

Reedswood Geography Curriculum 2023-24

Key threads

Locational knowledge and navigating around the world.	Place knowledge Local, UK and wider world, making comparisons	Human and physical geography	Geographical skills and fieldwork
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Intent of study

Our Geography curriculum is designed to develop children's curiosity and fascination about the world. Our curriculum gives our pupils a solid subject foundation and a breadth of geographical vocabulary, which they can use confidently and contextually.

Coherent progression and key threads flow through our whole school geography curriculum, from EYFS to Year 6, ensuring a depth of knowledge. Through each area studied we revisit the following threads: locational knowledge and navigating around the world; place knowledge and make comparisons; Human and physical geography with a focus on landmarks, climate, rivers, coasts and mountains and impact of; and geographical skills. These meaningful and purposeful links not only enable our children to revisit and develop a depth of subject knowledge but also provide valuable opportunities to apply disciplinary skills of geography in a variety of ways and contexts. Underpinning our core schools aim to broaden our children's horizons, encouraging future social mobility.

Through our compressive geography curriculum, we integrate global issues in order to offer further meaningful opportunities to teach social responsibility covering topics from climate change, water scarcity, biodiversity to ethical trading. We believe that giving the children a depth of knowledge about the world and it's wonders while learning how to take care of it now and in the future will inspire our children to live responsible lives and have a positive impact our local community.

Locational knowledge and navigating around the world

All lessons seek to help our children successfully navigate their world, offering a board study of local (UK and Walsall), European and world countries - to help develop their knowledge and understanding of the Earth's physical and human processes. Our key stage 1 children are taught the location of the four nations that make up the UK, using maps to located these and their capital cities. Our Key stage 1 children formalise themselves with the locational knowledge of the

U.K. and some of it's Seaside towns and undertake an in-depth study our local area through topics 'Where do I Live?' (year 1) And 'Geography Skills' and 'Me and my world' (year 2). Exploring Walsall as a town in West Midlands and as part of the Black Country. Locating personal locations and known journeys are explored using local maps and aerial photographs. This knowledge is built upon in year 4, 5 and 6, as they undertake an in-depth study of UK and Walsall, it's features and History.

At the end of key stage 1 our children also start building locational knowledge of the wider world, through exploration of the Five Oceans and the continents each encounters through topics 'Around the world' and 'Seas and coasts'. Building on this wealth of knowledge and vocabulary our Key stage 2 children navigate around the world, studying the location and naming worldwide countries and cities and learning about the significance of the position of each location. Children are given regular opportunities to apply this knowledge and understanding, for example identifying where Tropical Rainforests and Polar Regional are likely to be found.

Place knowledge Local, UK and wider world, making comparisons

We allocate dedicated time in key stage 1 and year 6 for our children to carry out an in-depth investigation and make enquiries about their local area of Walsall and The Black Country so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. In addition to this, Key Stage 1 study the human and physical geography found in other smaller/localised areas such London (city life) and a British Seaside Town.

Exploring local and personalised/contextualised places in EYFS and Key stage 1 builds a strong foundation to study the wider world in key stage 2 and make comparisons to own and other localities.

With carefully selected European and global studies (a mixture of cultural relevance and brand new opportunities for explorations), our comprehensive content aims to open up the world to our children giving them new and memorable experiences, a life long love of learning, aspirations for the future and a desire to have a positive impact on the world in return. Key stage 2 study places from all over the seven continents such as Europe, Spain and Catalonia, The USA and Brazil, and also revisit previously studied locations to deepen their knowledge and application of drawing comparisons.

Human and physical geography

In our Early Years our children explore the four seasons and their individual features, which is revisited in Year one with the children deepening their knowledge and vocabulary of seasonal characteristics and moving to developing an understanding of local weather patterns within the UK. This underpins the study of wider world climate zones, mainly Polar and Desert climate zones, with considerations of how different climates influences the lifestyles, at the end of Key Stage one. Key Stage 2 build upon this by studying the five climate zones and applying this knowledge to the location they are studying, learning about impact on physical and human features, for example vegetation belts and settlement types.

Vocabulary development underpins our geography curriculum, key and new vocabulary is explicitly taught within each geography lesson, and this is progressively mapped out. Our youngest children learn basic geographical vocabulary of both physical and human features, with the complexity increasing as they move through Key Stage 2.

Geographical skills and fieldwork

We believe geography skills and fieldwork are a key aspect of our geography curriculum and will inspire our next generation of geologists. For this reason, we dedicate topics specifically to such skills in years 2, 4 and 6, developing skills such as map making, map reading and observational abilities. Our youngest children learn to confidently use simple compass directions when navigating the local area and U.K. maps. Moving onto constructing own simple maps with basic symbols. With our older children progressing on to using 8 compass points and grid references to build their knowledge of the wider world. In addition to this we embed throughout our Geography curriculum opportunities for our children to develop their subject specific knowledge and apply this to further development geography skills within a range of contexts.

Fieldwork features in the local studies and geography skills topics which are enhanced through visits to the local area (Year 1, 2 and 6); mapmaking and orienteering at Frank Chapman Centre (Year 6); The Black Country Museum (Year 2); Birmingham Botanical Gardens (Year 3); Carding Mill Valley (Year 6); West Midlands Safari Park (Year 2) and residentials to Osmington Bay in Dorset and London.

Implementation:

Teachers work alongside the geography subject leader to plan and organise the geography curriculum. Geography is taught weekly for one hour.

As part of the planning process, our teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons and identify explicit links to previous studies;
- A cycle of lessons for each geography study, which carefully plans for progression and depth concentrating on the geographical knowledge and skills suited to the age group;
- Frequent links between current and previous learning from their current and previous academic years.
- Provide regularly knowledge checks to support learners' ability to block learning and increase space in the working memory;
- Embed the teaching of global issues with identified topics
- Pose knowledge questions for pupils to apply their learning to previous studies or to a wider topic (other similar/contrasting biomes regions)
- Trips and visiting experts who will enhance the learning experience;
- Explicit links are made to our forest school provision.

Impact:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression in both knowledge and skills, with key geography themes running throughout.

If our children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned knowledge outcomes;
- Learning for each study within their geography books, which demonstrates progression across the school;
- Tracking of gains through knowledge checks;
- Pupil discussions about their learning;

Pupils should be taught across key stage 1:

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
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

Pupils should be taught across key stage 2:

Locational knowledge	locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	name and locate counties & cities of the UK, 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 have changed over time
	identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic/Antarctic Circles, Prime/ Greenwich Meridian and time zones (including day/night)
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	use 8 points of a compass, 4- & 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and 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.