



## Geography Curriculum Map

### **Intent:**

The curriculum has been designed to empower pupils with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly, with an abundance of love, compassion and forgiveness.

Our curriculum is constructed around our vision to ensure we remain:

**Faith-inspired:** learning from the wisdom of religion

*At Primley Wood we aim to foster holistic growth and character development. We focus on nurturing compassionate, responsible human beings who aspire for excellence in all aspects of life. Exploring religious wisdom allows pupils to respect diverse faith traditions and the beliefs of those without faith.*

**Virtues-led:** We aim to develop pupils to become compassionate, responsible human beings

*This is done through promoting virtues which we believe form the foundation of all goodness and prepares children for lifelong learning. Our curriculum is carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the wider world.*

**Aspiring for Excellence:** in all that we do.

*Our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.*

The curriculum at Primley Wood Primary School has been carefully crafted to be broad, balanced and stimulating, giving every student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people.

Geographers hold the world in their hands and in the words of Michael Palin it 'is the subject which holds the key to our future'. At Primley Wood our aim is to create geographers that are inspired, curious and fascinated by the world they live in. To create inquisitive and resilient learners, empowered and equipped to deal with the challenges that lie ahead. We have a collective responsibility and commitment to think of alternative, creative yet sustainable futures, for people and places that we may not have visited or met, ensuring we leave this place better than when we arrived.

Our aim is to create well-rounded global citizens, who are compassionate yet optimistic and respect the complexity of our ever-changing physical world, whilst appreciating the diversity of cultures that exist across continents and using the knowledge gained to bridge divides and bring people together.

**Implementation:**

The Geography curriculum has been created to explore big enquiry questions, linking the student's knowledge and learning across the curriculum and across the key stages.

The National Curriculum objectives are split into four overarching strands: locational knowledge, place knowledge, human and physical Geography and Geographical skills and fieldwork. A detailed progression map has been produced to support teachers to effectively plan and assess Geography. The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

At Primley Wood we block the delivery of subject content for Art & Design/Design Technology/History/Geography so that we can limit the risk of what is known as cognitive overload - the process where an individual's working memory is overloaded and unable to process new information effectively due to the amount of information it is being required to process. Block teaching allows for all subjects to be taught in equal equity and have quality focused time. It allows us to ensure that no single subject or subjects are given reduced attention and that no subjects are missed from the curriculum. We ensure that there is full coverage of the knowledge and skills required in each block for Art & Design/Design Technology/History/Geography across each year group, as per the Kapow scheme.

It also allows for staff to focus on quality implementation, as the intent of each block is pre-determined. Staff spend time ensuring there is effective building of sequential knowledge, with shorter time periods between adding new knowledge to existing knowledge. We also provide meaningful opportunities to revisit, recap and assess following a teaching sequence. We believe block teaching also allows for staff to address any misconceptions quickly and within a block. We recognise that cognitive overload could be a key barrier to preventing the full learning of subject content for our pupils. We are aware that if we can limit the amount of new information from different subjects that the pupils must hold in their short-term memory then this will have obvious benefits. This approach is grounded in careful research and neuroscience.

**EYFS**

ELG: 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.

	<p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>ELG: People, Culture and Communities:</u></p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>- 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.</p>					
Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
1		<p><b>What is it like here?</b></p> <p>-Locating where they live on an aerial photograph, recognising features within a local context.</p> <p>-Creating maps using classroom objects before drawing simple maps of the school grounds.</p> <p>-Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>		<p><b>What is the weather like in the UK?</b></p> <p>-Looking at the countries and cities that make up the UK</p> <p>-Keeping a daily weather record and finding out more about hot and cold places in the UK.</p>		<p><b>What is it like to live in Shanghai?</b></p> <p>-Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China.</p> <p>-Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use.</p> <p>-Compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>
2		<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>-Introduction to the basic concept of climate zones and mapping out hot and cold places globally.</p>		<p><b>Why is our world wonderful?</b></p> <p>-Learning about the world's wonders, the names and locations of the world's oceans.</p>		<p><b>What is it like to live by the coast?</b></p> <p>-Naming and locating continents and oceans of the world while revisiting countries</p>

		<ul style="list-style-type: none"> <li>-Looking at features in the North and South Poles and Kenya.</li> <li>-Comparing weather and features in the local area.</li> <li>-Learning the four compass points &amp; locating the continents of our world.</li> </ul>		<ul style="list-style-type: none"> <li>-Considering what is unique about the local area.</li> </ul>		<ul style="list-style-type: none"> <li>and cities of the UK and surrounding seas.</li> <li>-Learning about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</li> </ul>
<b>3</b>		<p style="text-align: center;"><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>-Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers</li> <li>-Investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</li> </ul>		<p style="text-align: center;"><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>-Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</li> </ul>		<p style="text-align: center;"><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>-Exploring different types of settlements, land use, and the difference between urban and rural.</li> <li>-Describing the different human and physical features in their local area and make land use comparisons with New Delhi.</li> </ul>
<b>4</b>		<p style="text-align: center;"><b>Where does our food come from?</b></p>		<p style="text-align: center;"><b>Why do people live near volcanoes?</b></p>		<p style="text-align: center;"><b>What are rivers and how are they used?</b></p>

		<ul style="list-style-type: none"> <li>-Looking at the distribution of the world's biomes and mapping food imports from around the world.</li> <li>-Learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans</li> <li>-Exploring where the food for the children's school dinners comes from and the argument of 'local versus global'</li> </ul>		<ul style="list-style-type: none"> <li>-Learning that the Earth is constructed in layers, and the crust is divided into tectonic plates.</li> <li>-Studying the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</li> </ul>		<ul style="list-style-type: none"> <li>-Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</li> </ul>
5		<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>-Considering the climate of mountain ranges and why people choose to visit the Alps.</li> <li>-Focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use.</li> <li>-Presenting findings to compare the Alps to the children's own locality.</li> </ul>		<p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"> <li>-Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</li> </ul>		<p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>-Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</li> </ul>

6		<p><b>Why does population change?</b></p> <p>-Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors.</p> <p>-Learning about the population in Britain and its impacts.</p>		<p><b>Where does our energy come from?</b></p> <p>-Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>		<p><b>Can I carry out an independent fieldwork enquiry?</b></p> <p>-Observing, measuring, recording and presenting their own fieldwork study of the local area.</p>
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### **Transitions**

#### Moving from EYFS to KS1:

Our learning journey starts in the Early Years where children are exposed to simple mapping skills and use their senses to explore, draw and describe the contrasting environments visited through stories and understand how their own environment changes with the seasons. Whilst allowing pupils to work successfully towards the Development Matters statements and Early Learning Goals, the Geography elements taught in the EYFS provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning.

#### Moving on to KS3:

After exposure to our Geography curriculum, pupils will leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical. We make links with our local secondary schools asking teachers to come in and provide Geography opportunities for our pupils.

### **Enrichment Opportunities:**

Pupils have the opportunity in geography to explore a range of examples, from the local to the global and countries at varying stages of development, from developed to developing and everything in between. Contemporary examples are used where possible, where pupils can see how content looked at in class such as global warming, deforestation and natural hazards unfold before them in everyday life and on the news.

Across all of the Year Groups, pupils take part in educational visits, visitors, fieldwork and workshops to enhance their locational and place knowledge. They are exposed to human and physical geography in their local area in KS1 and take this learning further by visiting and exploring rivers in Upper Key Stage 2.

**Impact:**

Evidence of work will show a range of questions explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

At Primley Wood teachers use assessment for learning within lessons to provide live feedback to allow pupils to deepen their understanding and identify gaps in knowledge and skills. Knowledge reviews are planned for spaced retrieval and allow for misconceptions to be addressed and further embed pupils understanding of key knowledge, skills and vocabulary. The progression of skills and knowledge allows teachers to assess the impact over the course of a unit, year and across a key stage. The scheme of learning is used to identify prior links and future learning which informs teacher assessment and allows building blocks of learning to further develop schemas within topics and across subjects.

Summative assessments are used alongside knowledge organisers to assess the impact of learning at the end of a unit. This in turn informs future teaching adaptations, based on misconceptions and gaps in knowledge and skills. Enquiry questions are used to assess the impact of the teaching of knowledge, skills and vocabulary by allowing pupils to apply their understanding through reflections and critical thinking.