Intent

Geography

Intent

Geography

Intent

Why is Geography important?

At Ivegill CE School, it is our intent to develop children's curiosity, interest and understanding about the interaction between people and their environments through our Geography curriculum. It is our aim for pupils to be better equipped to deal with the ever-changing twenty-first century through the progression of their social and cultural values connected to Geography.

We want our pupils to be able to effectively apply a wide range of geographical skills by drawing upon the necessary geographical tools, their prior experiences and their prior knowledge. This will then allow them to progress their understanding further and make sense of this through meaningful learning.

Within our curriculum, our pupils will concentrate on purposeful enquiries based on local, regional, national and global scales in order to gain a perspective on how the world is interconnected and how Geography is relevant to them both now and in the future. As they do so, they will be progressively challenged as they move through the school by the ways in which they are asked to apply their developing knowledge to achieve higher order outcomes.

Our Geography curriculum will hold value to the children within our school as our enquiries will allow them to: understand their local area; explore their locality; compare their locality to others; evaluate how and why localities change and appreciate the increasing importance of sustainability. Our pupils will then use this essential knowledge in order to help them understand the ownership that they have over important geographical issues in the future as educated citizens.

Intent

Geography

Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

•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

Intent

Geography.

Our Geography curriculum is knowledge and vocabulary rich, ensuring children gain a deep understanding of fundamental geographical knowledge and concepts as well as embedding key specific vocabulary and terminology (Tier 3 vocabulary). In addition, children are encouraged to develop their geographical curiosity and understanding.

Intent

Geographical content

At Ivegill C of E Primary School children will gradually build on their geographical knowledge throughout the Key Stages based on National Curriculum expectations.

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.

Pupils should be taught to:

Locational knowledge

•name and locate the world's 7 continents and 5 oceans

•name, locate and identify characteristics of the 4 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

Intent

Geographical content
Key Stage 1:

Human and physical geography:

•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

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

Intent

Geographical content

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.

This should include:

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 (including day and night)

Intent

Key Stage 2:

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 in 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 8 points of a compass, 4- and 6-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

Intent

Spaced Retrieval Practice Approach

Our geography curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts building on previous learning throughout each key stage. This approach enables staff to deepen pupil understanding and embed learning.

Our curriculum maps clearly show how we deliver the National Curriculum expectations for geography within and across year groups. All geography modules are identified on mixed age class specific overviews using green boxes. KS1 work on a two year rolling cycle. In KS2, geography is also taught on a year rolling cycle for years 3 and 4 and then years 5 and 6, covering all the objectives of the key stage.

Intent

Early Years

Geography in the EYFS falls under 'Understanding the World' and links to these Early Learning Goals:

•People, Culture and Communities:

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.

- Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

•The Natural World:

- Exploring 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 to them in class.

Intent

Geography in EYFS

Photos showing EYFS enjoying geography through:
*nature Walks
*minibeast Hunting
*creating Habitats for different Animals
*observational Drawings of Flowers

Intent

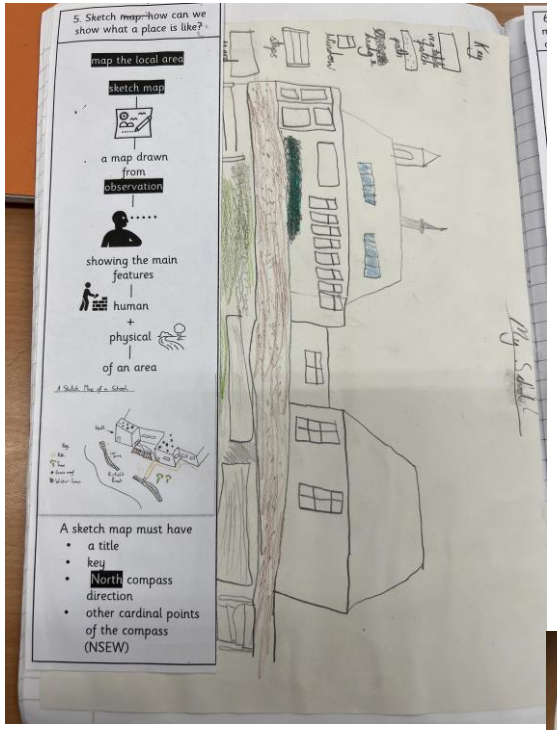
Content and Sequence: Year 1 and 2

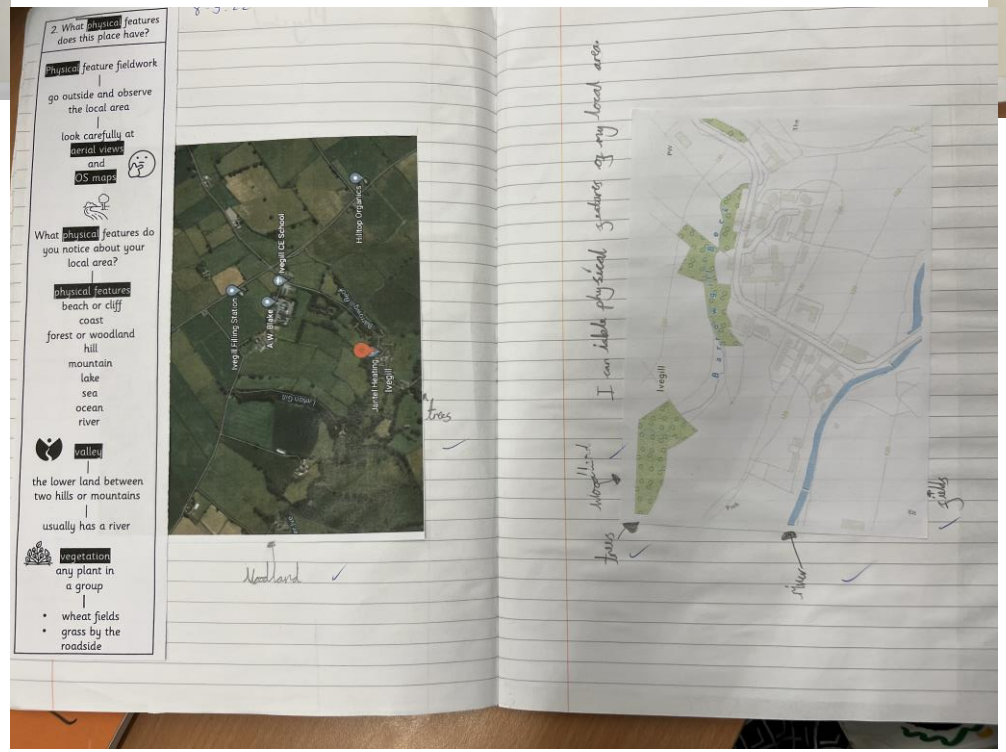
	Autumn	Spring	Summer
A 2022/23	Oceans and Continents Countries and Capital cities of the UK Significant historical events, people and places in their own locality (Beatrix Potter/ The Victorians & The Lake District)	Human and physical geography: Study hot and cold locations.	Human and physical study of a small area of United Kingdom and of a contrasting non-European country. (CUSP) Place knowledge (London Vs Nairobi)
B 2023/24		Study human and physical geography in the local area - Compass directions Aerial photographs Simple fieldwork (geography of the school)	Human and physical geography- beach & forest

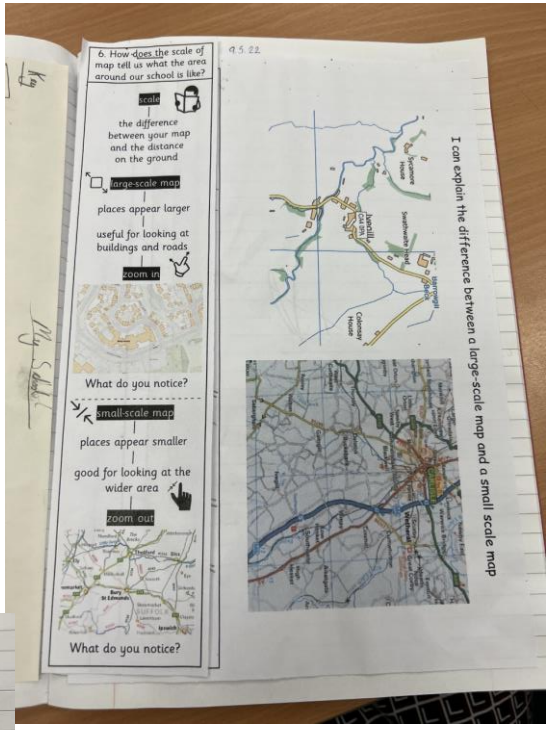
Ivegill C•E SCHOOL

Intent

Examples of year 1/2 work on fieldwork and map skills. Evidence of knowledge note used throughout the sessions.







Intent

Content and Sequence: Year 3 and 4

Geography 2 year cycle -Years 3 and 4.			
	Autumn	Spring	Summer
A	Geographical field work	The water cycle	What would I experience on an expedition through the rainforest? South America.
B	UK locational study	Environmental regions and map skills.	Fieldwork OS maps Human and physical

Intent

Content and Sequence: Year 5 and 6

Geography 2 year cycle - Years 5 and 6.			
	Autumn	Spring	Summer
A	World countries, Biomes and vegetation belts.	Comparison study of UK, Europe, North/South America (CUSP)	Orienteering (CUSP)
B	KS 2 map skills - 4 and 6 figure grid references, ordnance survey OS map skills and fieldwork.	Study physical processes: earthquakes, mountains and volcanoes – (CUSP)	Settlements and relationships (CUSP)

Implementation

Geography

Implementation

Implementation

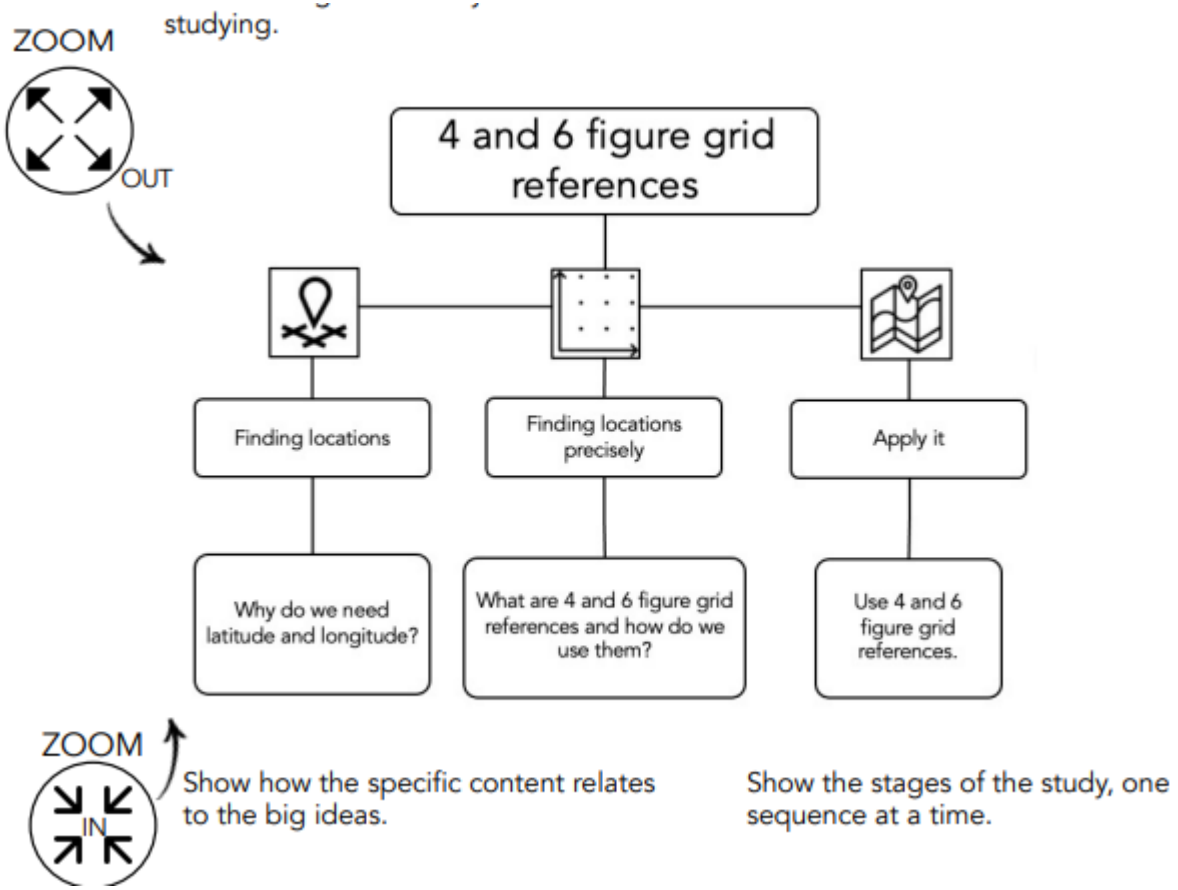
Modular Approach – Knowledge

At Ivegill C of E Primary School, Geography is taught across each mixed age class in modules that enable pupils to study in depth geographical skills and vocabulary.

Implementation

The Big Ideas

At Ivegill C of E Primary School we put an emphasis on sharing the big ideas with the children at the beginning of every module. We feel this gives the children a clear vision of their learning and a sense of ownership of their learning.



Implementation

National Curriculum objectives and how these links to prior learning are evident at the beginning of every module.

Previous learning: curriculum narrative

Year 4 Latitude and longitude	Year 4 Water cycle	Year 4 River study

Subject concepts (skills)

Places and location	Compare and contrast
• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.

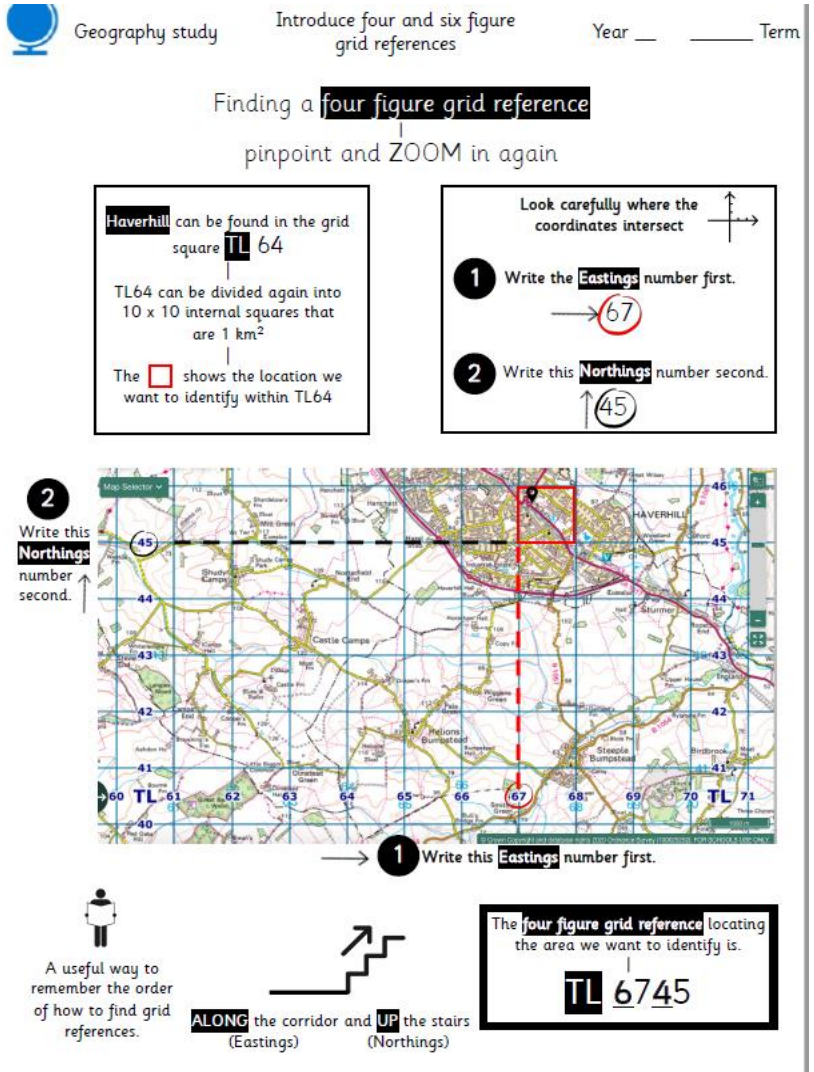
A KS2 module building on prior learning.

A KS2 module showing how the learning builds upon other geographicalareas.

Implementation

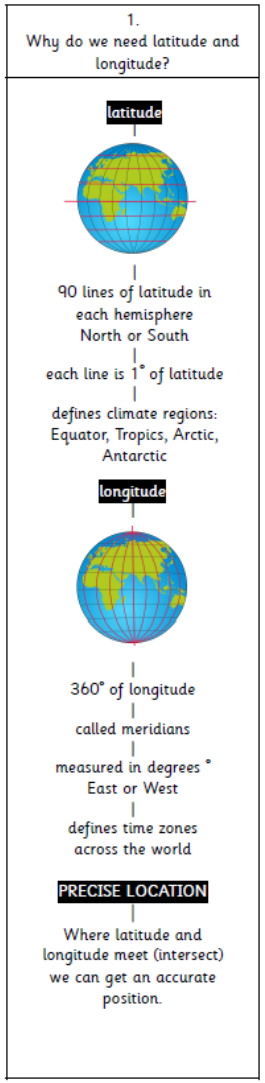
Development of Geographical concept skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to undertake the study of time, evidence and enquiry, make connections and use key vocabulary. At Ivegill C of E Primary School, the working subject concepts are clearly displayed on each of our geography modules for both Key Stage 1 and Key Stage 2. It is clear which of the objectives are being taught throughout a specific module which ensures full coverage and allows for skills to be built upon.



An example of a knowledge organiser and knowledge note for KS2 geography.

Lesson planning is completed with the use our suggested lesson sequence, in conjunction with prior quizzing and content from the Knowledge Organisers.



Implementation

Cumulative Quizzing Model (Supporting Cognitive Load)

Pupils are given opportunities to retrieve their knowledge at regular intervals throughout the unit through a 'teach – test – teach – test' model. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary.

Children are tested using written quizzes at the start and end of the topic and also using retrieval practice on a weekly basis.

Cumulative Quizzing Model (Supporting Cognitive Load)

Implementation

Ivegill CE Primary School Quiz

Geography: Maps and grid references	Year: 5 and 6	Autumn Term

Question 1: Lines of latitude travel which way?	Start of unit:	End of unit:
East to West		
North to South		
North East to South West		
Don't Know		

Question 2: Lines of longitude travel which way?	Start of unit:	End of unit:
East to West		
North to South		
North East to south West		
Don't Know		

Question 3: The line that determines time zones around the world is:	Start of unit:	End of unit:
The equator		
Prime Meridian		
Time line		
Don't know		

Question 4: The temperate zone is between:	Start of unit:	End of unit:
Tropics of Cancer and Capricorn		
Equator and North Pole		
Tropics and Polar circle		
Don't Know		

Question 5: 4 figure grid references give a location of:	Start of unit:	End of unit:
Where people go on holiday		
1km x 1km grid square		
100m x 100m grid square		
Don't Know		

Question 6: 6 figure grid references give a location of:	Start of unit:	End of unit:
100 m x 100 m grid square		
1 km x 1 km grid square		
The nearest mountain		
Don't Know		

Question 7: What PC Is this map symbol?	Start of unit:	End of unit:
Toilet		
Parking		
Police station		
Don't Know		

Question 8: What do contour lines show us?	Start of unit:	End of unit:
How steep or flat the land is		
Where roads meet		
Where the warmest place is		
Don't Know		

Question 9: Which is true of contour lines?	Start of unit:	End of unit:
The closer together the hotter it is		
The closer together the steeper the slope		
The closer together the nearer a road		
Don't Know		

Question 10: What is a plateau?	Start of unit:	End of unit:
A high up flat surface		
A lake		
A map symbol		
Don't Know		

Implementation

Minimum lesson expectations

All Geography lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Quizzing - retrieval practice
- Use of geographical vocabulary in learning
- Reading
- Working geographically (use of maps, atlas, topic books)
- Evidence of learning in pupil's books

Implementation

Vocabulary

EYFS

At Ivegill, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Geographical language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.

Implementation

Vocabulary

Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3).

Each learning module in geography has specific vocabulary to run through the module and is used to planned into sessions through tasks and resources by the teacher.

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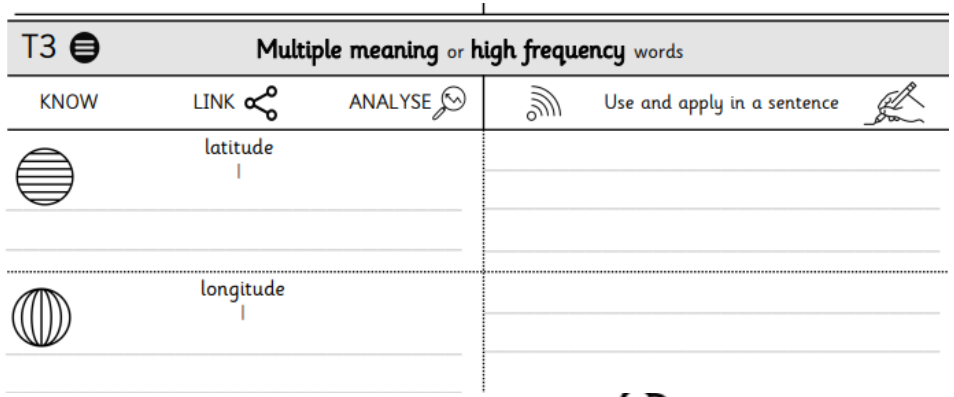
Implementation

Vocabulary modules in Years 1 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.

Vocabulary overview for a 4 and 6 figure grid references module, including Tier 2 and 3 language.

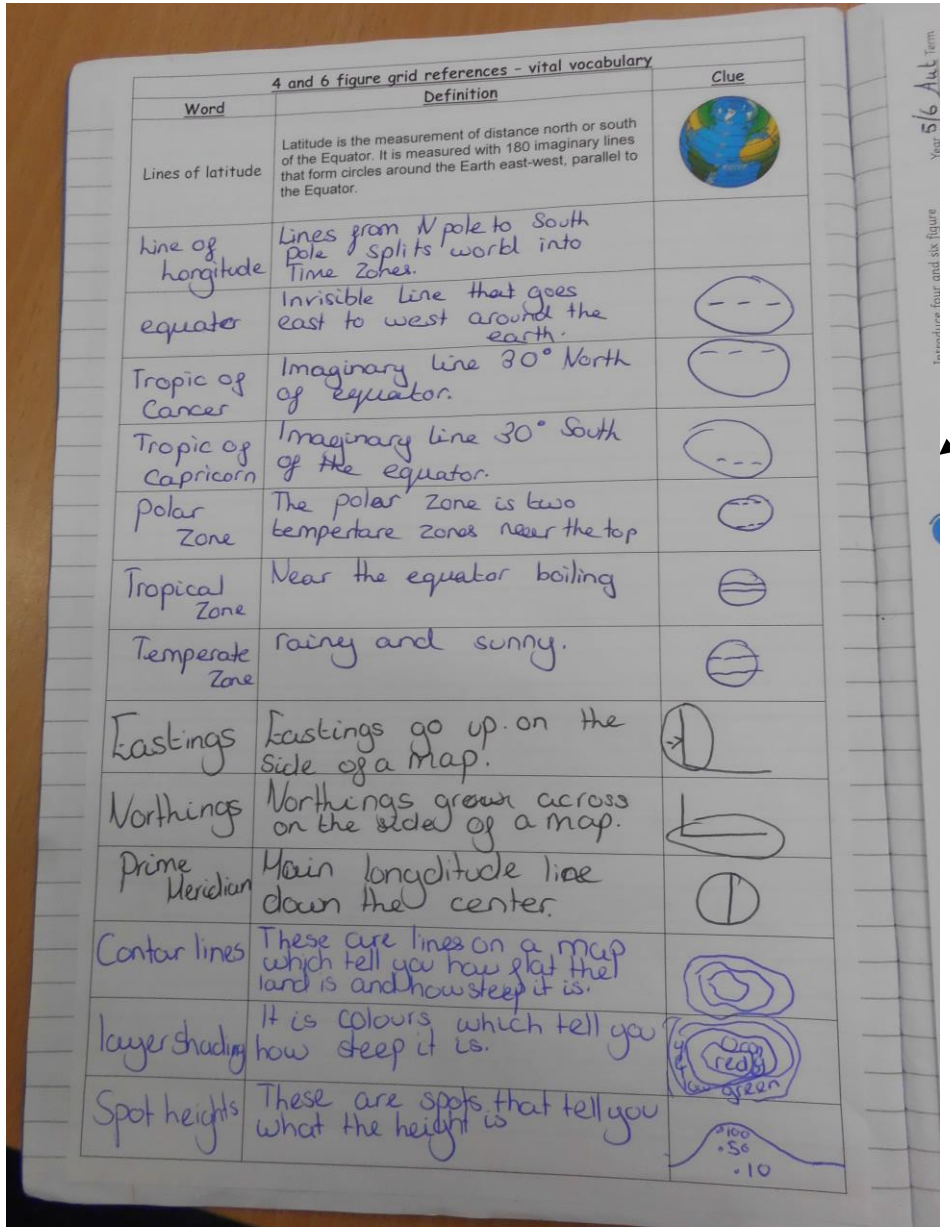


Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
parallel	lines, side by side and having the same distance continuously between them	latitude	the position north or south of the equator measured from 0° to 90°
horizontal	parallel to the ground or to the bottom or top edge of something	longitude	the distance of a place east or west of an imaginary line between the North Pole and the South Pole, measured in degrees
reference	a mention of something	meridian	an imaginary line between the North Pole and the South Pole, drawn on maps to help to show the position of a place
degrees	unit of measurement	hemisphere	one of two halves of the earth, especially above or below the equator
co-ordinates	a pair of numbers and/or letters that show the exact position of a point on a map or graph	northings	a figure or line representing northward distance on a map
intersect	To intersect is to cross at a point or set of points.	eastings	a figure or line representing eastward distance on a map

Implementation

Explicit use of vocabulary through topic.



4 and 6 figure grid references – vital vocabulary

Word	Definition	Clue
Lines of latitude	Latitude is the measurement of distance north or south of the Equator. It is measured with 180 imaginary lines that form circles around the Earth east-west, parallel to the Equator.	
line of longitude	Lines from N pole to South Pole split world into Time Zones.	
equator	Invisible line that goes east to west around the earth.	
Tropic of Cancer	Imaginary line 30° North of equator.	
Tropic of Capricorn	Imaginary line 30° South of the equator.	
polar Zone	The polar Zone is two temperture zones near the top	
Tropical Zone	Near the equator boiling	
Temperate Zone	rainy and sunny.	
Eastings	Eastings go up on the side of a Map.	
Northings	Northings grown across on the side of a map.	
Prime Meridian	Main longditude line down the center.	
Contar lines	These are lines on a map which tell you how flat the land is and how steep it is.	
layer shading	It is colours which tell you how steep it is.	red green
Spot heights	These are spots that tell you what the height is	100 50 10

Children use and apply taught vocabulary. This is often done at the start of the lesson.

Dual coding within each module.

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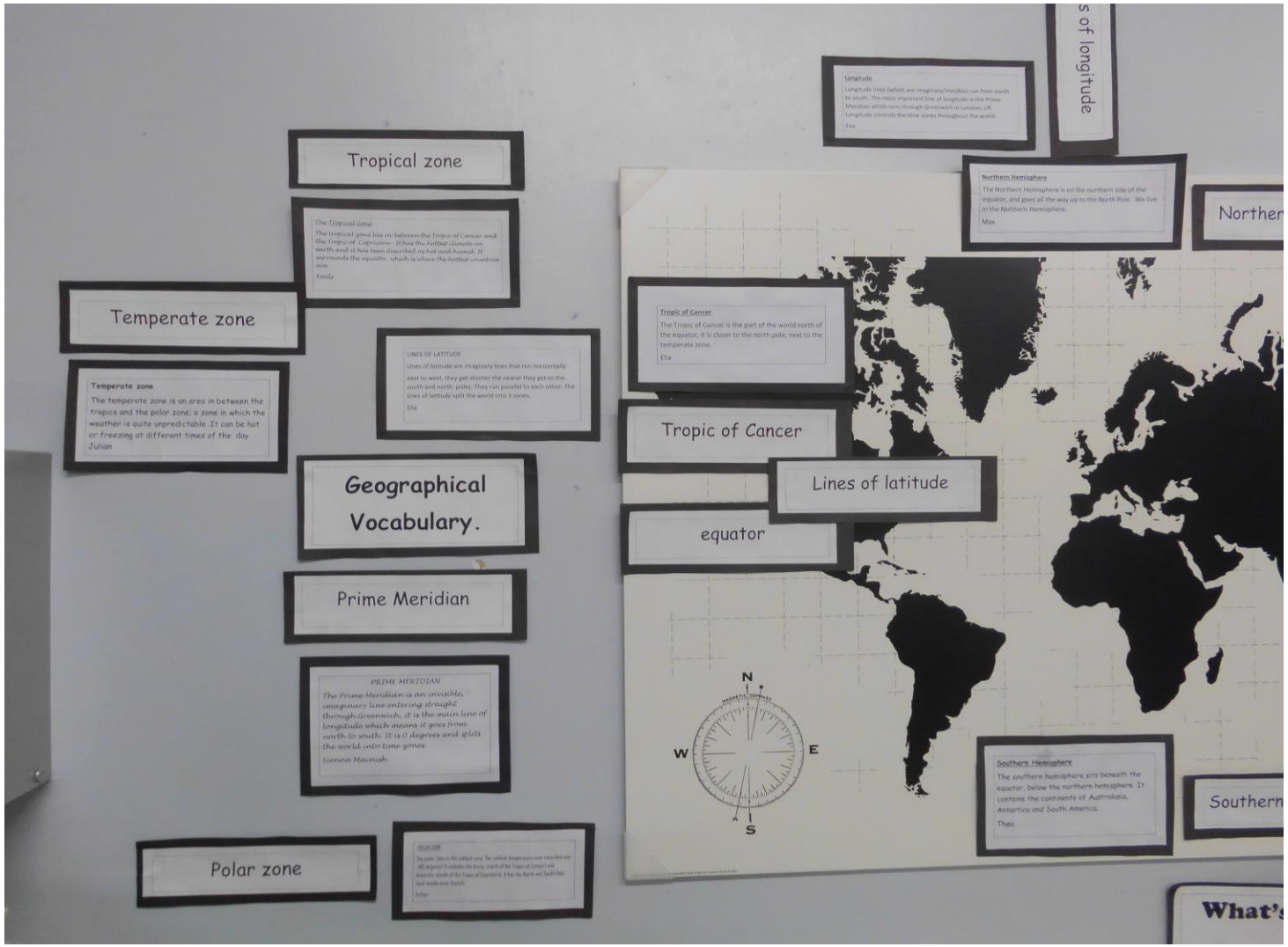
Implementation

Explicit use of vocabulary through topic.



Topic based vocabulary on display in Key Stage 2 classroom.

The children added the meanings to initial topic words as the module progressed.

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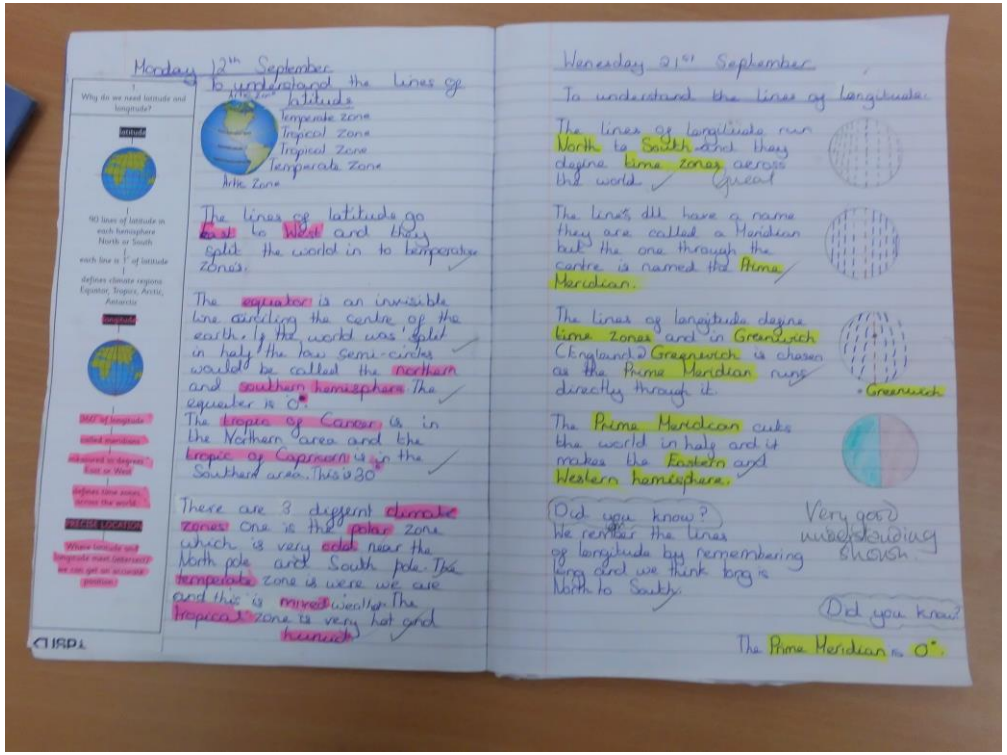
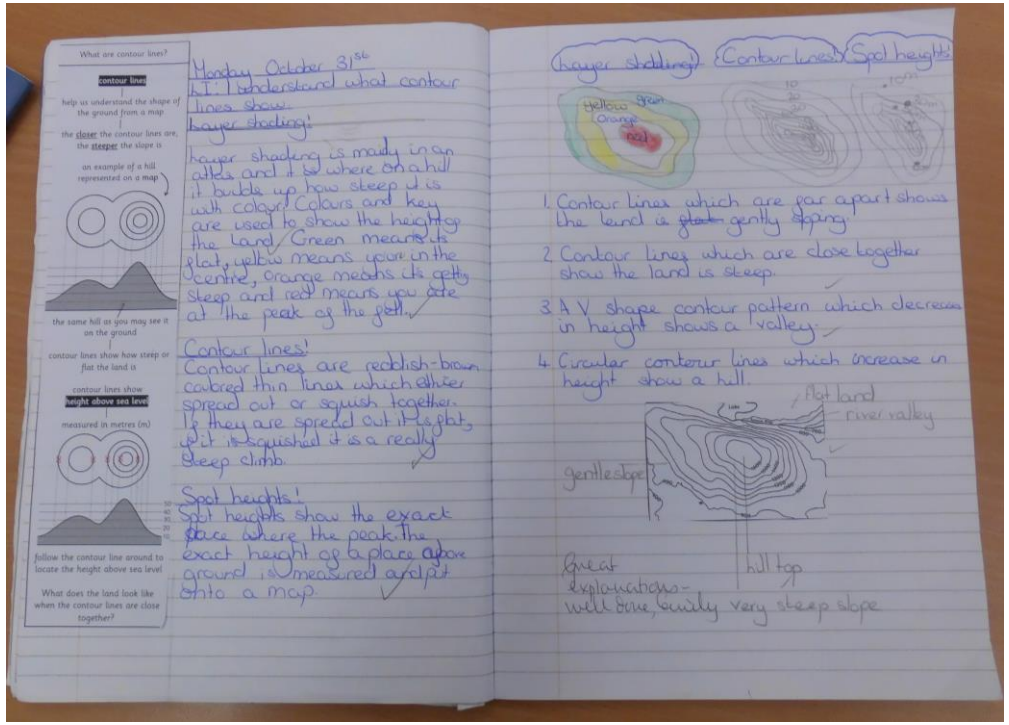
Implementation

Learning sequence in KS2.

Examples of learning sequence in KS2 showing use of knowledge note to inform work.





Implementation

Knowledge organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module.

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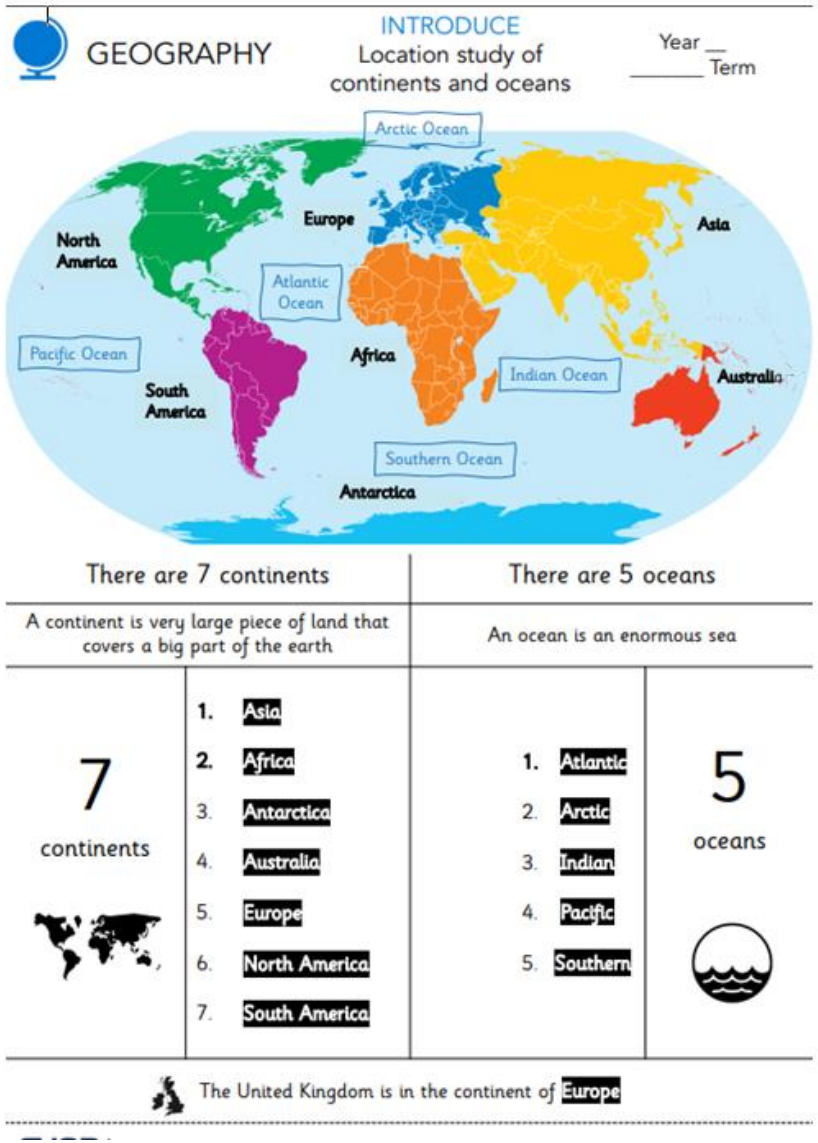
Implementation

Knowledge organisers and Knowledge Notes



GEOGRAPHY

INTRODUCE
Location study of continents and oceans

Year __
_____ Term

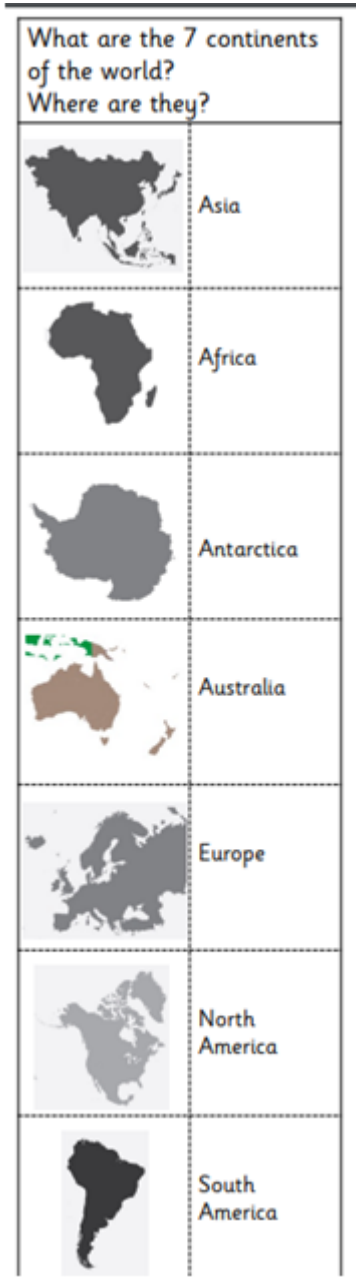
Arctic Ocean
North America
Europe
Asia
Atlantic Ocean
Pacific Ocean
Africa
Indian Ocean
Australia
South America
Southern Ocean
Antarctica

There are 7 continents		There are 5 oceans	
A continent is very large piece of land that covers a big part of the earth		An ocean is an enormous sea	
7 continents	1. Asia 2. Africa 3. Antarctica 4. Australia 5. Europe 6. North America 7. South America	1. Atlantic 2. Arctic 3. Indian 4. Pacific 5. Southern	5 oceans

The United Kingdom is in the continent of Europe

KS1 Knowledge Organiser

Accompanying KS1 Knowledge Note



What are the 7 continents of the world?
Where are they?

Asia

Africa

Antarctica

Australia

Europe

North America

South America

Ivegill C•E SCHOOL

Implementation

Geography planning

Example of Year 1 planning for the module Continents and Oceans.

Year 1: Continents, oceans, UK countries, capital cities and surrounding seas

Q1 What are the 7 continents of the world? Where are they?

Observing

Explain to pupils the concept of a border between countries and continents. Provide them with cut-outs of the separate continents from slide 37 to position correctly. Pupils then place their continents under the correct heading in the table below:

Continents which border another continent	Continents which do not border another continent

Challenge: for those continents which do border another continent, compare them to decide which has:
a) the shortest border b) the longest border.

Identifying

Pupils work in pairs. Spread out the cut-out continents from slide 37 randomly on the table. Pupil A moves out of sight whilst Pupil B removes one of the continents. Pupil A returns and must identify the missing continent, referring to the Knowledge Note if required.
Support: arrange the cut-out continents in the correct place in relation to each other rather than randomly.

Observing

Tara says that on the images of the world (slide 38 of the CUSP unit), Africa is the continent which appears the most. Is she correct? Explain how you know.
Challenge: pupils make up their own question based on a different continent for a partner.

Identifying **Locating**

Provide pupils with slide 37 and 38 of the CUSP unit. Zoom in on one of the views of the world on slide 38 where one continent is prominent. For each view, ask pupils to:

- identify the continent
- reason about which continent would be opposite the one shown (folding slide 37 may help)
- check their responses using a globe.

Challenge: ask pupils to compare how the continents appear on a map and how they appear on a globe. What are the advantages and disadvantages of each representation of the world?

Implementation

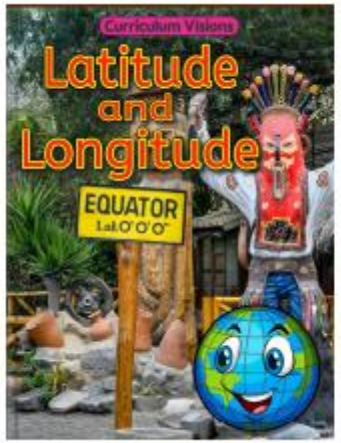
Tailoring for SEND

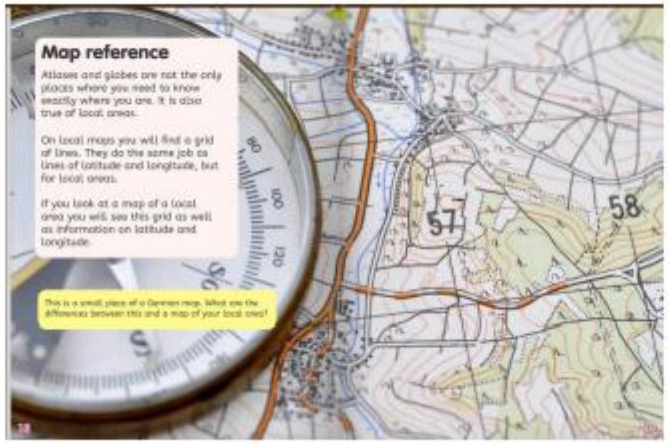
At Ivegill we aim for all geography lessons and learning questions to be accessible to all pupils. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

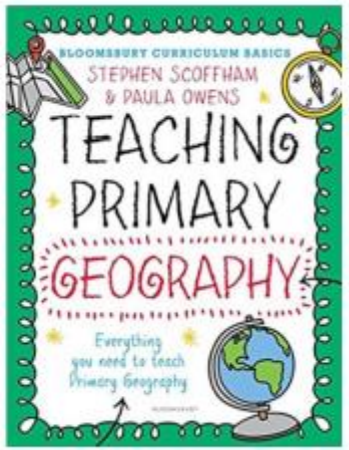
Implementation

Reading

Our geography curriculum is supported by a wealth of high quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. We also access, 'Curriculum Visions,' to ensure that our subject content has materials that can be accessed by pupils both in school and at home. We also get 'topic' boxes from the local library to support the teaching of content.







Implementation

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key geographical vocabulary. This is modelled by teachers e.g. using my turn, your turn.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.

Implementation

Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum through the use of Knowledge Notes. This has supported the development of the wider curriculum.

In addition to this, staff have accessed planning sessions with Alex Bedford (author of CUSP) to support them in effectively planning sequences of work using the materials provided within the modules.

Impact

Geography.

Impact

Impact

How do we measure the impact of geography teaching?

We measure the acquisition of knowledge through cumulative quizzing (see next slide).

We also use retrieval practice weekly, to revisit, recap and remind children of knowledge accrued.

We use continuous provision to reinforce overlearning and revisit topics weeks later through continuous provision to ensure knowledge sticks.

Impact

Cumulative quizzing

Pupil end of module results are compared to show how much pupils have gained and retained across the module.

End of module quizzing

History – Maya 3/4 - Summer 2021 .

Quiz assessment. Maya 10 question	Start of unit.			End of unit.		
Quiz	Low 40% or less	Mid – 50- 70%	High 80-100%	Low 40% or less %	Mid – 50- 70%	High 80-100%
Number						
Pupil names	Sophia 0 Riley 1 Milly 1 Eva 0 Jack 1 William 0 Rafe 0 Sienna M 4 Bailie 0 Ella 0 Emily 2 Maddison 0 Thea 1 Anna 0 Julian 3 Petal 2 Lily 0 Isla 2 Max 0 Esther 2 Sienna H 0 Oscar 0 Jamie 0 Chamilia 0				William 6 Maddie 7 Thea 7 Jamie 5 Lily 7	Oscar 8 Rafe 8 Sienna H 9 Bailie 8 Sophia 9 Petal 9 Anna 8 Isla 9 Riley 10 Milly 8 Chamilia 9 Emily 10 Esther 10 Julian 9 Ella 10 Eva 10 Sienna Mac isolating. JW absent.

Impact

Pupil book study

We do regular ‘book looks’ across the subject to ensure continuity of provision and presentation throughout the school.

Impact

Teacher assessment

Geography work is regularly assessed through the use of 'Whole Class Feedback Sheets', and pupils are given regular feedback on their successes and development areas within and across modules.

Teachers record whether children are exceeding, working at or working towards the expectations per topic.