



The Mosley Academy
Subject Leader Curriculum Overview - Geography
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The National Curriculum for Geography aims to ensure that all pupils by the end of Year 6:

- 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.

EYFS	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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<p>Pupils at KS1 should be taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • 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 <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • 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, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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 Geography - key stages 1 and 2 3 	<p>Pupils at KS2 should be taught:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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
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<ul style="list-style-type: none"> • 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. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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.
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Intent	<p>At The Mosley Academy, it is our aim to provide a broad curriculum providing knowledge, developing understanding of concepts, making links and instilling a love of Geography in all our children. We provide a skills focused geography curriculum which provides children with a good understanding of the world around them and how we connect with that world.</p>					
	<p>Children will develop a greater understanding and knowledge of the world around them, as well as their place in it and the impact they can have upon it.</p>	<p>Children will develop knowledge and skills that are transferable to other curriculum areas as well as being able to use their knowledge and skills to promote their spiritual, moral, social and cultural development.</p>	<p>To promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p>	<p>The ability to think critically, weigh evidence, sift arguments, and develop perspective and judgement of the geographical issues our world faces.</p>	<p>Pupils will develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.</p>	<p>Encourage children to take an active role in the community and work with others to make our planet more peaceful, sustainable and fairer. We hope that our children will become passionate about the planet and become actively involved in protecting the environment.</p>

Implementation	Key concepts					
	Place	Scale	Physical and Human Processes	Environment and Sustainability	Diversity	Interconnection
	<p>Geography Long Term Plan is followed to ensure progression of skills and knowledge across school. Key concepts (see above) are developed throughout our curriculum to allow our children to make comparisons of different places around the world.</p>	<p>Geography is taught discretely however links are made across the curriculum where they enrich the learning. Geography is timetabled regularly throughout the school (usually taught every other half term, alternating with History)</p>	<p>Each unit of work is entitled with a question. Answering this overarching question is the aim of each of the lessons within the sequence. Children are encouraged to make comparisons between places they learn about over time to enhance their sense of place. A range of tasks are provided to ensure children get to work practically, verbally and in written form. We utilise a range of teaching resources and aim to develop strong map skills throughout our units of work.</p>	<p>Clear links are made and planned in throughout the curriculum to allow children the opportunity to retrieve previously taught content. Units are carefully sequenced across each key stage</p>	<p>An emphasis on fieldwork is threaded through out each year group to allow children to apply their geographical skills. CPD is given to ensure teachers are clear about what fieldwork is</p>	<p>Trips are planned to increase cultural capital and develop geographical enquiry skills. These trips are carefully planned to maximise the children's ability to draw their own conclusions with regards to the unit questions.</p>

	and lessons within units are also planned for to follow a sequence that allows children to use their growing historical skills to draw conclusions and make comparisons.	and how to maximise this enquiry-based element of the geography curriculum.	
		Maps skills are a key part of our units of work. Over time, we provide children with experiences of different types of maps according to their differing purposes. We follow a map work progression document to support teachers with making decisions about the types of maps to use across each key stage.	Use basic skills to a consistently high standard to communicate geographically. Feedback allows pupils to develop as geographers. We make use of verbal and written feedback as appropriate.
<p>At The Mosley Academy we understand that SEND can be categorised in four main ways:</p> <p>social, emotional, and mental health cognitive and learning communication and interacting physical and/or sensory</p> <p>We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. In school, this support may include some of the following methods: the use of visual or practical resources, the use of adult support, differentiating by outcome according to the child's needs, pre-teaching key vocabulary, providing templates to scaffold, the use of spaced repetition to improve memory, consideration of the type of task e.g. group, partnered, individual.</p>			

Impact	<p>All children use technical vocabulary accurately and pupils are expected to know, apply and understand the knowledge, skills and concepts specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through the geography curriculum provided. All children in school can speak confidently about their geographical knowledge and are able to apply their geographical skills to their locality and the wider world.</p> <p>Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children in EYFS are assessed within Past and Present, People, Culture and Communities and The Natural World: their progress is tracked termly and age-related expectation levels are reported to parents at the end of the reception year.</p>		
	<p>Monitoring through: Learning Walks Pupil Voice Book Scrutiny</p>	<p>Increased Cultural Capital through an exposure to a wide range of vocabulary.</p>	<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.</p> <p>Provision is adapted so that it is suitable for all groups of learners, including SEND.</p>