Foundation Curriculum

Geography

Curriculum Handbook

ST. MICHAEL'S CE PRIMARY ACADEMY

Subject Curriculum Maps: Geography

Geography




Intent

Cultural Heritage - the topics and content selected for the study of human and physical geography, in line with the National Curriculum, have been selected to reflect the cultural heritage of the St. Michael's pupils. The geography of Birmingham, Britain, South Asia, Africa and the Caribbean all feature heavily in our geography curriculum. The movement of people across the globe features heavily in our geography as it is something that resonates with so many of our families.

Aspirations - Our knowledge-led curriculum sets out specific bodies of information that must be taught in-depth. With fewer topic areas studied and subjects valued highly in their own right (rather than as part of a broader topic-based approach), we can focus teaching on the aim of deepening pupil understanding and avoid surface-level understanding.

Faith - Wherever possible, we have integrated our faith into the curriculum content. For example, year six study human and physical geography via the Bible. Using scripture as the starting point for a more in-depth study of topics covered.

Implementation

EYFS: In Reception, children develop their understanding of the world around them and geography through a play-based explorative curriculum. They learn about their location and that of others, as well as different cultures and communities.

Year 1: Children study geography through 'topic' lessons, introducing them to some of the ways that geographers think and the language that they use.

Years 2 to 6: Pupil Workbooks - We believe that knowledge underpins and enables the application of skills. The knowledge taught across the geography curriculum is defined at the outset and made explicit to all teachers. Regular retrieval activities and carefully planned tasks ensure learning is broken down into small chunks in order to avoid cognitive overload, while affording pupils with the opportunity for regular practice of new learning.

Impact

The sometimes negative portrayal of migrants in the main stream media is dismantled and debunked. The contribution that migrants have made to the shaping of modern Birmingham and Britain is celebrated. Pupils gain an understanding into the paths trodden by their own family and greater awareness of their heritage.

Resources

- Bespoke pupil workbooks
- Texts studied in English compliment the knowledge taught in geography lessons

Golden Threads

- World's regions
- Human-environment interaction
- Movement of people
- Location
- Place

2022/23 Priorities

Fieldwork - pupils to be provided with more opportunities for meaningful fieldwork, both locally and beyond

ST. MICHAEL'S CE PRIMARY ACADEMY




Subject Curriculum Maps: Geography

National Curriculum KS1

Locational Knowledge	Hot and Cold Countries	Local Study	Great Britain	Caribbean
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	Hot and Cold Countries	Local Study	Great Britain	Caribbean
Pupils should understand geographical similarities and differences through studying the human and physical geography of -				
a small area of the United Kingdom		✓	✓	
a small area in a contrasting non-European country	✓			✓

Human and Physical Processes	Hot and Cold Countries	Local Study	Great Britain	Caribbean
Identify seasonal and daily weather patterns in the United Kingdom and hot and cold areas of the world	✓			✓
Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	✓	✓	✓	✓
Human features: city, town, village, factory, farm, house, office, port, harbour and shop		✓	✓	

Subject Curriculum Maps: Geography

National Curriculum KS1

Geographical Skills	Hot and Cold Countries	Local Study	Great Britain	Caribbean
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 and locational and directional language 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; 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		✓		

Subject Curriculum Maps: Geography

National Curriculum KS2

Locational Knowledge	Birming-ham	South Asia	Brazil	Europe	Africa	Bible Atlas
Locate the world's countries, using maps to focus on Europe (including 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)		✓	✓	✓	✓	✓

Subject Curriculum Maps: Geography

National Curriculum KS2

Place Knowledge	Birming-ham	South Asia	Brazil	Europe	Africa	Bible Atlas
Pupils should understand geographical similarities and differences through studying the human and physical ge-ography of -						
a region of the United King-dom	✓					
a region in a European coun-try				✓		✓
a region within North or South America		✓	✓		✓	

Human and Physical Processes	Birming-ham	South Asia	Brazil	Europe	Africa	Bible Atlas
Physical geography: climate zones, biomes and vegeta-tion belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		✓	✓	✓	✓	✓
Human geography: types of settlement and land use, eco-nomic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	✓	✓	✓	✓	✓	✓

Subject Curriculum Maps: Geography

National Curriculum KS2

Geographical Skills	Birming-ham	South Asia	Brazil	Europe	Africa	Bible Atlas
Use maps, atlases, globes and digital/computer mapping to locate countries and de-scribe features studied	✓	✓	✓	✓	✓	✓
Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ord-nance Survey maps) to build their knowledge of the United Kingdom and the wider world	✓		✓	✓	✓	✓

Components and Sequencing

Has the content been carefully selected to ensure pupils have the building blocks they need for later work? Is core knowledge taught before it's application is taught? Once secure in this knowledge, do plans allow pupils to apply their learning to different contexts and scales?

The Geography curriculum at St. Michael's is knowledge rich, introducing the essential knowledge pupils need to be educated citizens. Knowledge has been sequenced effectively, to ensure that children have a good understanding of core locational and place knowledge, that they have a clear and well-thought-out foundation in the features and processes involved in physical and human geography, which become more complex as the children increase in age. Skills (disciplinary knowledge) are taught both separately and in conjunction with substantive knowledge to enable them to be embedded and applied. Core knowledge and skills are specified in detail and laid out in knowledge or-ganisers, including vocabulary which should be explicitly taught each lesson.

Our geography curriculum seeks to introduce children to the location of globally significant places, especially those that are reflective of the inward migration that has shaped Handsworth across multiple generations. Units are cho-sen specifically to stretch children's knowledge and skills development, with a key focus on core technical vocabu-lary and understanding.

How we have sequenced our geography curriculum:

1. Units of work have been planned which we know are relevant to our children, provide a framework for a broad understanding of human and physical geography and ensure coverage of the national curriculum.

2. Each unit revisits the key substantive knowledge of locating and naming cities, countries, continents and oceans on a map. Earlier units in Key Stage One focus on the consolidation of local geographical knowledge and skills, pro-gressing to national knowledge by the end of Year 2, and Europe by mid-Key Stage Two, and further afield by the end of Key Stage Two. Locations and countries with a relevance to our school community were selected because pupils can relate to them, enabling us to benefit from their initial knowledge and lived experiences.

Subject Curriculum Maps: Geography

Components and Sequencing

3. Skills specific to the teaching of geography (disciplinary knowledge) are developed through critical thinking. Critical thinking has been mapped out alongside vocabulary, enabling children to progressively develop their ability to think like geographers and make connections between different areas of learning.

4. Knowledge overviews have been created to support the teaching of each unit of work. The core knowledge is selected from these by teachers when planning lessons which provides the focus for teaching and learning.

5. An ambitious selection of 'facts' we want children to know by the end of each unit of work have been identified. These are linked to locational knowledge, key areas of critical thinking and our milestones.

6. Our curriculum ensures that teachers can quickly gain an overview of each unit of work, identify what the learning outcomes are and how learning needs to be developed from what has been taught previously.

7. Where possible, opportunities have been taken to revisit, revise and reinforce knowledge and concepts covered in other areas of the St. Michael's curriculum. For example, the theme of migration, very much prevalent in our history curriculum, can be seen running throughout our geography curriculum.

Memory, Schemata and Assessment

Has the content been carefully selected to ensure pupils have the building blocks they need for later work? Is core knowledge taught before it's application is taught? Once secure in this knowledge, do plans allow pupils to apply their learning to different contexts and scales?

Substantive Knowledge	Disciplinary Knowledge
Regions	Locating places using maps and atlases
Location	Compass directions
Human-environmental interaction	Design maps and keys
Movement	Fieldwork and observational skills
Place	

Substantive Knowledge:

Location

- Most geographic studies begin by learning the location of places. Location can be absolute or relative.
- Absolute location: Provides a definite reference for locating a place. The reference can be latitude and longitude, a street address, or even the Township and Range system.
- Relative location: Describes a place with respect to its environment and its connection to other places. As an example, a home might be located 1.3 miles from the Atlantic Ocean, .4 miles from the town's primary school, and 32 miles from the nearest international airport.

Place

- Place describes the human and physical characteristics of a location.
- Physical characteristics: Includes a description of such things as mountains, rivers, beaches, topography, climate, and animal and plant life of a place.

Subject Curriculum Maps: Geography

Memory, Schemata and Assessment

- Human characteristics: Includes the human-designed cultural features of a place. These features include land use, architectural styles, forms of livelihood, religious practices, political systems, common foods, local folklore, means of transportation, and methods of communication.

Human-environment Interaction

- This theme considers how humans adapt to and modify the environment. Humans shape the landscape through their interaction with the land, which has both positive and negative effects on the environment. As an example of the human-environment interaction, think about how people living in cold climates have often mined coal or drilled for natural gas in order to heat their homes.

Movement

- Humans move—a lot! The theme of Movement refers to the mobility of people, goods, and ideas across various locations. It explores how and why things move from one place to another and how this movement impacts the world.
- Movement can be divided into four different types: human migration, transportation of goods and services, communication of ideas, and cultural diffusion.

Regions

- Regions have some sort of characteristic that unifies the area.
- Formal regions: These are designated by official boundaries, such as cities, counties, and countries. For the most part, they are clearly indicated and publicly known.
- Functional regions: These are defined by their connections. For example, the circulation area for a major city area is the functional region of that paper.
- Vernacular (or perceptual) regions: These include perceived regions, such as "The South," "The Midwest," or the "Middle East"; they have no formal boundaries but are understood in mental maps of the world.

Disciplinary Knowledge:

Locating places using maps and atlases

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Compass directions

- Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world

Design maps and keys

- Use four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world

Fieldwork and observational skills

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Subject Curriculum Maps: Geography

Memory, Schemata and Assessment

Knowledge is carefully selected according to the above categories, and revisited across multiple units of study and in multiple year groups. Interleaving is used to ensure content is returned to on several occasions, therefore ensuring more of it is remembered for longer.

Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it.

An example of this is the concept of human migration:

First encountered in...	Then in…	Next in…	After that in…	And finally in…
Year 1	Year 3	Year 4	Year 5	Year 6

Opportunities to apply substantive knowledge across multiple subjects are purposely planned. For example, Year 3 and 4 both learn about the impact of global warming in geography, science and English. In geography, Year 3 learn about the impact that rising sea levels have on the country of Bangladesh and how it has displaced millions of people. By the time they're in Year 4, they read 'No One is too Small to Make a Difference by Greta Thunberg'. This book consists of a series of speeches that have made history across Europe, from the UN to mass street protests, acting as a rallying cry for humans to make changes to the way they interact with the planet. Additionally, in science, Year 4 solidify this learning by studying the impact of climate change on living things.

The pupils workbooks, along with our preferred lesson structure (Five-part Model), are designed with spaced practice at the heart of them. Spaced practice refers to a study schedule that involves studying material over a period of time, with breaks in between, to promote better retention of information. Across a unit of geography study, children are provided with many opportunities to revisit and revise key learning, including:

- The use of knowledge organisers at the start of a unit, and again at the start of each lesson. Graphic organisers are sent home with pupils at the outset of a unit, affording them the opportunity to revise essential knowledge;
- Topic working walls summarise key learning in the form of a centrally displayed graphic organiser;
- Each lessons starts with a low-stakes quiz that returns to the key knowledge covered in the previous lesson;

Subject Curriculum Maps: Geography

Memory, Schemata and Assessment

- Every lesson ends with pupils completing an exit ticket that provides an opportunity to revise the key vocabulary and knowledge covered during the lesson;
- Hinge questions are carefully planned for each lesson, providing teachers with an indication of how many pupils have retained key knowledge. A teacher then re-directs their lessons, re-teaching fundamental learning if enough pupils fail to answer the diagnostic questions correctly;
- A KWL grid and glossary are used at the beginning or end of a lesson to record key learning and/or vocabulary;
- Throughout a unit of study, pupils summarise their learning in the form of a graphic organiser. This knowledge then forms the basis of their end-of-unit essay.
- End-of-unit essays provide pupils with the opportunity to apply their learning in the form of a formal piece of writing, while answering a 'big question'. This essay provides teachers with an indication of cohort progress;
- Each unit concludes with pupils complete an end-of-unit assessment. This summative assessment tool involves a variety of questioning techniques and targets key learning already covered by other retrieval tools e.g. exit ticket, low stakes revision quizzes and graphic organiser. Additionally, one month after completing a unit, children return to their pupil workbook and complete a multiple choice quiz aimed at 'interrupting the forgetting' and increasing the amount of knowledge that is retained for longer.

Subject Curriculum Maps: Geography

Geographic Enquiry

EYFS	Year One	Year Two	Year Three
	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/ pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area.	Children encouraged to ask geographical questions; Where is it? What's it like? Use Non-Fiction books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. Use Non-Fiction books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons pictures, temperatures in different locations.

Year Four	Year Five	Year Six
Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps.	Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence on	Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale: contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.

Direction / Location

EYFS	Year One	Year Two	Year Three
	Following directions (up, down, left/ right, forwards/backwards).	Follow directions (as Yr. 1 and including North, East, South, West).	Use 4 compass points to follow/ give directions. Use letter/ number co-ordinates to locate features on a map.

Year Four	Year Five	Year Six
Us 4 compass points well. Begin to use 8 compass points. Use letter/number co-ordinates to locate features on a map confidently.	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid references; use latitude and longitude on atlas maps.

Drawing Maps

EYFS	Year One	Year Two	Year Three
	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary places (e.g. add detail to a sketch map from aerial photograph).	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.

Year Four	Year Five	Year Six
Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

Representation

EYFS	Year One	Year Two	Year Three
	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.

Year Four	Year Five	Year Six
Know why a key is needed. Begin to recognise symbols on an Ordnance Survey map.	Draw a sketch map using symbols and a key. Use/recognise Ordnance Survey map symbols.	Use/ recognise Ordnance Survey map symbols. Use atlas symbols.

Subject Curriculum Maps: Geography

Using Maps

EYFS	Year One	Year Two	Year Three
	Use a simple picture map to move around the school. Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering).

Year Four	Year Five	Year Six
Locate places on large scale maps (e.g. find UK or India on globe). Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose (e.g. pick atlas to find Taiwan, Ordnance Survey map to find local village). Begin to use atlases to find out about other features of places (e.g. find wettest past of the world)	Follow a short route on an Ordnance Survey map. Describe features shown on Ordnance Survey map. Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).

Scale / Distance

EYFS	Year One	Year Two	Year Three
	Use relative vocabulary (e.g. bigger/ smaller, like/dislike).	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	Begin to match boundaries (e.g. find same boundary of a country on different scale maps).

Year Four	Year Five	Year Six
Begin to match boundaries (e.g. find same boundary of a country on different scale maps).	Measure straight line distance on a plan. Find/recognise places on maps of different scales (e.g. river Nile).	Use a scale to measure distances. Draw/ use maps and plans at a range of scales.

Subject Curriculum Maps: Geography

Perspective

EYFS	Year One	Year Two	Year Three
	Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.

Year Four	Year Five	Year Six
Draw a sketch map from a high view point. Draw a plan view map with some accuracy. Draw a plan view map accurately.	Compare maps with aerial photographs. Select a map for a specific purpose (e.g. pick atlas to find Taiwan, Ordnance Survey map to find local village). Begin to use atlases to find out about other features of places (e.g. find wettest past of the world).	Follow a short route on an Ordnance Survey map. Describe features shown on Ordnance Survey map. Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).

Map Knowledge

EYFS	Year One	Year Two	Year Three
	Learn names of some places within/ around the UK e.g. Home town, cities, countries (e.g. Wales, France).	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A, B and C.

Year Four	Year Five	Year Six
Begin to identify significant places and environments.	Identify significant places and environments.	Confidently identify significant places and environments.

Style of Map

EYFS	Year One	Year Two	Year Three
	Picture maps and globes.	Find land/ sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	Use large scales Ordnance Survey maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/ oblique photographs.

Year Four	Year Five	Year Six
Use large and medium scale Ordnance Survey maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photo-graphs.	Use index and contents page within atlases. Use medium scale land ranger Ordnance Survey maps.	Use Ordnance Survey maps. Confidently use an atlas. Recognise world map as a flattered globe.

Subject Curriculum Maps: Geography

Geography

Year 6
- The Bible Atlas

Year 5
- Water Cycle
- Africa is not a Country

Year 4
- Europe
- Brazil
- Climate Change

Year 3
- South Asia
- Birmingham

Year 2
- Great Britain
- Caribbean

Year 1
- Hot and Cold Countries
- Local Study

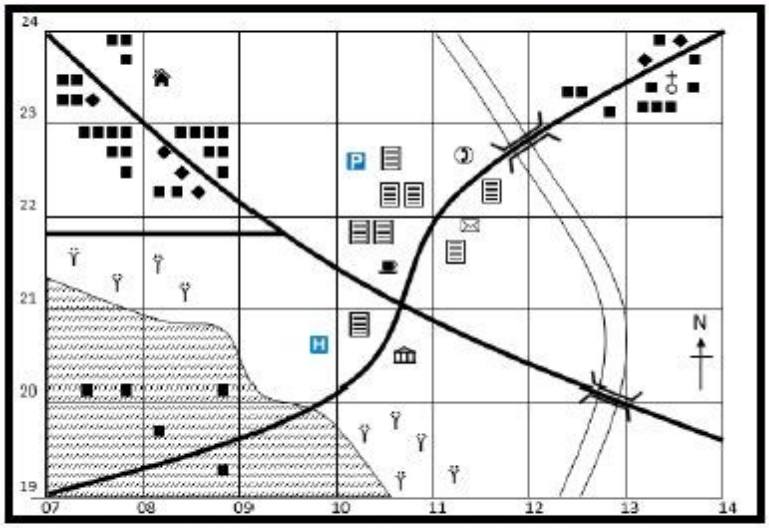
EYFS
- My School
- Hot and Cold Places

Subject Curriculum Maps: Geography

Pupil Workbook Examples

9

The Bible records that the apostle Paul was in Rome twice, both times as a prisoner. Rome today is very different to the Rome that Paul knew. Below is a tourist information map of Italy's capital and most famous city. Use 6-figure grid refences wo identify the location of key tourist spots.



Place of Interest	6-figure grid reference	Place of Interest	6-figure grid reference
Courthouse			103226
Phone booth			105215
Hospital			082235

map	continent	country	sea	ocean
grid	reference	figure	locate	location
accurate	Apostle Paul	missionary	travels	Europe

Assessment of Learning

Add the following word/phrase to your glossary: **grid reference**

What is the difference between a continent and a country?

True or false?

Statement	T	F
The Mediterranean is an ocean.		
There are five oceans in the world.		
The Atlantic is the newest ocean.		

Subject Curriculum Maps: Geography

Pupil Workbook Examples

26

Impact of Climate Change | Explain how climate change effects Bangladesh

Explain what impact climate change and rising sea levels are having on the people of Bangladesh.

Consider the impact of climate change on the people of Bangladesh.
Why do you think thousands of people migrate from cities like Chittagong to the capital city Dhaka on a daily basis?

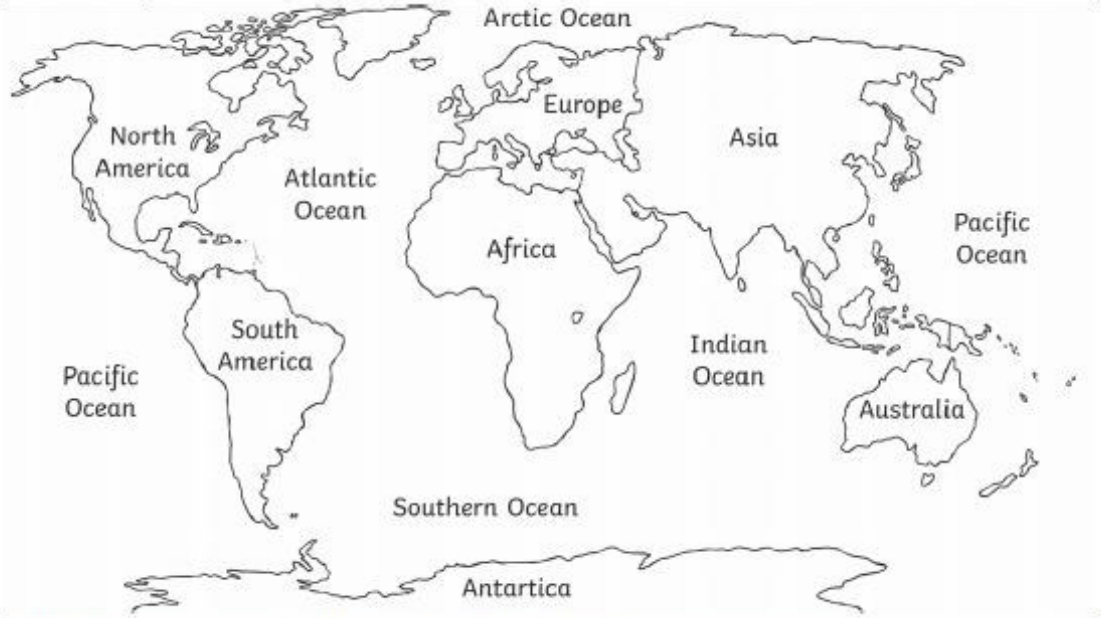
Subject Curriculum Maps: Geography

Pupil Workbook Examples

India's Location

Find and describe India's location on a map

Use an Atlas to find and describe the location of India. Circle India on the map.



Which 7 countries does India share borders with? Circle your answers.				
Pakistan	Mongolia	Kazakhstan	Bhutan	Myanmar
Afghanistan	Tibet	Nepal	Iran	Bangladesh

Which ocean is found to the south of India?				
Pacific	Artic	Indian	Southern	Atlantic

What sea is found to the west of India?

What sea is found to the east of India?

What is the capital city of India?

What continent is India in?

List three other major cities in India.
1.
2.
3.