



Three Peaks Primary Academy

Geography

At Three Peaks Primary Academy we aim to provide a high-quality geography education through our Curriculum, that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



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.



Geography

Geography in Early Years

	ELG 14 People, Culture and Communities	How this is achieved in EYFS	Geography KS1
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...) Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural (Naughty Bus link) Learning London is the capital city Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps, Black History week – Where did Rosa Parks live? Naming features of the world around us (farms, beach, woodland etc) Summer 2 topic – Globe Trotters Bringing the rain to <u>Kapiti</u> Plain – Comparing Africa with the UK. Knowing where different animals come from. Michael Recycles Story – Effect of humans on the planet 	<p>Human and Physical Features</p> <p>Knowledge of The United Kingdom</p> <p>Continents and Oceans</p>
	ELG 15 The Natural World <ul style="list-style-type: none"> 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. 		



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Key Stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.

Geography National Curriculum Expectations – Key Stage 1. Pupils will be taught about :

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

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.



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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.

Geography National Curriculum Expectations – Key Stage 2, pupils will be taught about:

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).

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 the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Geography Teaching Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Continents, oceans, countries of UK and seas		UK Study	Latitude and longitude		
Place knowledge	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		Comparison of a non-European location with small area of UK (London and Nairobi)				Comparison study of North America, Europe and UK.
Human and physical geography	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	Hot and cold locations			Rivers	Biomes and environmental regions (+ revisit module)	Physical processes
		Human geography	Human geography	Human geography (+ revisit module)	Water cycle		Settlements
		Physical geography	Physical geography	Physical geography (+ revisit module)			
Skills and fieldwork		Local area map work skills	Local area map work skills and introduction to scale	OS maps and scale	Fieldwork and mapping	4 and 6 figure grid references OS maps and fieldwork	Maps and orienteering



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History—Implementation

Modular Approach – Knowledge

At Three Peaks Primary Academy, Geography is taught across each year group in modules through our Discovery Curriculum that enable pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key geographical knowledge. Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

Subject Skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as a geographer in asking questions, planning and carrying out fieldwork, collecting and analysing information and drawing conclusions.

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 to 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 and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Visions.

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their geography vocabulary repertoire.



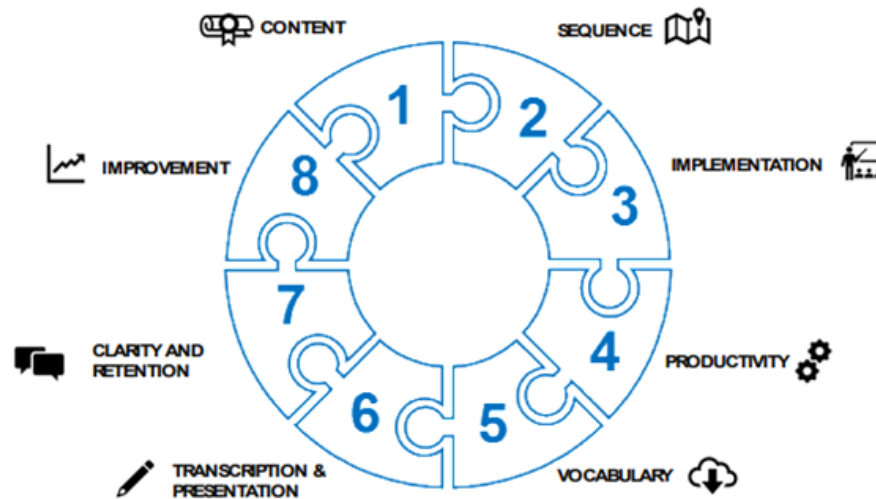
Geography

Impact will be assessed through :

Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

QUALITY ASSURE books through studying:



Ongoing Teacher Assessment

Teachers assess pupils throughout each session . Pupils who are identified as needing support will be supported either during post teaching interventions or in the following session as appropriate. Pupils working at above expected standard will also be identified and challenged appropriately to extend their learning. Evidence of this support or challenge and necessary feedback will be clear in books.

Coverage Maps

Geography National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
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: <u>key physical features</u> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>key human features</u> , 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.						

Colours indicate	Main content	Connected skill or vocabulary
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Geography National Curriculum Expectations KS2	Year 3			Year 4		
	AUT	SPR	SUM	AUT	SPR	SUM
<p>Locational knowledge</p> <p>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</p>						
<p>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</p>						
<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>						
<p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>						
<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>						
<p>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</p>						
<p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>						
<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>						
<p>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.</p>						



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Geography National Curriculum Expectations KS2	Year 5			Year 6		
	AUT	SPR	SUM	AUT	SPR	SU
<p>Locational knowledge</p> <p>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</p>						
<p>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</p>						
<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>						
<p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>						
<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, vol-</p>						
<p>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</p>						
<p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>						
<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the</p>						
<p>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</p>						