



Sparkwell Primary School Geography Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.

Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

We use Kapow to ensure coverage and experiences are broad and balanced.

The Vocabulary overview can be found here

https://drive.google.com/file/d/1cWL8LHmSb14BwcatBgfVhHd4y2Qpo3R5/view?usp=drive_link

Geography at Sparkwell is taught on a rolling programme:

Year A			
Term/ Class	Autumn	Spring	Summer
Year 1/2	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 3/4	Why do people live near volcanoes?	Why are rainforests important to us? <i>(Eden Project)</i>	Where does our food come from?
Year 5/6	Why does population change?	Why do oceans matter?	What is life like in the Alps?
Year B			
Term/ Class	Autumn	Spring	Summer
Year 1/2	Where am I?	Would you prefer to live in a hot or cold place?	What can you see at the coast? <i>(Wembury)</i>
Year 3/4	Who lives in Antarctica? <i>(The Box)</i>	Are all settlements the same?	What are rivers and how are they used?
Year 5/6	Would you like to live in the desert?	Where does our energy come from? <i>(Energy From Waste plant)</i>	Can I carry out an independent fieldwork enquiry?

Summer term- Fieldwork week

The National Curriculum

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.

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
 - 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.

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.

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.

Progression of Key Skills

Key skills

Geography at Sparkwell is taught through the NC headings of Locational knowledge, Place knowledge, Human and Physical Geography and Geographical skills and Fieldwork. The progression of knowledge and skills document from Kapow gives an overview of the skills and knowledge covered in each phase and strand and how these build in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

Any overview of skills progression across year A and year B can be found here:

[https://drive.google.com/file/d/1ds-FvC6R_xz_o-hcffsyYj3BJvj--Cs/view?usp=drive link](https://drive.google.com/file/d/1ds-FvC6R_xz_o-hcffsyYj3BJvj--Cs/view?usp=drive_link)

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Geography. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge.

Children's progress is monitored against National Curriculum expectations, our end-points and key skills. They are updated termly - measuring attainment against key endpoints from the curriculum and progression of skills.

These documents are passed between teachers, so those children who require more support, additional provision, or extension and challenge can be quickly identified.

Judgement is informed through use of children's books, dialogue and end of unit assessments. Teachers are clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

There is an expectation that Geography learning in books will be the same quality as that in English books. Marking and feedback in Geography should be the same standard as marking/feedback within other learning across the curriculum, including English.