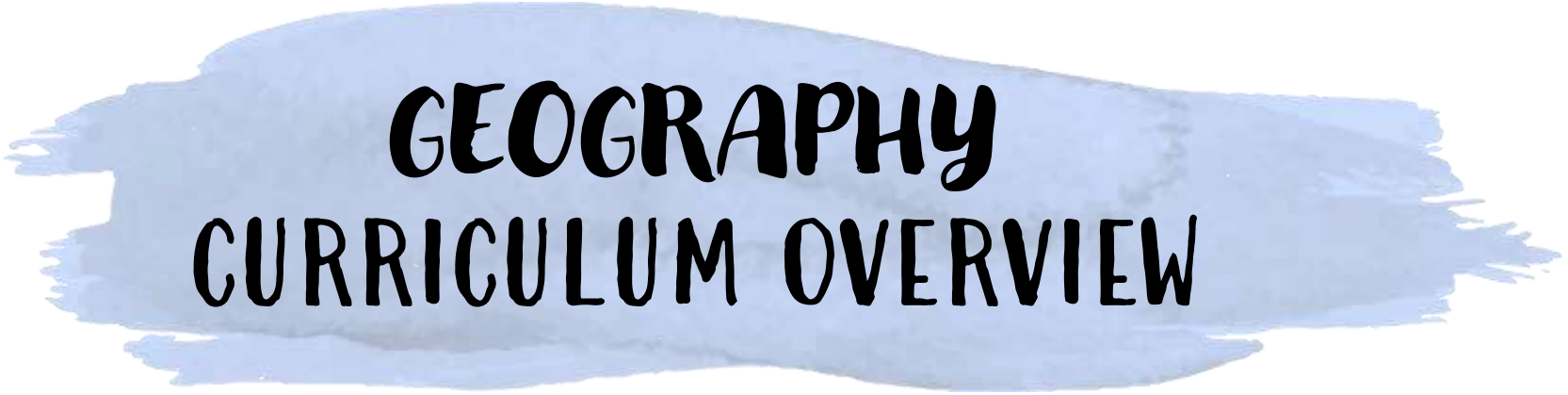




GEOGRAPHY

CURRICULUM OVERVIEW

GEOGRAPHY

INTENT AND IMPLEMENTATION

INTENT:

The importance of geography is evident in the fact our Earth is changing rapidly, faster than any other time in recorded history. Consequently, we are educating our children at a time when there is a great uncertainty about what the future holds. At Corporation Road, the purpose of geography is to teach pupils about the world around them, from what is on their doorstep to other continents of the world. We want our pupils to have a secure geographical knowledge to take with them to Key Stage 3. Consequently, in geography, our curriculum provides children with an education that helps them understand how they can contribute to building a better world; an inspiring education that fills them with fascination about the world around them and an opportunity for them to build upon their 'personal geography'. Our curriculum focuses strongly on developing pupils' core knowledge in geography, particularly their sense of place. Furthermore, as our overarching aim of the foundation curriculum is to provide pupils with the knowledge and understanding they need for Key Stage 3 and beyond, we want our pupils to develop a love of learning and have an active and independent role in their education. In terms of geography, this means we aim for pupils to have independence, think for themselves and take the initiative to ask questions, alongside working constructively with others. In addition, we want pupils to express well-balanced opinions rooted in good subject knowledge and understanding about current and contemporary issues in society and the environment. It should be recognised that there is a close link to history and therefore, at Corporation Road History and Geography are intertwined and taught as Humanities.

IMPLEMENTATION:

We have chosen four key concepts which are colour-coded to give an 'at a glance guide' to demonstrate how a spiral curriculum develops throughout Early Years, Key Stage 1 and Key Stage 2 – it is recognised that these themes overlap.

LOCATION	PLACE AND REGIONS
HUMAN-ENVIRONMENT INTERACTION	MOVEMENT

GEOGRAPHY CONCEPTS

Substantive Knowledge Concepts

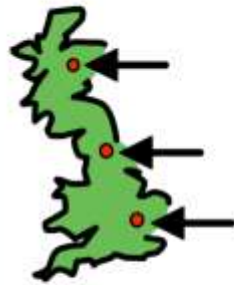
Location	Place And Regions	Human-Environment Interaction	Movement
Where places are: their unique location. Helps us to gain an understanding and order of the world.	Characteristics including the names of places, within a location such as the historical significance of it; how it is situated in the world; its climate, as well as the population and culture that inhabits the place.	The ways in which humans interact, adapt, depend on and modify the environment. For example, how they might adapt to drought/earthquakes; modify the environment positively or negatively; depend on it for its natural resources.	How humans, and the products they create, travel around the globe. Transportation of people (migration), resources and trade.

Disciplinary Knowledge And Skills How we 'think' and 'work' like a Geographer

Enquiry	Collecting, Analysing And Interpreting	Interpreting Sources	Analysing And Communicating	Evaluating And Debating
Asking and answering Geographical-enquiry questions	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as, maps, diagrams, globes, aerial photographs, charts and graphs.	Analysing and communicating geographical information e.g. constructing maps, charts or graphs or responding to questions orally and in written form.	Critically evaluating and debating the impact of geographical processes.

GEOGRAPHY

WIDGETS



Location



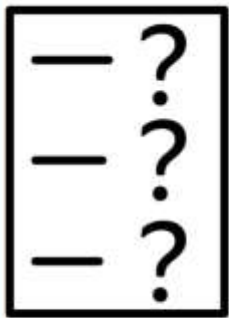
Place
And
Region



Human-
Environment
Interaction



Movement



Enquiry



Collecting,
Analysing
And
Interpreting



Interpreting
Sources



Analysing And
Communicating



Evaluating
And
Debating

GEOGRAPHY

IMPACT

IMPACT:

At Corporation Road, even though our Geography curriculum is closely linked to History, our children will be able to identify when Geography is being taught, and they will become enthusiastic geographers who have: an extensive base of geographical knowledge and vocabulary; an excellent knowledge of where places are and what they are like; a sense of curiosity to find out about the world and the people who live there; and the ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment. Furthermore, we know we will have achieved our intent as our pupils will have the ability to reach clear conclusions and develop reasoned arguments to explain findings, understand how human and physical environments are interrelated and have highly developed and frequently utilised fieldwork and other geographical skills and techniques.

LOCATION	PLACE AND REGIONS
HUMAN-ENVIRONMENT INTERACTION	MOVEMENT

GEOGRAPHY

NATIONAL CURRICULUM

PURPOSE OF STUDY:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

AIMS:

The national 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

KEY STAGE ONE

KEY STAGE ONE:

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 and key human features, including city, town, village, factory, farm, house, office, port, harbor 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.

GEOGRAPHY

KEY STAGE TWO

KEY STAGE TWO:

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 and 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.

GEOGRAPHY

EYES IN THE CURRICULUM

UNDERSTANDING THE WORLD:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

LITTLE ROCKETS, NURSERY & RECEPTION:

LOCATION	PLACE AND REGIONS
HUMAN–ENVIRONMENT INTERACTION	MOVEMENT

LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Rockets	You And Me		Light And Dark	Down On The Farm	Mini Beasts	Travel And Adventure
Nursery	You And Me		Light And Dark	Down On The Farm	Mini Beasts	Travel And Adventure
Reception	Around Me		My Family		Our Community	
Year 1	Around Us		People Who Help Us		In The Park	
Year 2	Transport		Dirty Beasts		The Seaside	
Year 3	The Stone Age	Darlington	The Rainforest		Ancient Egypt	
Year 4	Ancient Greece		Brazil		The Roman Empire	
Year 5	Invaders And Settlers		The Tudors		Rivers	
Year 6	Britain At War		Ealy Islam		Across The Atlantic	

GEOGRAPHY

VOCABULARY PROGRESSION

VOCABULARY:

Key vocabulary has been identified for each unit of work. It is explicitly taught by staff and used by children.

Around Us		People Who Help Us	In The Park	
Year 1	Ariel View	Symbol	County	Locate
	Human Feature	Data	Capital City	Far
	Physical Feature	Directional Language:	Near	Next To
	Place	Near	Deciduous	Right
	Landmark	Far	Evergreen	Left
	Route	Next To	England	Directional Language
	Map	Left	Ireland	City
	Symbol	Right	Scotland	Town
	City	Key	Northern Ireland	Village
	Town	House	Wales	London
	Village	Shop	Darlington	Cardiff
	Factory	Road	North Sea	Edinburgh
	Farm	School	English Channel	Belfast
	Office	Classroom	Irish Sea	Compass
	Key	End	Atlantic Ocean	
	Direction	Start	Key	
		Represent		
		Survey		
		Spring		
		Summer		
		Autumn		
		Winter		
		Weather Pattern		
		Seasonal Changes		
		Seasons		
		Weather		
		Months		
		Near		
		Far		
		Next To		
		Left		
		Right		
		Directional Language		
		Rain Gauge		
		Thermometer		
		Temperature		
		Weathervane		

Transport			Dirty Beasts	The Seaside
Year 2	Vessel	West	Symbol	Coordinates
	Mast	Asia	Route	Geographical Features
	Deck	Africa	Scale	Cliff
	Crew	North America	Grid Lines	Beach
	Voyage	South America	Local	Bay
	Vast	Antarctica	National	Rock Pool
	Flag	Europe	Economic	Promenade
	Countries	Australasia	Business	Pier
	Continents	Irish Sea	Amenities	Jetty
	Environment	North Sea	Residential	Breakers
	Features	Pacific Oceans	Semi-Detached	Amusements
	Landscape		Detached	Dunes
	World	Atlantic Ocean	Terraced	Map Symbols
	Equator	Indian Ocean	Road	Route
	Hemisphere	Arctic Ocean	Motorway	Comparison
	Map	Southern Ocean	Address	Beach Huts
	Globe	Canada	Postcode	Seaside
	Ocean	China	Hospital	Comparison
	Climate	France	Street	Darlington
	Temperature	Poland	Cul De Sac	Saltburn
	Terrain	Russia	River	Landscape
	Compass Points	Spain	Data	
	Key	United Kingdom	Tally	
	Northern Hemisphere	South Africa	Map	
	Southern Hemisphere	Argentina	Tally Chart	
	North	Australia	Pictogram	
	East	New Zealand	Data Collection	
	South			

The Stone Age		Darlington	The Rainforest	Ancient Egypt
Year 3	Tools	Pease	Brazil	Dam
	Axe	Heritage	South America	Basin
	Flint	Trade	Deforestation	Bed
	Settlement	Industry	Global Warming	Flood Plain
	Palaeolithic	Settlement	Rio De Janeiro	Fresh Water
	Ice Age	Town	Environment	Salt Water
	Stone Henge	Locomotion	Oxygen	Irrigation
	Cave Painting	Rocket	Rainforest	Meander
	Cave Man	Colliery	Canopy	Mouth
	Dwellings	Darlington	Rainfall	Oxbow Lake
	Prehistoric Animals	Stockton	Flora	Sediment
	Hunter	Middlesbrough	Fauna	Tributary
	Gatherer	London	Fresh Water	Valley
	Archaeology	Environment	Erosion	Upstream
	World Map	River Skerne	World Map	Downstream
	Continents	Country Durham	Continent	Transportation
			Brasilia	Silt
			Amazon	Basin
				Bed
				Bank
				Aswan Dam
				Egypt
				River Nile
				Lake Victoria

	Ancient Greece	Brazil	The Roman Empire
Year 4	State Parthenon Acropolis Empire Doric Marathon Greece Athens Sparta Crete Settlement Culture Trade Euboea Lesbos Rhodes Chios Mediterranean Ionian Aegean	Landmark Climate Time Zone Population Weather Temperature South America Settlement Rio De Janeiro Brasilia South America Slums Favelas Culture Trade Brazil Amazon Rainforest Sao Paulo	Ordinance Hadrian Rome Binchester Empire Picts Celts Roman Road Camber Highway Turret Milecastle Fort Turret Amphitheatre

Invaders And Settlers		The Tudors	Rivers	
Year 5	Denmark	Francis Drake	Erosion	River Tees
	Invasion	Golden Hind	Stream	High Force
	Wessex	Longitude	Source	Teesdale
	Settlers	Latitude	Tide	Cow Green Reservoir
	Danelaw	Pacific	Sediment	North Sea
	Angles	Oceans- Atlantic	Tributaries	Pennines
	Jutes		Meander	Barnard Castle
	Frisians		Basin	Darlington
	Norway		Reservoir	Yarm
	Sweden		Dam	Stockton
	Monastery		Canal	County Durham
	Valhalla		Estuary	
	Britons		Silt	
	Land Of Ice And Fire Sweden		Mouth	
	Scandinavia		Salt Water	
	Shetland Islands		Stream	
	Orkney Islands		Tributary	
	Isle of Man Wales		Upstream	
	Barrow-in-Furness		Mudflats	
	Birmingham		Delta	
	Oxford		Current	
	Buckingham		Riverbed	
	Essex Sussex		Oxbow Lake	
	Middlesex		Flood Plain	
	Wessex		Waterfall	
	Gateshead		Pollution	
	Newcastle		Irrigation	
	Durham		Fresh Water	
			Middlesbrough	

	Britain At War	Early Islam	Across The Atlantic
Year 6	Longitude	Asia	Plantations
	Latitude	Settlement	Trans-Atlantic
	Grid Reference	Saudi Arabia	Colonies
	Compass	Islamic	America
	Dunkirk	Ibn Battuta	Africa
	Normandy	Topographical	Europe
	Secondary Resource	Culture	Auction
	Atlas	Trade	Human Rights
	Country	Diversity	Profit
	Flag	Compare	Empire
	Data	Contrast	Climate
	Statistics	Population	Location
	Population	Asia	England
	Location	Statistics	States
	Axis	Mecca	Southern
	Allies	Saudi Arabia	Northern
	Newcastle	Mecca	Pacific Ocean
	Manchester	Tangier	Slave Trade Triangle
	Hull	Morocco	Trade
	Sheffield	Middle East	North-South Divide
	Nottingham	Red Sea	Atlantic Ocean
	Liverpool	Damascus	
	Birmingham	Medina	
	London	India	
	Plymouth	Hansi	
	Coast	China	
		Beijing	
		Maldives	
		Sardinia	
		America	
		Africa	
		Europe	

GEOGRAPHY

SMSC

SPIRITUAL DEVELOPMENT

We encourage spiritual development in Geography when our children explore beliefs and experiences; respect faiths, feelings and values and enjoy learning about the surrounding world using their imagination and creativity. Furthermore, we aim for our children to appreciate the awe and wonder of natural and man-made environments and explore their own feelings about the people, places and environments that they are learning about.

MORAL DEVELOPMENT

We encourage moral development in Geography through investigations and debates into the 'rights and wrongs' of economic development. In addition, consideration is given to environmental issues such as flooding and to what extent this is man-made and how ethical our actions are. Furthermore, Geography allows pupils to see and explore consequences and look at situations from different points of view.

SOCIAL DEVELOPMENT

We encourage social development in Geography through questions, such as 'what would you do' and debates concerning the environment. When discussing and debating, we encourage children to cooperate and resolve conflict. Our geography curriculum involves the study of real people in different societies. Furthermore, in looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened.

CULTURAL DEVELOPMENT

We encourage cultural development in Geography through children learning about different cultures and their influences across the world, whilst still looking and comparing them to their own environment.

GEOGRAPHY

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

In Geography, we show respect to other pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical and environmental issues such as deforestation, pollution, flooding and globalisation.

RULE OF LAW

In Geography, pupils are asked to consider the value of the rule of law, where all people are equal before the law. Children are given opportunities to explore and evaluate the outcomes of meetings such as those surrounding climate change. We also investigate how laws at a local and global scale can influence both the physical and human layout of the landscape and contribute towards population growth or decline.

INDIVIDUAL LIBERTY

In Geography, when comparing and contrasting locations, children learn about different people and cultures and how they have their own individual liberties.

MUTUAL RESPECT & TOLERANCE

In Geography, pupils learn about how different cultures, throughout the world, live and work. Pupils also have the opportunity to explore how areas have changed. Our Geography curriculum also helps to demonstrate the diversity of people's backgrounds helping children to have further tolerance of different faiths and beliefs. Mutual respect is taught and given when children are expressing their opinions and beliefs about different parts of the world. In addition, in Geography lessons, children will discuss what it means to be British and learn how to question and challenge stereotypes whilst respecting others' opinions.

GEOGRAPHY VIRTUES

KINDNESS

Kindness is modelled in all aspects of school life. In the geography classroom we are not only kind to each other, but we are also kind to the environment around us.

RESPECT

Being respectful of our environment is a crucial part of geography. As a result, children learn about our planet and how we can care for and respect it to improve our quality of life.

HONESTY

It is important we are honest in the geography classroom, for example honest if we do not understand or honest if we have not tried hard enough. This will enable us to identify when things have not gone as we would have liked and move forward. In addition, we encourage children to be honest if they are not respecting our planet and environment like they should be.

COURAGE

Children are encouraged to be courageous and share their viewpoints on globalisation, climate change, pollution and deforestation, even when they are different from their peers.

RESILIENCE

We encourage children to stay resilient when learning something new and to be resilient in regards to making the world a better place. Resilience is promoted by looking at the issues around the world and how we can make a change.

INDEPENDENCE

We encourage independence in Geography by giving pupils the opportunity to have their own opinion and reach their own conclusions about local, national and global issues.

GEOGRAPHY ASSESSMENT

FORMATIVE ASSESSMENT

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are identified in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation to verbal questioning.

All geography lessons start with retrieval questions which help children to prepare for their lesson. This includes a retrieval question from the previous and current topic as well as a thinking task that allows children to link their past and present learning.

At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective.

SUMMATIVE ASSESSMENT

At the end of a unit of work, pupils are given an end of unit summative assessment which assesses their knowledge and skills. The end of unit assessments are used to indicate if pupils are working at the expected standard.

CAREERS IN THE CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Map Maker		Pilot		Post Man	
Year 1	Meteorologist		City Planner		Park Ranger	
Year 2	Cartographer		Medical Geographer		Oceanographer	
Year 3	Geoarchaeologist	Urban Geographer	Biogeographer		Environmental Archaeologist	
Year 4	Paleoclimatologist		Climatologist		Archaeologist	
Year 5	Landscape Historian		Cultural Geographer		Hydrologist	
Year 6	Military Cartographer		Islamic Archaeologist		Maritime Archaeology	

READING IN HUMANITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Rockets	This is Me!		Snail In Space	Goodnight Forest	We Catch The Bus	
Nursery	Who Are You?		Look Up!	Funny Bones	On The Way Home	
Reception	The Colour Monster Goes To School		My Family, Your Family		The Tree Next Door	
Year 1	Town And Country		People Who Help Us		Shark In The Park On A Windy Day	
Year 2	So Many Questions About Transport Transport Around The World		Florence Nightingale (Little People, Big Dreams)		Above And Below, Sea And Shore	
Year 3	Stone Age Boy	Little Loco's Big Day	In The Rainforest		Everything Ancient Egypt See Inside Ancient Egypt Find Tom in Time – Ancient Egypt	
Year 4	Hercules: A Hero's Journey (On A School Trip) Find Tom in Time – Ancient Greece		The Land And The People: Brazil		The Roman Empire Find Tom in Time – Ancient Rome	
Year 5	Viking Voyagers		Eyewitness - Tudor		Amazing Rivers	
Year 6	Blitz: One Family's War		Explore! Early Islamic Civilisation The History Detective Investigates Early Islamic Civilisation		The Story of Slavery	