

‘Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’ (DfE, 2013)

Geography

BY SAMANTHA WARHURST



Mapped out a well-defined scheme of work.

- *Physical/human geography is matched to the continent in each theme*
- *Strong, useful cross-curricular links*
- *It is bespoke to our children and the national curriculum*
- *It builds on prior learning to help embed knowledge in the long-term memory*
- *Children can make connections to other areas of the curriculum*
e.g. Learning about Europe in Year 4, they also study Ancient Greece.
- *The Cognitive Load Theory has been used to help sequence how new subject information is delivered to pupils and we carefully plan and deliver the new learning in chunks, connected to prior learning.*

Much learning focuses on the themes of **substantive** geographical knowledge, which helps the children to group, classify, connect, explain about environments and provides facts about places, (settlements, human features, physical processes such as erosion, deposition, biomes, water and climate, trace, rivers, etc.)
 We need to make sure we have **procedural** knowledge for deeper understanding too (knowing *how* to do something) – Geographical Association

KEY CONCEPTS/BIG IDEAS

Place 


Diversity; sustainability; identity; local – global; characteristics; similarities & differences

ie. Places are parts of the Earth's surface. They range in size and can be described by their location, shape, boundaries, features etc. Places in which we live are created, changed and managed by people.

Space 

Location; human; pattern; natural; trends; density; proximity; virtual; relative


The environmental and human characteristics of places are influenced by their location & distance from other places.

Diversity – Cultural Awareness 


How have different cultures and diversity been part of the reason for change? Different cultures and religions living together. Cultures contributed to different land uses.

Interconnection 

Processes; human-environment; links; change; relationships between places, features, events and people.
 Locally - globally
 People & organisations in places are interconnected with other places in a variety of ways. Interconnections have significant influences on the characteristics of places and on changes in these characteristics.

The Environment – Physical and human 

processes
 Geology – the rocks beneath our feet.
 Atmosphere – weather & climate
 Water cycle, plants, raw materials, oceans

Environmental impact and sustainability 

Natural/raw materials; Human impact; pollution; social; economic
 The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintain a safe habitat.

Scale 

Directions; measurement; distance; local – global; space; maps
 Cause-and-effect relationships cross scales from the local to the global and from the global to the local. Eg, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

Substantive concepts

We have ensured coverage of key threads and secondary order concepts to ensure progression and ensure knowledge is revisited and built upon throughout each phase. This enables our children to make meaningful connections with prior learning and build on what they already know about each aspect of knowledge. We have decided to have some of the same substantive concepts as history, to enable the children to make links and have a deeper knowledge to be able to answer 'how ' and 'why' questions.



Trade (goods)



Climate (temperatures, equator, biomes etc.)



Civilisation (diversity, societies & cultures)



Sustainability



Settlement (landscape/ topography)



Travel/Transport

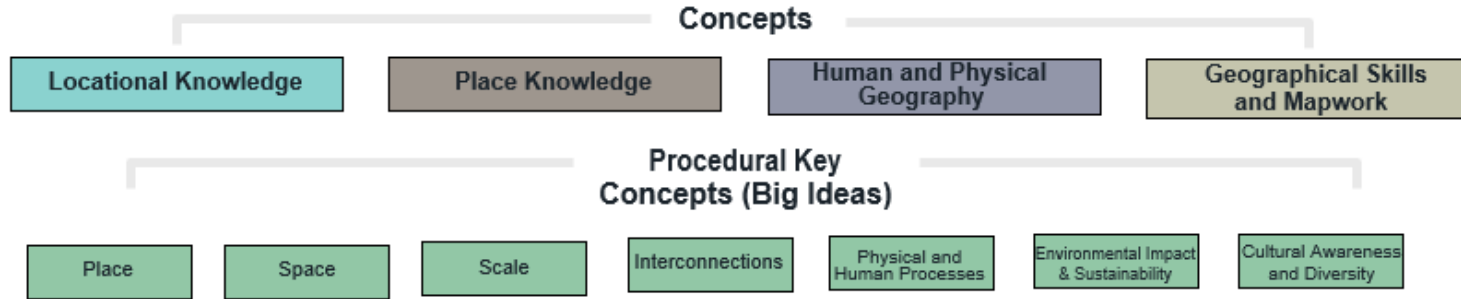
New EYFS framework

| Geography | | | |
|--------------------------|-------------------------|---|--|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. | |
| | Understanding the World | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| Reception | Understanding the World | <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. | |
| ELG | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. |
| | | The Natural World | <ul style="list-style-type: none"> 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. |

Learning begins with EYFS and their immediate environment, they also begin to compare life in our country with life in other countries. Year on year the scale of study is gradually increased. In Year 3 an in-depth study of the United Kingdom takes place.

How is learning across school sequenced?

Geography Knowledge Unit Progression



Curriculum Aims

- To 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
- To 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.
- To be 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 and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Skills Progression

EYFS

Understanding the World: The Natural World

- 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.

How is learning across school sequenced?

Geography Knowledge Unit Progression



Y1

| Place | Space | Scale | The Environment: Physical and Human Processes | Cultural Awareness and Diversity | Environmental Impact and Sustainability | Interconnections |
|---|---|---|---|--|---|------------------|
| <p>I know what my school is like and what happens here.</p> <p>I know what the shops are like in my local area.</p> <p>I can recognize from a map where I live and the villages, towns and city that is nearest to me.</p> <p>I can identify the human and physical features of Daintree Rainforest.</p> | <p>I can use plan perspectives to recognize landmarks and basic human and physical features.</p> <p>I can make an aerial plan of my classroom.</p> <p>I can create a journey map from school to Stockport Train Station.</p> <p>I know the features in Daintree Rainforest.</p> <p>I can follow a map around Forest school (N,S,E,W)</p> <p>Mapping the Rainforest (DEAL)</p> | <p>I can understand how my local area fits within the United Kingdom.</p> <p>I have experience of google earth, zooming in and out of our local area.</p> <p>I know what a village, town, city, country is.</p> | <p>I can identify seasonal and daily weather patterns in the UK and its impact on people, plants and animals.</p> | <p>I can make simple comparisons between features of a coastal area and our local area.</p> <p>I have made comparisons of a small area of a non-European country with a small area locally.</p> <p>I have observed what our local area is like and who lives here.</p> | | |

Our Local Area

What is it like around our school?

Human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

How does the area we live in compare to a location in a non-European country?

Y2



| Place | Space | Scale | The Environment: Physical and Human Processes | Cultural Awareness and Diversity | Environmental Impact and Sustainability | Interconnections |
|---|--|---|--|---|--|--|
| <p>I know what and where the 4 countries, 4 capital cities and 4 seas are around the UK?</p> <p>I can name the 7 continents and identify where they are.</p> <p>I can identify which continent it is.</p> <p>I know specific key human and physical aspects of each of the countries in the UK.</p> | <p>I can identify where places and features are located in the UK.</p> | <p>I know what a Village, town, city, capital city, country, continent is.</p> <p>I can zoom into a map to locate the UK.</p> <p>I can use Google Earth to identify the different continents.</p> | <p>I know the difference between temperature and climate.</p> <p>Using a map I can identify places and say whether the climate is hot, temperate or cold.</p> | <p>I can talk about the differences and similarities in each continent.</p> | <p>I know how I can help the conservation of the seas.</p> | <p>I know how the equator affects the climate.</p> |

The United Kingdom

What and where are the four countries, capital cities and surrounding seas of the UK?

Name and Locate the world's seven continents and five oceans

How is learning across school sequenced?

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|----------|--|--|---|---|
| 3 | CORE Geography unit: | | NON-CORE Geography opportunities: | | NON-CORE Geography opportunities: | |
| | <p>Spring 1</p> <p>In Geography, children will build on their geographical knowledge of the UK from Year 2. In this unit, they will explore specifically how the landscape and land use has changed over time by exploring key similarities and differences of their local area Cheadle Hulme from 1913 to today. In the second half term, children focus specifically on the United Kingdom and explore whether the UK is the same in every region by focusing on the landscape, cities, towns, coasts and mountains.</p> <p>Has the landscape and land use of the United Kingdom has changed over time?</p> <ol style="list-style-type: none"> 1. Are there different zones around school which we use for different purposes? 2. How many different ways can land be used in our local area? 3. How many different ways can land be used in the UK beyond our area? 4. How has land use changed in our area since 1913? <p>Spring 2</p> <p>Is the United Kingdom the same all over?</p> <ol style="list-style-type: none"> 1. What is a region? 2. How is the UK divided up? 3. Does the UK landscape look the same all over? 4. What is the same and different about cities, towns and villages? 5. How is the North West the same or different to the South East and the South West? 6. What makes the coast different? 7. What do I now know about the UK and its landscapes? | | <p>History - Spring: Changes in Britain from the Stone Age to the Iron Age.</p> <p>In History, Children explore changes in Britain from the Stone Age to the Iron Age. Throughout the unit, they compare geographically how lives were different, changes to the settlement geographically during the Stone, Bronze and Iron Age and explore significant similarities and changes.</p> <p>Geography key question lessons:</p> <ol style="list-style-type: none"> 1. How were people's lives in the Bronze and Iron Age? Children compare the differences between the Stone Age and Iron Age settlements, changes, similarities and differences. 2. What was the impact of the Stone Age on settlers' life? Children recognise the Neolithic Stone Age and how it brought to settlement: Stone Age, geographic changes in landscape and the development of permanent housing. 3. Explored above through geographical landscape: Palaeolithic/Mesolithic and the Bronze & Iron Age. Over time, throughout the unit, children compare the Stone Age and Iron Age visually using the 'Timeline' and recognise the tools and jobs through the unit and highlight this. | | <p>History - Summer 1: Ancient Civilisations</p> <p>An introduction to the different civilisations: What did the 4 civilisations have in common and what was the significant achievement of each of them?</p> | |
| | | | 4 | CORE Geography unit: | CORE Geography unit: | CORE Geography unit: |
| | | | | <p>Key Question</p> <p><u>Is Europe the same all over?</u></p> <p>Locational knowledge from the National Curriculum. Children explore the continent of Europe to give them locational context for the Greek history topic in Autumn 2 and the Roman topic in Spring 2.</p> <ol style="list-style-type: none"> 1) What do I know about the continent of Europe? 1) What are the countries and capitals of Europe? 1) What is the significance of latitude on environmental regions? 1) What are the key mountainous regions of Europe? –Alps study. 1) What are the key rivers of Europe? – Rhine Study. 1) How do I advertise the continent of Europe based on prior lesson knowledge? | <p>Key Question</p> <p><u>Why are water and rivers so important?</u></p> <p>Human and physical geography focus from the National Curriculum. Little description</p> <ol style="list-style-type: none"> 1) What are the physical process of the water cycle? 1) How do I study rainfall across the UK? 1) Can I use the correct vocabulary when describing rivers? 1) How do I use 4-figure grid references to record the path of a river? 1) What are aspects of physical and human geography and why cities are found on rivers? 1) Why is sustainability important? | <p>Key Question</p> <p><u>How is the NW of England similar or different to the Naples Bay Region in Italy?</u></p> <p>Place knowledge from National Curriculum. Links to the Roman topic where appropriate e.g. Pompeii and volcanoes.</p> <ol style="list-style-type: none"> 1) How do I locate the North West region of England using a range of resources? 2) What are the geographical features of the NW? 3) What are the details of OS maps? 4) What do contours on OS maps mean? 5) How do I use 4-figure grid references? 6) How do I draw a detailed sketch map of the NW? 7) How do I locate Italy and the Naples Bay region using a range of resources? 8) What are the physical and human features of the Naples Bay region? 9) How do I draw a detailed sketch map of Naples Bay? 10) What are the key features of earthquakes? 11) What are the key features of volcanoes? 12) Can I report on the similarities and differences between the NW and the Naples bay region? |

How is learning across school sequenced?

| 5 | NON-CORE Geography Opportunities: | NON-CORE Geography Opportunities: | CORE Geography unit: | 6 | NON-CORE Geography opportunities: | CORE Geography unit: | History and Geography study: |
|---|---|--|--|---|---|--|---|
| | <p>History: <i>Who got what in the Battle for Britain?</i></p> <ol style="list-style-type: none"> Where did the Vikings and Anglo-Saxons live around 900AD and what was the geography of these locations like? Children name and locate key places in Europe that affect the Vikings and Anglo-Saxons including countries and capital cities. Why did the Vikings leave Scandinavia? Children look at different statistics related to the geography of the comparative regions of Scandinavia and the UK. They draw conclusions based on the data. Who got what in the Battle for Britain? Children name different counties, towns and cities of the UK and understand which places were Viking or Anglo-Saxon settlements based on their names. Children also name and locate counties. | <p><u>What was Mesoamerica like during the period of the Maya and what is Central America like now?</u></p> <p>Children understand where the Maya civilisation was in the world around 900AD and how this is similar and different to the civilisations in Britain at the same point in history.</p> <ol style="list-style-type: none"> Where did the Maya live? Where did the Maya live in Mesoamerica – children look at how this links to modern day Central America and what countries and capital cities would have made up Mesoamerica. What impacts did the geography of Mesoamerica have on Maya settlements? Understand how the geography of Mesoamerica has influenced the Maya settlements and children use a grid reference to locate places in the city. What are the different environmental regions in Mesoamerica? Children identify the different climate zones and geographical areas of Central America, looking at how these may influence where civilisations build their cities. How was Maya Trade impacted and influenced by their geography? Children use maps to understand how natural resources can be traded between different cities and the human impact of this. What happened to the Maya and how may the geography of their civilisation have led to their decline? | <p><u>How is North America similar and different to the North West of England?</u></p> <p>Children initially study the continent of North America (including the Caribbean) and make geographical observations about the continent. Then apply this knowledge to compare and contrast it to the North West of England.</p> <p>Summer 1</p> <ol style="list-style-type: none"> What do I already know use an atlas to improve make up North America How does latitude affect zones and environment How does being a very terms of having many What are the mountain What are the rivers like What are the lakes like Great Lakes? <p>Summer 2</p> <ol style="list-style-type: none"> What are the volcanoes they? How do earthquakes affect How is the Great Lakes region where we live (District of the UK)? What is our region like What are the Human c tourism? Which are the most important American region and ir | | <p>History: How have wars changed over time?</p> <ol style="list-style-type: none"> What are the key European locations we will be studying? Revision of locational knowledge of Europe What effect did physical geography have on how wars were fought? Addressing how key topographical features affected the way wars were fought. How did physical geography, in particular Britain being an island, influence the expansion of its empire? Comparison with the Roman Empire expansion. Addressing how key topographical features affected the way empires expanded. What are the key cities and towns that were bombed during the World Wars? Consolidate locational knowledge of the UK. Revisit lakes covered in Year 5 by discussing evacuees in the Lake District. | <p>Key Question <u>Why is South America so diverse?</u></p> <p>Children explore the continent of South America. After revising key objectives in locational knowledge, addressing place knowledge, we move on to physical and geographical themes in particular, settlement.</p> <ol style="list-style-type: none"> Where is South America? How can I locate South America's countries and capital cities using a map? What does South America look like? What are the countries, capital cities and key topographical features of South America? <p>What is the significance of the lines of latitude on South America?</p> <ol style="list-style-type: none"> What are the biomes in South America? climate and living things. Tundra, forests, grasslands and deserts. What are the physical features? What are the contrasting settlements, civilisations and lifestyles of South America? Compare a major settlement to the UK. Why do people move to different settlements? | <p>Key Question <u>How does our past help us prepare for the future?</u></p> <p>A History and Geography study of the local area and changes over time incorporating all geographical skills and fieldwork objectives.</p> <p>Each enquiry question runs over 2 lessons</p> <p>Regional and Local</p> <ol style="list-style-type: none"> What does our local area look like? How has our local area changed over time? Why has our local area changed over time? How can we ensure sustainability in our local area? <p>Global History</p> <ol style="list-style-type: none"> What effect did WW1 and WW2 have on our local area? What does a war memorial tell us about our local history? <p>(Field Trip included)</p> |

How are knowledge and skills built upon through the school?

Key Stage 1 knowledge and skills progression

| Geography | | | |
|--|---|---|--|
| Throughout all topics children will: <ul style="list-style-type: none"> use maps, atlases and globes to identify all countries, continents and oceans studies in KS1 use compass directions (North, South East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map Use basic geographical vocabulary | | | |
| Year 1 | National Curriculum Link | Year 2 | National Curriculum Link |
| School and grounds and locational language | Use simple fieldwork and observational skills to study the geography of school and its grounds Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map | The four countries in the UK and their capitals 7 Continents, 5 Oceans | Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas Name and locate world's seven continents and five oceans Location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Compass directions and locational and directional language. |
| Daintree Forest Australia and places featured in Stanley's Stick | Contrast between UK and Non-European country | | |
| Weather patterns | Daily weather patterns in the UK | | |

| Geography | | | | |
|---|---|--|--|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Consideration of locational knowledge Place knowledge Human and Physical Geography Skill and fieldwork | UK Focus and Terminology The importance of rivers to global settlements Skills and fieldwork | Europe Comparison between a region in the UK and a region in a European country, Water cycle etc. Skills and fieldwork | Central and North America UK Cities and counties Skills and fieldwork | South America Skills and fieldwork |
| Geographical Skills | Use eight compass points to follow or give directions Use letters or number coordinates to locate features on a map Use large scale OS maps | Use eight point compass points well Use letters or number coordinates to locate features on a map Begin to recognise symbols on a OS map Use large and medium scale OS maps | Use eight point compass points well Begin to use four figure coordinates to locate features on a map Recognise and use OS map symbols Use medium scale land range OS maps | Use eight point compass points confidently and accurately Begin to use six figure coordinates to locate features on a map Recognise and use OS map symbols and describe features shown on a OS map Draw and use maps and plan in a range of scales |
| | Use atlases to find out about other features of places eg mountains | Use atlases to find out about other features of places eg mountains, weather patterns | Use atlases and globes to find out about other features of places e.g. mountains, weather patterns | Use atlases to find out about other features of places e.g. mountains, weather patterns |
| | Use NF books, stories, maps, pictures, photos and internet as sources of information | Use NF books, stories, maps, pictures, photos and internet as sources of information | Begin to use primary and secondary sources of information for evidence | Use primary and secondary sources of information for evidence |
| | Follow a route on larger scale maps | Follow a route on larger scale maps | Start to follow a short route on an OS map | Follow a short route on an OS map independently |
| | Begin to use maps sites on internet (digimap/google) | use maps sites on internet (digimap/google) | use maps sites on internet (digimap/google) | use maps sites on internet (digimap/google) |
| | Have experience of aerial photographs and identify known places | Use satellite images and aerial photographs to extend learning within topic | Continue to use satellite images and aerial photographs to extend learning within topic | Create maps using aerial photographs and satellite images. |
| Field Work | Begin to collect and record evidence Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location | Collect ar Analyse e e.g. make locations, | | |

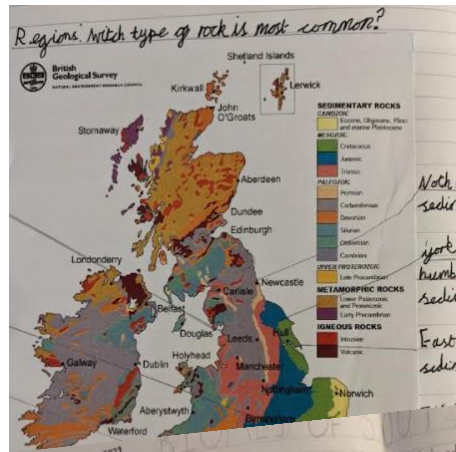
Credit to Chris Trevor

- Vocabulary progression for each year group:** Skill based, knowledge based and wider concepts.
- Key concepts explored from EYFS to Year 6:** Place, space, change, scale, environment, sustainability, interconnection
- Knowledge and skills progression documents to ensure this.**

| Year 1 & KS1 Geography Key Vocabulary and Terminology (Credit to Chris Trevor) | | | |
|---|---|--|--|
| Human Features | Physical Features | Specific Content Geographical map skills & fieldwork | Other useful words for this age group – maybe recap on previous key vocab or new words to introduce |
| EYFS: Building Town Farm Road Park Path People KS1: As above plus... Key human features City Town Village Factory Farm House Office Port Harbour Shop Capital city | EYFS: Beach sea Lake River Desert Mountain/Hill Countryside Forest/Wood Weather Seasons KS1: As above plus..... key physical features Beach Cliff Coast Forest Hill Mountain Sea Ocean River Soil | EYFS: Map local Place Globe KS1: As above plus.... Name & locate the world's 7 continents and five oceans Asia Africa North America South America Antarctica Australia/Oceania/Australasia Europe Arctic Southern Pacific Atlantic Indian Name, locate and identify characteristics of the 4 | EYFS: Village City Shop Land House Motorway language World Water Pond KS1: As above plus.... Environment Recycle Compass Compass points: East, North, South, West Fieldwork Plan Aerial photograph Map key symbols Equator Hot/Cold |

Bespoke and Engaging Curriculum

Through developing our own curriculum and CPD we have developed a curriculum that is bespoke and engaging to our learners. Children build on and develop core understanding of their knowledge and skills throughout their time at Bradshaw Hall.



North
sediment
York
humber
sediment
East
sediment

Styal - village

Population: 1,051 people (in 2011)

Settlement: Styal is a semi-rural village because there are not many shops.

Buildings: The buildings are not very big.

Land use: Styal does not have many fields because it is a village. There are only 1,051 people.

Stockport - town

Population: 294,197 (2020)

Settlement: Sub-urban because there are shops, museums, art gallery.

Transport: The M60 motorway was built to transport people from town so people can go to work and get home.

more than Styal has shopping in hall.

Date: 20.12.21

The United Kingdom Reflection

Has someone visited somewhere similar to where we live? Blake has been to Manchester.

Where do we live? "England" - Penelope, "The capital city is London" - Asma, "We live close to Manchester" - Olivia, "We live near, Stockport" - Adam, "We live in Cheshire Hills" - Isabel.

Mia found us on the map.

Has someone visited somewhere different to where we live? Ava went to the countryside near park Dean and it was really bumpy. Asma went to Wales and the roads were smaller.

Has someone been in one of the seas? Jemah: "It was very cold", Mia: "I went to the red sea in Egypt and went snorkelling, I saw clown fish".

Emily went to London and the buildings were really tall. Lenny said Northern Ireland was really different and they had different shops.

Ella E: "I went on a boat in the North Sea in Scotland".

Monday 31st January 2022

10:44 Write

Biomes

AWESOME SPRING ALPINE

In this report you will be entertained by the fascinating biomes of the world. Biomes consist of different climate, fascinating fauna and flora. The biomes of South America are especially special as each of the unique biomes are equally different to one another. To find out more...

entertained by the fascinating continent of the world. Biomes consist of different climate, fascinating fauna and flora. The biomes of South America are especially special as each of the unique biomes are equally different to one another. To find out more...

Hot Write

Non-chronological report

Write a non-chronological report about biomes.

- 1 Use parentheses to explain subject-specific vocabulary
- 2 Use semi-colons to separate main clauses
- 3 Present an opinion in a formal manner
- 4 Using formal multi-clause sentences

WELCOME TO THE MOUNTAINS OF SOUTH AMERICA - a forest of 1000 ft of forest. This forest is between the Atlantic Ocean and the Pacific Ocean. The forest is made up of many different types of trees and plants. This forest is very special because it is one of the most beautiful places in the world. Unfortunately, it is being destroyed by people who want to use the land for farming. We must save the rainforest.

This report is packed full of facts and interesting detail. One of the most interesting facts is that...

Enrichment – The Environment

Learners are given extra opportunities to develop their understanding of Geography through our Enrichment sessions.



Polar or Jungle Habitats – Children design cereal box habitats for either a Polar or Jungle animal, creating an awareness of animals that live in each and the importance of sustainability.

Environmental issues impacting on UK wildlife– Children choose an animal, consider how environmental issues are having an impact on it and then design a superhero with particular powers to rescue it.



How is learning across school sequenced?

Progress means 'knowing more and remembering more'. It centres upon building knowledge of vocabulary, events, people, places, concepts and procedures.

The Geography scheme of work ensures teachers are aware of the prior learning that pupils need to have learnt to access the current learning.

Pupils understand that what they have learnt before will help them to access the new topic; how the learning links to something they will be or have learnt in another subject and how the learning links to something they have learned in a previous term or year group.

Linking learning and remembering learning:

Revisiting and remembering more overtime:

- **Big Quiz:** Teachers have written key questions for their year groups which means that previous learning can be revisited.
- **Concepts:** Break concepts and tasks into smaller practicable steps, to avoid memory overload.
- Secure attention, inclusive questioning
- **Plicker:** Quick assessment and recap tool.
- **Sticky learning:** School visits, fieldwork, DEAL strategies
 - **Class discussions** 'last year, you learnt... and this year you'll... before next year when you study...'
 - **Quizzes:** High challenge and low threat.
- **Fieldwork**

A powerful concept is the idea that we organise ideas, knowledge, the things we learn, in patterns of connected information called schema.

THE BIG RECAP QUIZ



GEOGRAPHY

QUESTION 1: WHAT IS LAND USE?

Answer:

How land is used.

QUESTION 2: NAME THE 4 DIFFERENT TYPES OF SETTLEMENTS.

Answer:

Rural- Lots of fields and farming, low population.

Semi-rural- Villages, a few more houses and a slightly higher population but still lots of fields.

Sub-urban- Towns, lots of residential areas, transport links and more amenities.

Urban- Big cities, high population, lots of transport and buildings.

QUESTION 3: HOW HAS THE LAND USE OF CHEADLE HULME CHANGED OVER TIME?

Answer:

1913 - Semi-rural -[fields, not as many roads or houses]

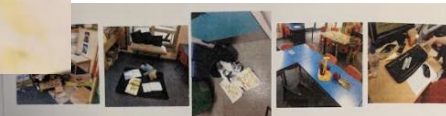
2023- suburban [more houses, bigger population]

BIG POPULATION - more people/schools/roads and less fields etc.

.....Fieldwork

Fieldwork 'bridges the gap' for children of all abilities. It adds a 'real life' dimension to the geography curriculum – how can a child talk about a river when they've never visited one?

Fieldwork around the school, forest school and on trips out side of the school area.



Key:

| | | | |
|-----|------|---|---------------|
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Diversity in the geography curriculum

- When you teach about different cultures in geography, make sure you draw parallels between our lives and theirs

KS1

Our local area

Children look at what people do in our local area and discuss the local community, (who lives there and what kind of people are they, what jobs do they do, etc.) Further study into the local area for certain people (disability, age, etc.) Discuss about how to make the area more inclusive to different races/cultures, etc – also key links to the PSHE curriculum.

Small Area Comparison – Talk about how the chosen small area is different to the small area around the school and teach about what life is like in a non European area (UK and Australia). When talking about people around the world looking different and living in different places, there is a focus on what makes us all similar, what makes us all human. Again further links are made to the PSHE curriculum when we talk about the importance of respecting difference.

Continents and Oceans – Children study different continent has different races, cultures and traditions and we need to respect and celebrate our differences as well as our similarities.

Whenever there is an opportunity teachers should discuss the different races and cultures all over the UK and benefits/importance of immigration and diversity.

Diversity in the geography curriculum

KS2

UK – including cities and counties, land use and regions

Understanding how the local area fits into a wider community. This includes discussion around land use – farming, housing, industry and how the area has changed over time. This will also include a human element to the geography where we look at culture and population characteristics.

Europe

Children research different European countries, including diversity when researching the population of countries. Children to consider immigrants from different European countries and cultures (Naples Bay Area and the North West UK). These comparisons and contrasts are also drawn with a region in the UK, linking to fieldwork on a residential stay in Castleton.

North America including Central America

Diversity is explored in the curriculum when we study North and Central America. The children learn the names of the Caribbean countries – and specific identities of individual cultures and countries. Again there is a comparative element between areas in Europe (UK and Scandinavia) where children apply geographical skills to draw conclusions.

South America

There were slave links with sugar plantations in Guyana. You could compare the lives of Brazilian people who live in uncontacted tribes compared to cities. Discuss indigenous communities. Children complete independent research projects, related to the diversity of the population of countries of South America.

Measuring Progress: Knowledge, skills and challenge

- **Data to measure progress in Wider Curriculum subjects.**
- **Assessment tool - Progression of knowledge and skills:** enables school staff to report accurately and effectively every child's progress in Geography, by the end of the year/unit. This is added into SIMS as E, M or X.
- **Knowledge and skills:** Ensures that staff can confidently balance and promote Geographical vocabulary and skills, to ensure children are remembering more.
- **Enables staff to challenge and extend learning:** Objectives enable staff to provide GD opportunities and planning surgeries.

| Art Actual Sum2 SP Year 2 Summer Term 2 | Computing Actual Sum2 SP Year 2 Summer Term 2 | DT Actual Sum2 SP Year 2 Summer Term 2 | Geog Actual Sum2 SP Year 2 Summer Term 2 |
|--|--|---|---|
| 2M | 2M | 2M | 2M |
| 2M | 2X | 2M | 2X |
| 2M | 2M | 2M | 2M |
| 2M | 2M | 2M | 2M |
| 2M | 2M | 2M | 2M |
| 2E | 2M | 2E | 2E |
| 2E | 2M | 2E+ | 2E+ |
| 2M | 2M | 2M | 2M |
| 2M | 2M | 2M | 2M |
| 2E | 2E | 2E | 2E |
| 2E+ | 2M | 2E++ | 2E |

| Year 1 – Geography (Assessment of Knowledge and Skills) | | | |
|---|---|--|---|
| Year 1 – Skills (How to achieve end of KS1 outcomes) | KS1 Outcomes (Achieved by the end of Year 2) | Assessment of Year 1 children (initial – E & X, other chn not initialled are assessed by teacher as M) | |
| Map Work <ul style="list-style-type: none"> Follow directions (near, far, up, down, left and right) Follow directions using N, S, E, W Have experience of maps and attempt to make their own, real or imaginary. Use own symbols on imaginary map. Use a plan view. Use an Infant atlas to locate places. Use NF books, stories, maps, pictures, photos and the internet as sources of information. Have experience of aerial photographs and try to identify known places with support. | <ul style="list-style-type: none"> I can follow a route on prepared maps (left/right) and find information. I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story) I can use and construct basic symbols in a key. | E | X |
| Locational knowledge and Place knowledge <ul style="list-style-type: none"> Notice things in the place where I am and react to them by commenting. Ask questions about places. | <ul style="list-style-type: none"> I can name and locate the world's 7 continents and 5 oceans. I can name, locate and identify characteristics of the 4 countries and | E | X |

Challenge and Differentiation

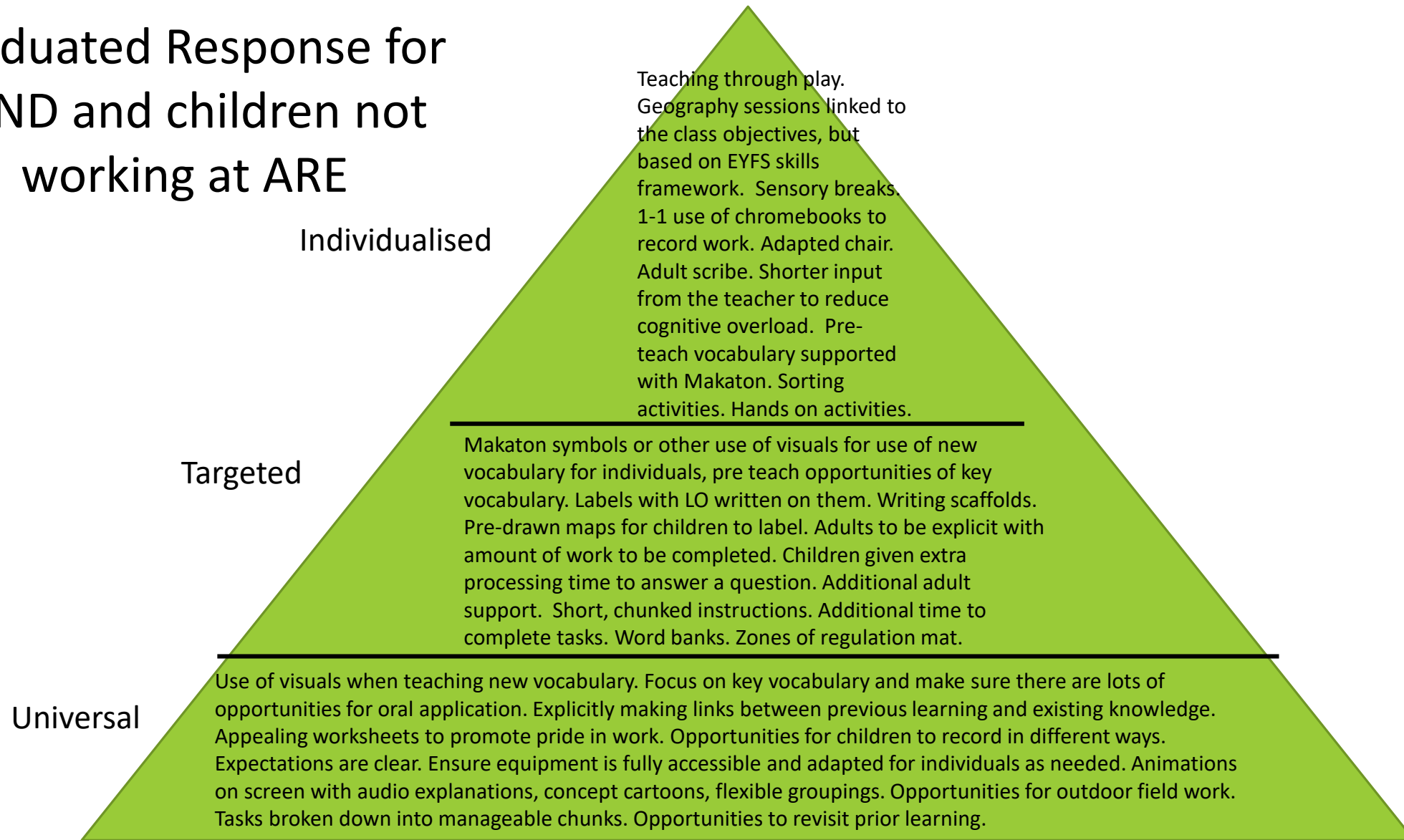
Challenge:

- **Greater Depth opportunities** applied through assessment grids containing objectives, further enquiry question for the children to respond to.
- **Wider curriculum opportunities applied:** Links to Science, PSHE, Maths, DT and History.

SEND & EAL: Differentiation

- **Assessment grids containing objectives:** This enables learning to be adapted to ensure no barriers for children.
- **Differentiated:** writing assisted, visuals, vocabulary given in advance, prompts, recorded rather than written, chunked learning, hands on experiences, opportunities for repetition.
- **Speech and Language Centre:** The Geography curriculum is taught at a slower pace.

Graduated Response for SEND and children not working at ARE



Key Strengths:

- **Schemes of work:** Clear coverage across each unit. Clear progression of scale (EYFS immediate environment – KS2 South America)
- **Progression for assessment:** Vocabulary and objectives clear for staff to form judgments. Assessments are recorded on SIMS
- **Bespoke and engaging lessons** driven by a quality scheme of work and high-quality teaching and learning.
- **Regular subject monitoring** to ensure open dialogue between subject leaders and class teachers.
- **Concepts** Explored from EYFS to Year 6 (scale, space, place, interconnections, environmental impact, sustainability and cultural awareness)
- **Knowing more and remembering more** The Geography Big Quiz has been developed which refreshes their knowledge of what they learnt in previous years. Plicker used as an assessment tool, to check the children's understanding. Evident during Pupil Voice where the children could talk about previous learning well.