this being repeated at the end of the unit where they have an opportunity to express and explain their knowledge and understanding. From this, the teacher is able to make a judgement of progress achieved from the beginning to the end of the unit.  There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on Geography vocabulary and the expectation is that children who are ARE will spell these correctly throughout their Geographical writing.  We measure the impact of geography through the following methods:   * Using ICT, to gather images and videos of the children’s learning * Marking written work * Moderation of children’s learning in staff meetings, allowing opportunities for dialogue between staff members * Annual reporting to parents on their child’s progress * Learning Walks * Moderation of children’s learning across our Academy * Interviewing the children about their learning (Pupil Voice) * Lesson observations * Book scrutiny * Tracking children’s progress using the assessment sheets on TEAMs * Ensuring knowledge and progression of skills is being taught |