



Geography

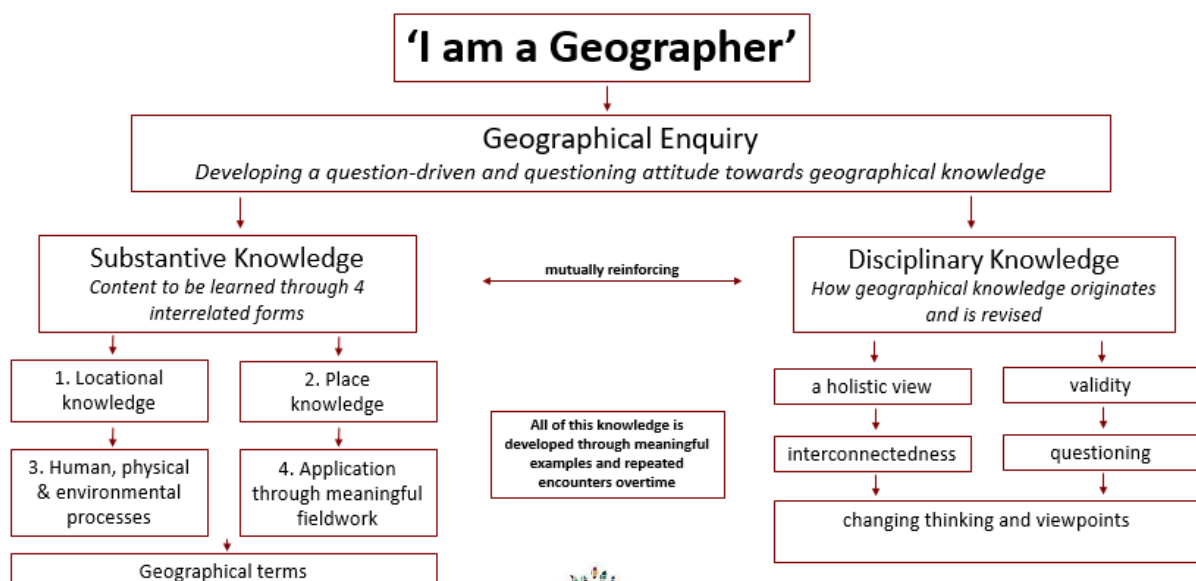
Geography

Intent

At Nerrols, we aim for our children to understand their world, their role in it and the responsibilities that come with it through our Geography curriculum. We aim to inspire a curiosity, fascination and appreciation of our local, national and global environments amongst all of our children that will last them a lifetime. Throughout our curriculum, and in every single lesson and opportunity to learn more about geography, we also aim to develop their:

- substantive knowledge (this includes the content that we want our children to learn through the interrelated forms of locational knowledge, place knowledge, human, physical and environmental processes and how to apply this through meaningful fieldwork)
- disciplinary knowledge (this includes the children's knowledge of how geographical knowledge originates and is revised as they acquire the knowledge of the practices of geographers)

To help achieve this, we aim for a curriculum that reflects our careful thought about what the children will learn, the rationale for it, the sequencing of this learning and ensuring a strong relationship between these different forms of knowledge. We aim for our children to know more, remember more and be able to do more as geographers with this in place. We aim to underpin our curriculum with an enquiry approach, using enquiry questions as devices to help shape our curriculum content and support our children in developing both their substantive and disciplinary knowledge simultaneously, through repeated and specific encounters that make learning more meaningful. Through this approach, we are also developing a questioning approach towards knowledge and enabling our children to analyse, interpret and reflect on information and their learning.



Implementation: Scope and Sequence

Key Stage	Year Group	Focus	Overarching Historical Enquiry Question(s)	Main EYFS/ National Curriculum Focus	Substantive & Disciplinary concepts
EYFS	Reception	Throughout the EYFS, our children are provided with regular opportunities to learn about geographical content. They develop their fine-motor skills when drawing plans and maps, develop their locational knowledge through concepts such as near and far, left and right and behind and in front, whilst their place knowledge allows them to build an increasingly complex appreciation of why certain locations have particular meaning, starting with places familiar to them such as their home, classroom and town. Crucially, in the early years, our children will begin to acquire some of the geographical vocabulary that they will build on through the rest of their schooling.		People, culture and communities and natural world strands from Understanding the world	Locational Knowledge, Place Knowledge, Human, Physical and Environmental Processes, Fieldwork,
Key Stage 1	Year 1	Our Local Area	What's it like where we live?	Use maps to identify the UK and its countries Local geography study	
		People and their Communities	Where in the world do these people live?	Understand geographical features by contrasting the UK with a non-European country	
		Animals and their Habitats	Where do our favourite animals live?	Use compass directions to describe features and routes on a map	
	Year 2	Seasons	What are seasons?	Identify seasonal and daily weather patterns in the UK	
		Journeys - Food	Where does our food come from?	Describe and understand key aspects of human geography, including trade links	
		Our Wonderful World	What are the seven wonders of our world?	Devise a map and use basic symbols in a key	
Lower Key Stage 2	Year 3	Climate and Weather	Why is climate important?	Identify seasonal/daily weather patterns in the UK	
		Our World	Where on Earth are we?	Locate the world's countries using maps	
		Coasts	Do we like to be beside the seaside?	Name geographical regions and their identifying characteristics in the UK Local geography study	
	Year 4	The Americas	Can you come on a Great American Road Trip?	Locate the world's countries using maps, including North and South America	
		Rivers and the Water Cycle	How does the water go round and round?	Describe and understand key aspects of physical geography, including the water cycle. Local geography study: local rivers, canals and brooks	
		Earthquakes and Volcanoes	How does the Earth shake, rattle and roll?	Describe and understand key aspects of physical geography, including volcanoes	
Upper Key Stage 2	Year 5	Changes in our local environment	How is our country changing?	Identify geographical characteristics of the UK, and understand how some have change over time. Local geography study	
		Europe: A study of the Alpine region	Where should we go on holiday?	Locate the world's countries, using maps	
		Journeys - Clothes	Where does all our stuff come from?	Use maps, atlases and digital mapping to locate countries and describe features	
	Year 6	South America: The Amazon	What is life like in the Amazon?	Understand similarities and differences of a region of the UK, and a region within South America	
		Global Warming and Climate Change	Are we damaging our world?	Describe and understand aspects of human geography, including settlement and land use	
		Our world on the future	How will our world look in the future?	Name and locate counties and cities of the UK, and understand how some aspects have changed over time. Local geography study: How has our locality changed? What should we preserve?	

Implementation: Overview by year group

Our Geography curriculum is well sequenced to provide a coherent subject structure that develops children's geographical substantive and disciplinary knowledge. Key substantive knowledge and concepts support children's acquisition of locational knowledge, place knowledge, environmental, physical and human geography and their knowledge of geographical fieldwork. Our curriculum ensures that our children develop knowledge of each of these substantive forms in turn and also the relationships between them. We aim to develop our children's disciplinary knowledge in geography by ensuring they develop an insight into the ways in which geography experts think as well as understanding that it is a dynamic subject where questioning, establishing validity of methods geographers use are essential and that thinking and viewpoints can change.

The choice of geographical content follows the guidance set out in the national curriculum.

Throughout the Early Years Foundation Stage, our children are provided with regular opportunities to learn about geographical content. They develop their fine-motor skills when drawing plans and maps, develop their locational knowledge through concepts such as near and far, left and right and behind and in front, whilst their place knowledge allows them to build an increasingly complex appreciation of why certain locations have particular meaning, starting with places familiar to them such as their home, classroom and town. Crucially, in the early years, our children will begin to acquire some of the geographical vocabulary that they will build on through the rest of their schooling.

In Year 1, the children begin by learning about the immediate locality of where they live. They will develop their locational knowledge based on the view from our school and local walks to build their place vocabulary when defining where they live, which is deepened through fieldwork experiences and using maps. They will then learn about different world journeys across their local area, coastal, rainforest, desert and world city locations and explore the similarities and differences between them. This will support their learning about continents and move them to a deeper understanding of place knowledge. The children will finish Year 1 by developing their interests in, and prior knowledge of, animals through a study of five continents by looking at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. This learning will also help the children to learn more about specific landscapes, people and issues associated with real places and introduces them to the continents of North and South America, which they will build upon throughout key stage two.

In Year 2, the children begin by learning about weather and seasons, with a focus on our local area as well as the wider perspective of the UK. The children will develop their understanding of fieldwork by looking out of the window, collecting data in the playground and thinking about what is happening around them to support them in making sense of a changing world and to spot seasonal changes. They will then move on to exploring the links between the everyday experience of buying and eating food within the UK and their growing geographical understanding of the world. This learning again emphasises a strong element of local area study as they build connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond). To finish Year 2, the children will bring together the ideas introduced throughout the key stage to enhance and solidify their geographical general knowledge through an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.

In Year 3, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps, as they learn to read weather and climate maps, and how weather and climate are generalised into world climate zones. The children will then build on previous opportunities to



understand several different representations of the world, or parts of it, and begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D, and more about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations. The children will then move on to learn about the coast of the British Isles using a large number and wide range of visual images. They will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout this learning they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge.

In Year 4, the children will develop their knowledge of the North and South American continents, distinguishing between the terms 'continent', 'region', 'country', 'state' and 'city' along their journey. Finding and using images and maps on the internet and in atlases, the children will make notes on cities and will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. The children will then learn about rivers through an introduction to the water cycle, mountains and the source of rivers. They will develop their knowledge of how people interact with rivers as well as their geographical features. To finish Year 4, the children will explore the dynamism of the earth, learning about its structure, the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening.

In Year 5, the children will improve their knowledge of the regions of the UK, discovering how some of these areas have changed over time. They will research how specific areas of the UK have been affected by change, before conducting fieldwork activity in our own area. The children will then learn about the Alpine region of Europe, how the Alps were formed, how homes are adapted to the climate as well as gaining knowledge about mountain formation. The children will then learn more about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This gives them the opportunity to build on their learning from key stage one when they explored the geography of food.

In Year 6, the children will learn about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. This learning builds on previous knowledge the children have already acquired on rainforests and climate in key stage one, and their knowledge of North America and climate earlier in key stage two. The children will then develop their knowledge of our environment by considering if we are damaging our world and how we can protect it. They will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how our school can become more sustainable. To end key stage two and as the children prepare to move to secondary schools, they will consider the past, present and future of our local area, supporting them to see change as positive and to feel optimistic about the changes that lie ahead.

Implementation: Effective teaching

In Geography lessons at Nerrols, our teachers reflect on what knowledge is necessary for children to understand new material, and plan and teach lessons to ensure that important content is learned. This effective teaching ensures that our children not only retain the core knowledge they have learned in the long term but that it also supports future learning – it is therefore ‘sticky’ knowledge. Our children make progress in geography through building their knowledge of geographical content (substantive), of how geographical knowledge originates and is revised (disciplinary) and by learning our geography curriculum. We ensure our children have an appropriate understanding of the substantive and disciplinary knowledge which has been taught in order to access future material.

Within and across lessons, regular opportunities for our children to revisit and retrieve prior substantive and disciplinary knowledge and concepts are implemented to make it more robust and flexible. Each time a memory is retrieved, it is strengthened and less likely to be forgotten. Each lesson also includes opportunities to develop our children’s locational knowledge, for example by using class maps, globes at atlases to build an increasingly extensive knowledge of different countries, regions and features. By doing this, we aim to not only increase our children’s knowledge but also the fluency with which they can recall the location to reduce the call on their working memory. Ultimately, this will enable all children to automatically pinpoint locations at each stage of their education as well as being able to associate them with the peculiarities that identify them.

Impact: How do we know our curriculum is effective?

We believe that our children are making progress in Geography if they know and remember more geographical content as set out in our plans above. If they are able to develop their key substantive and disciplinary knowledge in the subject then they will be able to access future learning and our curriculum will be effective. Our curriculum is designed to enable pupils to acquire a rich web of knowledge as the sequence and selection of knowledge builds on what the children already know and can do and towards future learning.

Evidence of the children's knowledge in their books will demonstrate a broad Geography curriculum which enables them to demonstrate a secure knowledge and understanding of key concepts. We believe that if children have become knowledgeable geographers, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. If a child is able to confidently formulate and explain their own responses to an overarching enquiry, then the curriculum and its delivery have been successful.

Our children will leave Nerrols Primary School and Nursery being knowledgeable about the world around them, its environments, places near and far and the processes that create and affect them.

