THE ST. MARY'S PARTNERSHIP

Geography Curriculum Guide

The Quality of Education Subject Pathway

ST MARY'S CE PRIMARY SCHOOL

Nurture • Grow • Achieve
MASON MOOR PRIMARY SCHOOL

VALENTINE PRIMARY SCHOOL

Bitterne CE Primary

GEOGRAPHY CURRICULUM

Intent

Within the St Mary's Partnership, the Geography curriculum has been designed to inspire pupils to ask and answer big questions about the world they inhabit. We do not shy away from encouraging pupils to debate local and global issues – including:

- **Society, culture and change;**
- **Understanding the natural and human world;**
- **Southampton Local study – past and recent changes;**
- **Global environments;**
- **Environmental issues – including the impact of climate change on our own area and the wider world.**

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Planning identifies the key knowledge and geographical skills pupils need to fully raise and answer questions about the natural and human world and their involvement in this.

Our school communities are diverse, with many of our families coming from lands far from Southampton. To celebrate this, our curriculum focuses on societal and cultural influences to help our pupils to understand world-wide attitudes, values, and beliefs.

Disciplinary knowledge

Although planned sequentially, the curriculum considers the **purpose of geography** to help pupils to understand how geographers think and how they find out about the world.

Our planning is developed through three concepts:

- **Places** – physical places, continents and regions etc.
- **Spaces** – understanding the significance of places – leisure spaces, agricultural spaces, climate etc.
- **Environment** – knowledge of landscapes and regions – e.g. mountain, desert or polar. Helping pupils to understand ecosystems and physical or human features.

Planning

Throughout our lesson plans and connected lesson visuals, pupils are presented with layered content that builds understanding over time. We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.

We are clear within our partnership that pupils knowing or remembering capital cities or the location of a famous river does not mean that they are ***thinking geographically***. These interconnected facts develop knowledge, but it is the layering of concepts that allow for pupils to truly develop their geographical understanding.

Thinking geographically	▪ Why does a Geographer need to know that? ▪ Okay, so it's like this in Southampton – what is it like in…? (local and global) ▪ How has the place/area/continent changed over short and long periods of time? (time and change) ▪ Why do people move here? What is the appeal? (economic and social)
Geographical enquiry	▪ Why are cities larger than towns and villages? Why do people move? (population) ▪ What makes places good places to settle? (physical geography – landscape, terrain) ▪ Why are places changed and altered by people? (change and development) ▪ Understanding environmental change and consequences of human/physical behaviours on the planet.
Geographical skills	▪ Map work ▪ Field work ▪ Evaluating consequences of change and development ▪ Investigating ways that places can be improved – transport, communication etc.

The Geography Learning Pathway

Geography Progression Overview

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Area and London	Spacial Sense (The Classroom)	Spacial Sense (The School Setting)	Local Area and Community	Geography of the Local Area		
United Kingdom	British Isles	Regions of the UK	Settlements and Population	South West Coasts Northern Ireland		North West England Cities of the UK
Europe		Scandinavia	Western Europe	Mediterranean Europe		
The World - Place Knowledge, Physical and Human Geography	Islands Kenya	Egypt Climate	Ancient Greece East Asia Rivers and Basins	Russia	Spatial Sense (Latitude and Longitude) Seas and Oceans Mountains of the World Earthquakes and Volcanoes Islands of the World	Spatial Sense (Map Analysis) North America South America
Significant People and Explorers	Flying Doctors				Global Trade	Shackleton and Antarctica
Geographical Skills	Symbols of London	Globes and Maps		Mapping London's Changes		

National Curriculum – Key Knowledge & Skills Map

Map Key:

The key skills prescribed in the national curriculum are integrated into the Geography Curricula study – they related to the following areas:

GS1-3: relate to locational knowledge development
GS4: relates to place knowledge and application
GS5-6: relates to human and physical geography
GS7-9: relate to geographical skills and fieldwork

	Year and term	GS1	GS2	GS3	GS4	GS5	GS6	GS7	GS8	GS9
Spatial Sense	Year 1 (Au1)						★	★★	★★★	
Islands	Year 1 (Au2)			★★★		★★	★			
British Isles	Year 1 (Sp1)		★★★★			★★★★	★			
Significant People and Explorers	Year 1 (Sp2)				★	★★★	★			
The Commonwealth Nations (Kenya)	Year 1 (Su1)			★★★★	★★	★★★★	★			
Geographical Symbols	Year 1 (Su2)		★	★★★		★★★★	★		★★★★	
The World - Globes and Maps	Year 2 (Au1)	★					★★			★
Egypt	Year 2 (Au2)				★	★★★	★			
Spatial Sense - The School Setting	Year 2 (Sp1)					★★		★	★★★	★★★★
Climate	Year 2 (Sp2)		★	★★★	★★★★★	★★	★★★			
Northern Europe - Scandinavia	Year 2 (Su1)				★	★★★★	★★★		★	
Regions of the UK	Year 2 (Su2)		★★★★★★	★		★★★★★	★★★★★★		★★★★	

Unit	Year and term	GS1	GS2	GS3	GS4	GS5	GS6	GS7	GS8	GS9
Greece	Year 3 (Au1)	★★			★★	★★★★	★★★	★★		
Geography of East Asia	Year 3 (Au2)	★★			★★★	★★		★★		
Western Europe	Year 3 (Sp1)	★★★★			★★★	★★★★	★★★	★★★		
Settlements and Population	Year 3 (Sp2)	★	★★★			★★★	★★★★★			
The Local Area and Community	Year 3 (Su1)		★★★			★★★			★	★★★★
Rivers and Basins	Year 3 (Su2)	★	★			★★★★★	★	★		
Mediterranean Europe	Year 4 (Au1)	★★★			★★★	★★★★	★★	★		
Russia - One Country, Two Continents	Year 4 (Au2)	★		★	★★★	★★★★★★	★★★	★		
Local Area	Year 4 (Sp1)		★★★★		★★	★★★	★★★	★		★★★
South West UK - Coasts	Year 4 (Sp2)		★★★★★		★★★★★	★★★★★				
Mapping London's changes	Year 4 (Sp1)		★★★★★		★	★★★★	★★★★			
Northern Ireland	Year 4 (Sp2)	★	★★★		★★	★★★★★★	★	★	★	

Unit	Year and term	GS1	GS2	GS3	GS4	GS5	GS6	GS7	GS8	GS9
Spacial Sense	Year 5 (Au1)		★	★★		★★★		★★★	★★	
Seas and Oceans	Year 5 (Au2)	★				★★★★★	★★★★	★★★★★		
Mountains of the World	Year 5 (Sp1)	★		★	★★★	★★★★★	★	★		
Earthquakes and Volcanoes	Year 5 (Sp2)	★★★				★★★★★		★★		
Global Trade	Year 5 (Su1)	★★			★	★	★★★★	★★★		
Islands of the World	Year 5 (Su2)	★★★			★★★	★★★★★	★★	★★		
North West England	Year 6 (Au1)		★★★★		★★★	★★★★	★★★★★			
Spatial Sense	Year 6 (Au2)	★		★★★★	★			★★★		
North America	Year 6 (Sp1)	★★★★			★★★★	★★★★	★★★			
South America	Year 6 (Sp2)	★			★★★	★★★★	★★★★★	★		
Shackleton and Antarctica	Year 6 (Su1)	★★★		★	★★★★	★★★★★	★★	★		
Cities of the UK	Year 6 (Su2)		★★★★★	★	★★★★	★★★★★	★★★★			

How is curriculum time for delivering Geography robust?

We are passionate about developing subject knowledge and discipline that supports children to become competent Geographers with a life-long love of the subject. To this end, we ensure that Geography is:

- ***Promoted with the time required to ensure it can be studied fully and with fidelity to the curriculum plans we have produced.***
- ***Taught weekly, throughout the year. Rather than in blocks of study that can lead to cognitive dysfluency over time.***
- ***Supporting our teachers to be good Geography specialists. Exploring ways of bringing alive the curriculum to open up the world to every pupil.***

"Geography is about more than memorising places on a map – it's about understanding the complexity of the world"

Barack Obama

Experiential learning

The St Mary's Partnership serves a diverse pupil population, a proportion of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study to help unlock Geographical understanding. Lessons begin with word banks and visual representations to support cognitive understanding.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Creative tasks – such as creating a model of a river basin and how it works
- Immersive activities – such as climate activist demonstrations
- Drama based learning – debating geographical concepts
- Writing in role – pupils using their skills in meaningful writing contexts.

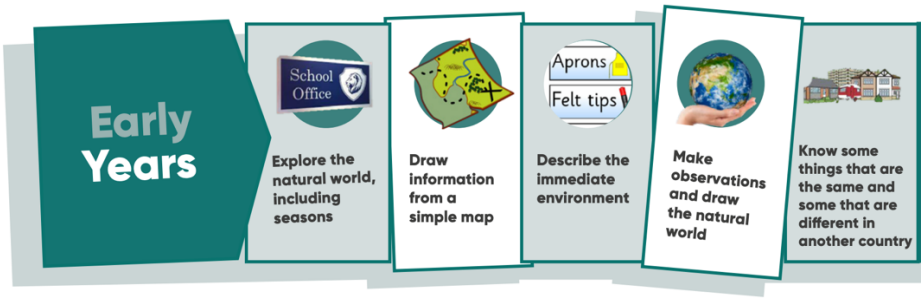
Ensuring disadvantaged pupils succeed despite barriers

World study, particularly the physical understanding of environments and places, can be an abstract concept without immersion and support to enable children of all backgrounds (and abilities) to interact with the place of reference.

Through our commitment to virtual reality, at all of our schools, pupils are able to discover nature and its variety. They can walk through rainforests, experience deserts and underwater world habitats – observing how these change through seasons and climate change.

Through an extensive collection of virtual reality, video and image, children can safely explore remote and dangerous places that even the most fearless of school trips couldn't reach! Further, this ability to have hands-on experiences in Geography enables children to be better at articulating what they know, have found and can see.

Geography begins in the Early Years and Foundation Stage



Our pathways are firmly rooted in the Early Years for all subject study. In geography we prescribe incremental steps that prepare children for the next phase of study in KS1.

In EYFS we centralise geography study by developing our children's understanding of their immediate environments – such as their classrooms, the school building and their understanding of place (through where they live in relation to school). Through links to wider-world study, children understand the differences between places – this is evident in our nursery provisions and reception – where children are taught the differences between hospitals in developed vs developing worlds.

Through the pathway for EYFS geography, and the EYFS framework, Understanding the World is explored through: appreciating and understanding the natural world (a theme which is encapsulated in each of our settings with access for children to natural world resources). **These interconnected components of study form the foundation for the KS1 curriculum.**

Defined goals for geography study – key knowledge organisers

All of our component units are precisely planned with the interwoven content (through year groups and within) to ensure children develop coherence and clarity in their knowledge of geographical study. These also define the key content for all stakeholders. Example:

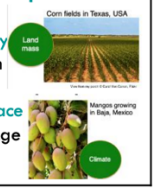
Knowledge Organiser: SUMMER 1 — **Year 5 The World Geography: Global trade**

Vocabulary	Meaning
exchange	giving something in return for something else
trade	the buying and selling of goods and services
import	to bring in from another country
export	something that is sent to another country to be sold
produce	the product of growing such as fruits and vegetables
global	relating to the whole world
supply chain	the journey travelled by products through factories, suppliers and warehouses before ending up as a finished product we buy in shops
source	where the raw materials originate
raw materials	items from which more complex items are made
manufactured goods	things that have been made into products to sell using raw materials
global economy	the system of trade and industry around the world
fair trade	an arrangement designed to help producers in developing countries achieve better trading conditions
developing countries	a poor agricultural country that is seeking to become more advanced economically and socially
poverty	the state of being extremely poor
working conditions	the demands, environment and terms of a job

Key knowledge

The **scale of trade**. **Local trade** happens within your town or community; **National trade** happens within your country; **Global trade** happens across the world.

The food we eat within the UK is global. 24% of the food we eat is **imported.**
Why import?
- The physical geography of the UK prevents us from growing certain foods.
- Climate and limited space to grow enough or the range of foods needed.



Key knowledge

The **global supply chain** is the different stages manufactured goods go through on their journey from source to sale.

The **supply chain** can be broken down into stages.

Primary- extracting the raw materials e.g. farming, mining, fishing, and forestry.

Secondary- turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers.

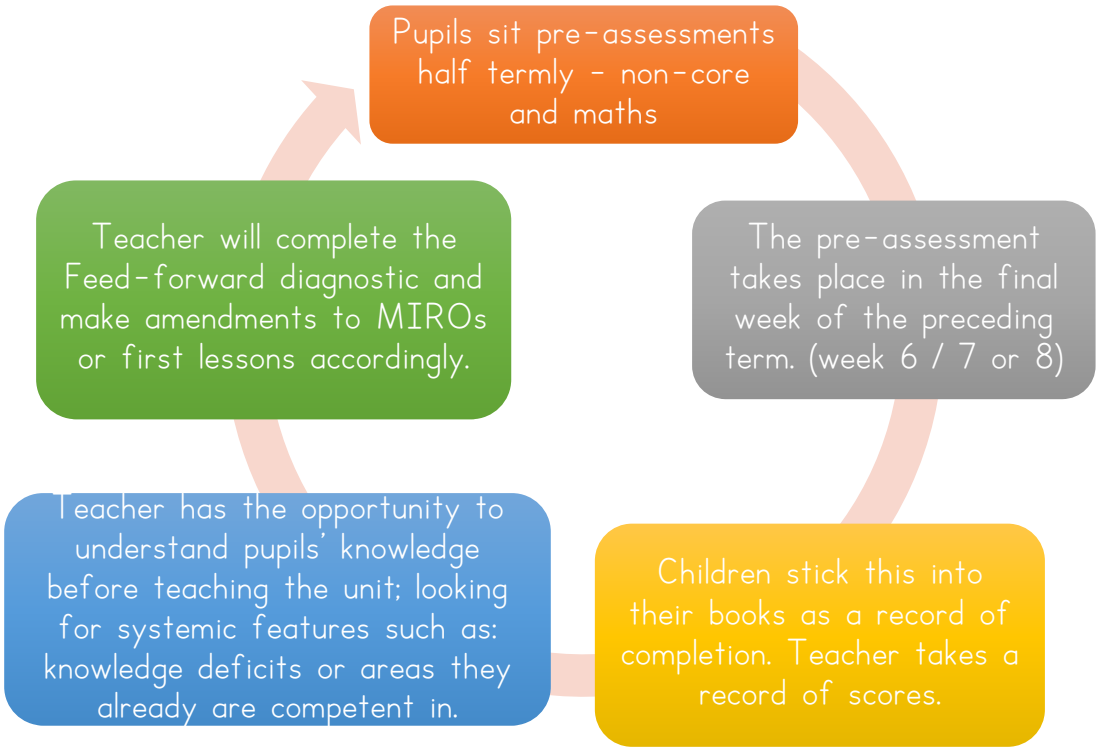
Tertiary- transport to distribute goods to different locations and retail services to sell the finished product in stores.

Key knowledge – Fairtrade

FAIRTRADE FOUNDATION

Fairtrade is about better prices, decent working conditions and fair terms for farmers and workers. It's about supporting the development of thriving farming and worker communities that have more control over their futures and protecting the environment in which they live and work.

Interweaving knowledge concepts to commit to long-term memory

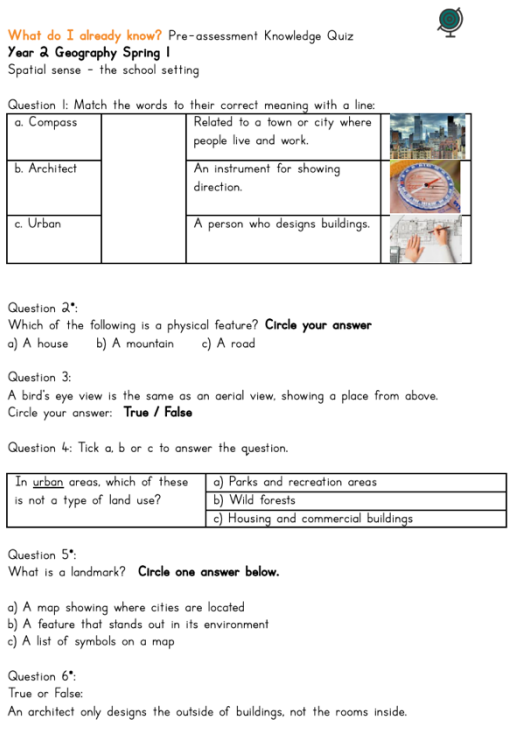


The purpose of checking prior assessment:

- To understand the knowledgebase (over time) of children before they are taught a unit of work. Including the more able.
- To ensure that misconceptions can be addressed ahead of delivery – which supports pupils to build new knowledge on firm foundations.
- To enable you to consider what is the MOST important content to teach/impart in the unit and which sections may need a lighter touch.

Pre-assessment knowledge quizzes – teaching to need

A mixture of questions to elicit understanding of what has been remembered since the previous unit – in this case unpicking if children have remembered the purpose and image of a compass.



What do I already know? Pre-assessment Knowledge Quiz
Year 2 Geography Spring 1
Spatial sense - the school setting

Question 1: Match the words to their correct meaning with a line:

a. Compass		Related to a town or city where people live and work.
b. Architect		An instrument for showing direction.
c. Urban		A person who designs buildings.

Question 2*:
Which of the following is a physical feature? **Circle your answer**
a) A house b) A mountain c) A road

Question 3:
A bird's eye view is the same as an aerial view, showing a place from above.
Circle your answer: **True / False**

Question 4: Tick a, b or c to answer the question.

In urban areas, which of these is not a type of land use?	a) Parks and recreation areas
	b) Wild forests
	c) Housing and commercial buildings

Question 5*:
What is a landmark? **Circle one answer below.**

a) A map showing where cities are located
b) A feature that stands out in its environment
c) A list of symbols on a map

Question 6*:
True or False:
An architect only designs the outside of buildings, not the rooms inside.

A clear link to vocabulary understanding that should be embedded from the child's previous study of the unit.

Multi-modal questions to enable pupils of all ability ranges to demonstrate their understanding.

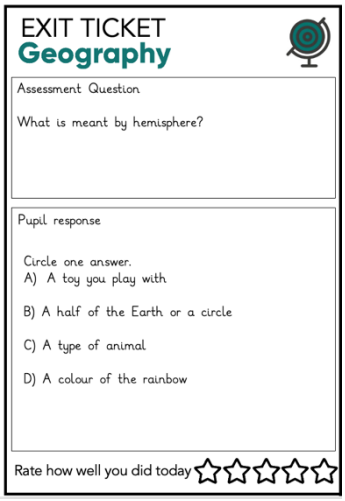
Content is interwoven – including from the new component unit – to enable teachers to assess fully pupils' prior learning

Assessment is the BRIDGE between teaching and learning

Formative assessment strategies

Assessment allows teachers to have a lens into a child's learning. We balance assessment carefully, to ensure that pupils feel supported but not overwhelmed by its use. Our principles around assessment are that it's purposeful and moves learning forward.

Exit tickets – assessment of learning between lessons


EXIT TICKET
Geography

Assessment Question

What is meant by hemisphere?

Pupil response

Circle one answer.
A) A toy you play with
B) A half of the Earth or a circle
C) A type of animal
D) A colour of the rainbow

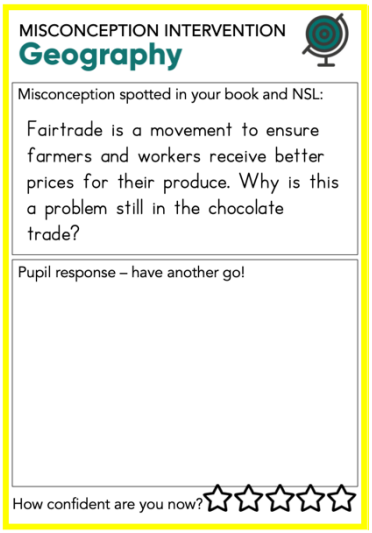
Rate how well you did today ☆☆☆☆☆

The exit ticket provides an assessment question to unpick how well a child has accessed the intended learning for that lesson.

The exit ticket should tangibly link to the objective or skill that the teacher has delivered. For example – in the exit ticket opposite – the ability for children to demonstrate understanding of key vocabulary that has been taught in that component unit.

From this, teachers may deduce how successfully the child has understood the skill from an independent application task. This approach allows teachers to use formative assessment to shape future lessons and learning.

Misconceptions tickets – ensuring we plug gaps that emerge, as they emerge!


MISCONCEPTION INTERVENTION
Geography

Misconception spotted in your book and NSL:

Fairtrade is a movement to ensure farmers and workers receive better prices for their produce. Why is this a problem still in the chocolate trade?

Pupil response – have another go!

How confident are you now? ☆☆☆☆☆

Sometimes, when we review workbooks, teachers find completed tasks where children have been unsuccessful in their application of the taught skill or knowledge.

Teachers are expected to pick these up and to create misconception tickets to support and reinforce correct application and understanding of the taught skill.

For example – in the misconception ticket opposite – the teacher has uncovered an issue in the child's knowledge or understanding of the process of fairtrade. In sandwiching the knowledge at the beginning of the question (that fairtrade is a movement to support workers with better pay) the child will then have a better chance at getting the question right.

Celebration of learning - Our Great Exhibitions

At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school halls are each transformed into an exhibition venue where parents and carers are invited to see the product of learning.

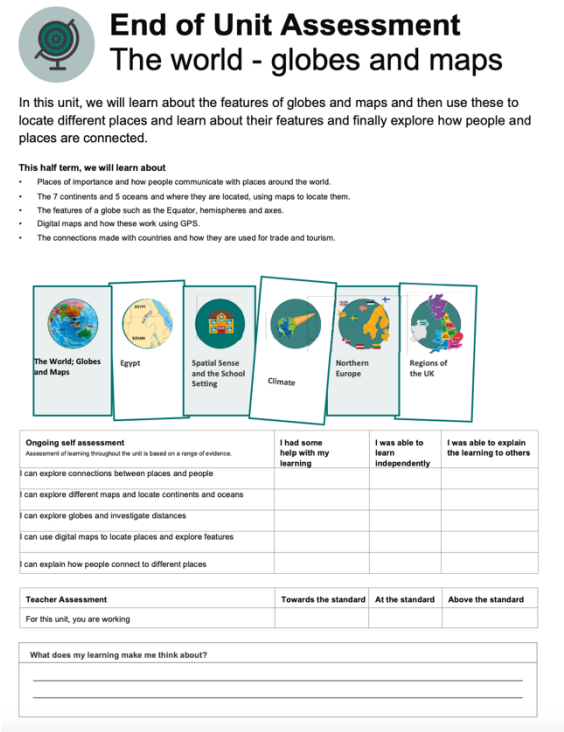
Pupils may choose any subject and any component learnt within that term and a prize is awarded for the best showcase piece.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.

The exhibition provides pupils with a platform to talk about and articulate their learning in Geography.

For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit – bringing the classroom and home closer.

Assessing pupil progress in Geography



End of Unit Assessment
The world - globes and maps

In this unit, we will learn about the features of globes and maps and then use these to locate different places and learn about their features and finally explore how people and places are connected.

This half term, we will learn about

- Places of importance and how people communicate with places around the world.
- The 7 continents and 5 oceans and where they are located, using maps to locate them.
- The features of a globe such as the Equator, hemispheres and axes.
- Digital maps and how these work using GPS.
- The connections made with countries and how they are used for trade and tourism.

The World; Globes and Maps | Egypt | Spatial Sense and the School Setting | Climate | Northern Europe | Regions of the UK

Ongoing self assessment Assessment of learning throughout the unit is based on a range of evidence.	I had some help with my learning	I was able to learn independently	I was able to explain the learning to others
I can explore connections between places and people			
I can explore different maps and locate continents and oceans			
I can explore globes and investigate distances			
I can use digital maps to locate places and explore features			
I can explain how people connect to different places			

Teacher Assessment	Towards the standard	At the standard	Above the standard
For this unit, you are working			

What does my learning make me think about?

Teachers continually employ formative assessment strategies to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

The Lion Pathways provide a composite assessment task at the end of each component unit. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.

Beyond geography – teaching children about sustainability and the world

Whilst our Science Curriculum provides essential knowledge related to: biodiversity and global warming and our Geography curriculum teaches children about the environmental impact of issues such as global trade – it is important that we root this knowledge and skill development within the local context of the area they inhabit and they will one day lead.

The Sustainability & Ecology Project is a curriculum drop-down week (run annually) to inform, educate, celebrate and create action. We will use a wealth of resources including: visual, art, spoken word (including music), video, real-life speakers and visits.

The week culminates in each child contributing to a 'bigger piece' school project – including a parent/carer event to showcase learning and a Community Day.

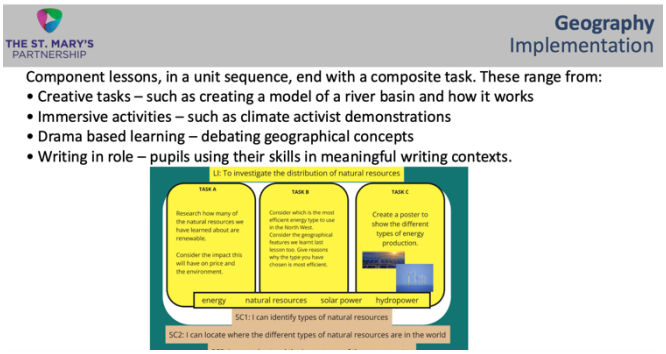
Simultaneously the project will support the retention of new knowledge in relation to: Southampton's wider sustainability goals, Our School's Climate Pledge and Ecologically-driven activities that promote sustainability at our school in the longer-term.

But it doesn't end here. Our wider reading and writing spine this year incorporates world literature linked to sustainability and climate change action. Our VR headsets enable pupils to see climate action first-hand, to visit new centres tackling sustainability and to review areas that still pose a threat to the World. We are doing our bit to create future global citizens.

Geography Subject knowledge and Staff development

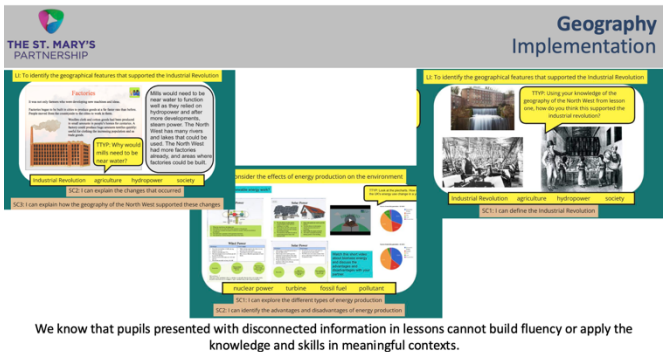
Staff development closely links to our school monitoring schedule, ensuring that cyclical support can be provided to enhance all teachers subject knowledge. This now includes subject knowledge development for all governors too, across all subjects!

We ensure that these sessions are focused purely on acquiring subject disciplinary information, and we can do this easily because of the strong pedagogical model we employ across all teaching subjects in the school. This means that teachers can concentrate on developing strong subject expertise to promote a love of Geography.



Teachers continually review the content ensuring that it can be made accessible to all learners

This work has ensured that a progression of skills links to enquiry-based-learning and the wider aims of our Geography Curriculum Pathway.



We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.

We ensure that teachers and governors understand the overlapping of content over time to build fluency in pupils' knowledge and understanding. Further, we ensure that cross-curricula links help children to link schema over time – such as the example of the migration of rural workers to cities in the Industrial Revolution.

More than ever before, we encourage and ensure field study enables children to make strong links to their geography study. Outside classrooms enable children to understand the world around them and the consequence and actions of others.

External Geography Support

Through a partnership with Redbridge Secondary School – we have access to Geography teachers who support our staff in understanding subject content – securing the level of knowledge delivered to children upon transfer.