

# Geography Curriculum



The Quality of Education Subject Pathway





# GEOGRAPHY CURRICULUM

## Intent

At Cherry Tree, the Geography curriculum has been designed to inspire pupils to ask and answer big questions about the world they inhabit. We do not shy away from encouraging pupils to debate local and global issues – including:

- **Society, culture and change;**
- **Understanding the natural and human world;**
- **Southampton Local study – past and recent changes;**
- **Global environments;**
- **Environmental issues – including the impact of climate change on our own area and the wider world.**

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Planning identifies the key knowledge and geographical skills pupils need to fully raise and answer questions about the natural and human world and their involvement in this.

Our school communities are diverse, with many of our families coming from lands far from Southampton. To celebrate this, our curriculum focuses on societal and cultural influences to help our pupils to understand world-wide attitudes, values, and beliefs.

### Disciplinary knowledge

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Although planned sequentially, the curriculum considers the **purpose of geography** to help pupils to understand how geographers think and how they find out about the world.

Our planning is developed through three concepts:

- **Places** – physical places, continents and regions etc.
- **Spaces** – understanding the significance of places – leisure spaces, agricultural spaces, climate etc.
- **Environment** – knowledge of landscapes and regions – e.g. mountain, desert or polar. Helping pupils to understand ecosystems and physical or human features.

### Planning

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Throughout our lesson plans and connected lesson visuals, pupils are presented with layered content that builds understanding over time. We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.

We are clear within our partnership that pupils knowing or remembering capital cities or the location of a famous river does not mean that they are **thinking geographically**. These interconnected facts develop knowledge, but it is the layering of concepts that allow for pupils to truly develop their geographical understanding.

<p><b>Thinking geographically</b></p>	<ul style="list-style-type: none"> <li>Why does a Geographer need to know that?</li> <li>Okay, so it's like this in Southampton – what is it like in...? (local and global)</li> <li>How has the place/area/continent changed over short and long periods of time? (time and change)</li> <li>Why do people move here? What is the appeal? (economic and social)</li> </ul>
<p><b>Geographical enquiry</b></p>	<ul style="list-style-type: none"> <li>Why are cities larger than towns and villages? Why do people move? (population)</li> <li>What makes places good places to settle? (physical geography – landscape, terrain)</li> <li>Why are places changed and altered by people? (change and development)</li> <li>Understanding environmental change and consequences of human/physical behaviours on the planet.</li> </ul>
<p><b>Geographical skills</b></p>	<ul style="list-style-type: none"> <li>Map work</li> <li>Field work</li> <li>Evaluating consequences of change and development</li> <li>Investigating ways that places can be improved – transport, communication etc.</li> </ul>

## The Geography Learning Pathway



# Geography Progression Overview

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Area and London	Spatial Sense (The Classroom)	Spatial Sense (The School Setting)	Local Area and Community	Geography of the Local Area		
United Kingdom	British Isles	Regions of the UK	Settlements and Population	South West Coasts Northern Ireland		North West England Cities of the UK
Europe		Scandinavia	Western Europe	Mediterranean Europe		
The World - Place Knowledge, Physical and Human Geography	Islands Kenya	Egypt Climate	Ancient Greece East Asia Rivers and Basins	Russia	Spatial Sense (Latitude and Longitude) Seas and Oceans Mountains of the World Earthquakes and Volcanoes Islands of the World	Spatial Sense (Map Analysis) North America South America
Significant People and Explorers	Flying Doctors				Global Trade	Shackleton and Antarctica
Geographical Skills	Symbols of London	Globes and Maps		Mapping London's Changes		

## National Curriculum – Key Knowledge & Skills Map

### Map Key:

The key skills prescribed in the national curriculum are integrated into the Geography Curricula study – they related to the following areas:

**GS1–3:** relate to locational knowledge development

**GS4:** relates to place knowledge and application

**GS5-6:** relates to human and physical geography

**GS7-9:** relate to geographical skills and fieldwork

	Year and term	GS1	GS2	GS3	GS4	GS5	GS6	GS7	GS8	GS9
Spatial Sense	Year 1 (Au1)						★	★★	★★★	
Islands	Year 1 (Au2)			★★★		★★	★			
British Isles	Year 1 (Sp1)		★★★★			★★★★	★			
Significant People and Explorers	Year 1 (Sp2)				★	★★★	★			
The Commonwealth Nations (Kenya)	Year 1 (Su1)			★★★★	★★	★★★★	★			
Geographical Symbols	Year 1 (Su2)		★	★★★		★★★★	★		★★★★	
The World - Globes and Maps	Year 2 (Au1)	★					★★			★
Egypt	Year 2 (Au2)				★	★★★	★			
Spatial Sense - The School Setting	Year 2 (Sp1)					★★		★	★★★	★★★★
Climate	Year 2 (Sp2)		★	★★★	★★★★★	★★	★★★			
Northern Europe - Scandinavia	Year 2 (Su1)				★	★★★★	★★★		★	
Regions of the UK	Year 2 (Su2)		★★★★★	★		★★★★★	★★★★★		★★★★	

Unit	Year and term	GS1	GS2	GS3	GS4	GS5	GS6	GS7	GS8	GS9
Greece	Year 3 (Au1)	★★			★★	★★★★	★★★	★★		
Geography of East Asia	Year 3 (Au2)	★★			★★★	★★		★★		
Western Europe	Year 3 (Sp1)	★★★★			★★★	★★★★	★★★	★★★		
Settlements and Population	Year 3 (Sp2)	★	★★★			★★★	★★★★★			
The Local Area and Community	Year 3 (Su1)		★★★			★★★			★	★★★★
Rivers and Basins	Year 3 (Su2)	★	★			★★★★★	★	★		
Mediterranean Europe	Year 4 (Au1)	★★★			★★★	★★★★	★★	★		
Russia - One Country, Two Continents	Year 4 (Au2)	★		★	★★★	★★★★★	★★★	★		
Local Area	Year 4 (Sp1)		★★★★		★★	★★★	★★★	★		★★★
South West UK - Coasts	Year 4 (Sp2)		★★★★★		★★★★★	★★★★★				
Mapping London's changes	Year 4 (Sp1)		★★★★★		★	★★★★	★★★★			
Northern Ireland	Year 4 (Sp2)	★	★★★		★★	★★★★★	★	★	★	

Unit	Year and term	GS1	GS2	GS3	GS4	GS5	GS6	GS7	GS8	GS9
Spacial Sense	Year 5 (Au1)		★	★★		★★★		★★★	★★	
Seas and Oceans	Year 5 (Au2)	★				★★★★★	★★★★★	★★★★★		
Mountains of the World	Year 5 (Sp1)	★		★	★★★	★★★★★	★	★		
Earthquakes and Volcanoes	Year 5 (Sp2)	★★★				★★★★★		★★		
Global Trade	Year 5 (Su1)	★★			★	★	★★★★	★★★		
Islands of the World	Year 5 (Su2)	★★★			★★★	★★★★★	★★	★★		
North West England	Year 6 (Au1)		★★★★		★★★	★★★★	★★★★★			
Spatial Sense	Year 6 (Au2)	★		★★★★	★			★★★		
North America	Year 6 (Sp1)	★★★★			★★★★	★★★★	★★★			
South America	Year 6 (Sp2)	★			★★★	★★★★	★★★★★	★		
Shackleton and Antarctica	Year 6 (Su1)	★★★		★	★★★★	★★★★★	★★	★		
Cities of the UK	Year 6 (Su2)		★★★★★	★	★★★★	★★★★★	★★★★			

## How is curriculum time for delivering Geography robust?

We are passionate about developing subject knowledge and discipline that supports children to become competent Geographers with a life-long love of the subject. To this end, we ensure that Geography is:

- **Promoted with the time required to ensure it can be studied fully and with fidelity to the curriculum plans we have produced.**
- **Taught weekly, throughout the year. Rather than in blocks of study that can lead to cognitive dysfluency over time.**
- **Supporting our teachers to be good Geography specialists. Exploring ways of bringing alive the curriculum to open up the world to every pupil.**

***"Geography is about more than memorising places on a map – it's about understanding the complexity of the world"***

Barack Obama

## Experiential learning

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As Cherry Tree serves a diverse pupil population, a proportion of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study to help unlock Geographical understanding.

Lessons begin with word banks and visual representations to support cognitive understanding.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Creative tasks – such as creating a model of a river basin and how it works
- Immersive activities – such as climate activist demonstrations
- Drama based learning – debating geographical concepts
- Writing in role – pupils using their skills in meaningful writing contexts.

# Geography begins in the Early Years and Foundation Stage



**Our pathways are firmly rooted in the Early Years for all subject study.** In geography we prescribe incremental steps that prepare children for the next phase of study in KS1.

In EYFS we centralise geography study by developing our children’s understanding of their immediate environments – such as their classrooms, the school building and their understanding of place (through where they live in relation to school). Through links to wider-world study, children understand the differences between places – this is evident in our nursery provisions and reception – where children are taught the differences between hospitals in developed vs developing worlds.

Through the pathway for EYFS geography, and the EYFS framework, Understanding the World is explored through: appreciating and understanding the natural world (a theme which is encapsulated in each of our settings with access for children to natural world resources). **These interconnected components of study form the foundation for the KS1 curriculum.**

## Defined goals for geography study – key knowledge organisers



All of our component units are precisely planned with the interwoven content (through year groups and within) to ensure children develop coherence and clarity in their knowledge of geographical study. These also define the key content for all stakeholders. Example:





### Knowledge Organiser: SUMMER 1

### Year 5 The World Geography: Global trade

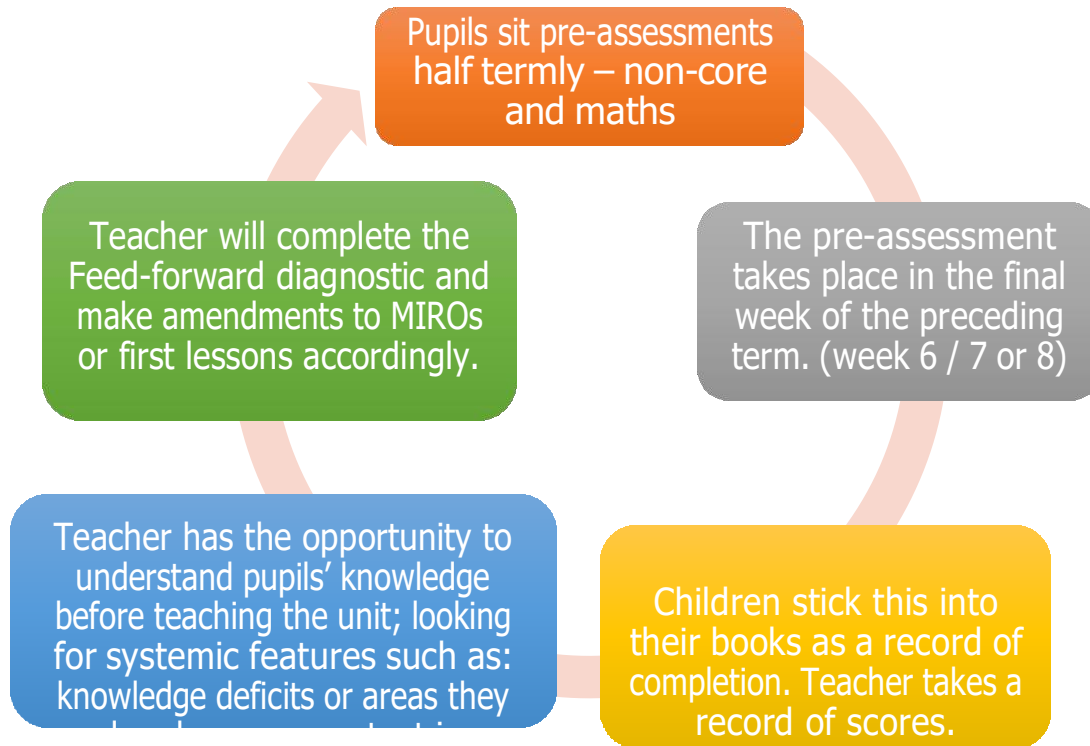
Vocabulary	Meaning
exchange	giving something in return for something else
trade	the buying and selling of goods and services
import	to bring in from another country
export	something that is sent to another country to be sold
produce	the product of growing such as fruits and vegetables
global	relating to the whole world
supply chain	the journey travelled by products through factories, suppliers and warehouses before ending up as a finished product we buy in shops
source	where the raw materials originate
raw materials	items from which more complex items are made
manufactured goods	things that have been made into products to sell using raw materials
global economy	the system of trade and industry around the world
fair trade	an arrangement designed to help producers in developing countries achieve better trading conditions
developing countries	a poor agricultural country that is seeking to become more advanced economically and socially
poverty	the state of being extremely poor
working conditions	the demands, environment and terms of a job

Key knowledge	
<p>The <b>scale of trade</b>. <b>Local trade</b> happens within your town or community; <b>National trade</b> happens within your country; <b>Global trade</b> happens across the world.</p>	<p>The food we eat within the <b>UK</b> is <b>global</b>. 24% of the food we eat is <b>imported</b>. Why import?</p> <ul style="list-style-type: none"> <li>The <b>physical geography</b> of the UK prevents us from <b>growing</b> certain foods.</li> <li><b>Climate</b> and <b>limited space</b> to grow enough or the range of foods needed.</li> </ul>  

Key knowledge	
<p>The <b>global supply chain</b> is the different stages <b>manufactured</b> goods go through on their journey from <b>source</b> to <b>sale</b>.</p> 	<p>The <b>supply chain</b> can be broken down into stages.</p> <p><b>Primary</b>- extracting the raw materials e.g. farming, mining, fishing, and forestry.</p> <p><b>Secondary</b>- turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers.</p> <p><b>Tertiary</b>- transport to distribute goods to different locations and retail services to sell the finished product in stores.</p>

Key knowledge – Fairtrade	
	<p><b>Fairtrade</b> is about better prices, decent working conditions and <b>fair terms</b> for <b>farmers</b> and <b>workers</b>. It's about <b>supporting the development</b> of thriving farming and worker communities that have more <b>control over their futures</b> and <b>protecting the environment</b> in which they live and work.</p>

## Interweaving knowledge concepts to commit to long-term memory



### The purpose of checking prior assessment:

- To understand the knowledgebase (over time) of children before they are taught a unit of work. Including the more able.
- To ensure that misconceptions can be addressed ahead of delivery – which supports pupils to build new knowledge on firm foundations.
- To enable you to consider what is the MOST important content to teach/impart in the unit and which sections may need a lighter touch.

### Pre-assessment knowledge quizzes – teaching to need

A mixture of questions to elicit understanding of what has been remembered since the previous unit – in this case unpicking if children have remembered the purpose and image of a compass.

**What do I already know?** Pre-assessment Knowledge Quiz  
**Year 2 Geography Spring 1**  
 Spatial sense – the school setting

Question 1: Match the words to their correct meaning with a line:

a. Compass		Related to a town or city where people live and work.	
b. Architect		An instrument for showing direction.	
c. Urban		A person who designs buildings.	

A clear link to vocabulary understanding that should be embedded from the child's previous study of the unit.

Question 2\*: Which of the following is a physical feature? **Circle your answer**  
 a) A house    b) A mountain    c) A road

Question 3: A bird's eye view is the same as an aerial view, showing a place from above.  
 Circle your answer: **True / False**

Question 4: Tick a, b or c to answer the question.

In <u>urban</u> areas, which of these is not a type of land use?	a) Parks and recreation areas
	b) Wild forests
	c) Housing and commercial buildings

Multi-modal questions to enable pupils of all ability ranges to demonstrate their understanding.

Content is interwoven – including from the new component unit – to enable teachers to assess fully pupils' prior learning

Question 5: What is a landmark? **Circle one answer below.**

- a) A map showing where cities are located
- b) A feature that stands out in its environment
- c) A list of symbols on a map

Question 6\*: True or False: An architect only designs the outside of buildings, not the rooms inside.

# Assessment is the BRIDGE between teaching and learning

## Formative assessment strategies

Assessment allows teachers to have a lens into a child's learning. We balance assessment carefully, to ensure that pupils feel supported but not overwhelmed by its use. Our principles around assessment are that it's purposeful and moves learning forward.

## Exit tickets – assessment of learning between lessons

## Showcasing our knowledge and learning- Home Learning

At the beginning and end of each term, pupils are set a home learning task linked to the geography topic being studied in class. These tasks support pupils in developing key geographical skills, including enquiry, fieldwork, and the use of maps, data, and geographical vocabulary. Pupils are encouraged to explore and make sense of the world around them, strengthening their understanding of place, space, and human and physical processes, and building their cultural capital. Completed work is celebrated and displayed in classrooms, recognising effort, creativity, and achievement. This approach enables pupils of all abilities to demonstrate their geographical knowledge and understanding in a format that reflects their individual interests, strengths, and learning styles.



# Assessing pupil progress in Geography



## End of Unit Assessment The world - globes and maps

In this unit, we will learn about the features of globes and maps and then use these to locate different places and learn about their features and finally explore how people and places are connected.

**This half term, we will learn about**

- Places of importance and how people communicate with places around the world.
- The 7 continents and 5 oceans and where they are located, using maps to locate them.
- The features of a globe such as the Equator, hemispheres and axes.
- Digital maps and how these work using GPS.
- The connections made with countries and how they are used for trade and tourism.



Ongoing self assessment	I had some help with my learning	I was able to learn independently	I was able to explain the learning to others
Assessment of learning throughout the unit is based on a range of evidence.			
I can explore connections between places and people			
I can explore different maps and locate continents and oceans			
I can explore globes and investigate distances			
I can use digital maps to locate places and explore features			
I can explain how people connect to different places			
<b>Teacher Assessment</b>	<b>Towards the standard</b>	<b>At the standard</b>	<b>Above the standard</b>
For this unit, you are working			
What does my learning make me think about?			
_____			
_____			

Teachers continually employ formative assessment strategies to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

The Lion Pathways provide a composite assessment task at the end of each component unit. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.

