



Geography Curriculum Design

Intent: What are our aspirations for our children in geography?

- Children develop the skills, confidence and knowledge to be explorers of the world they live in.
- Our lessons provide an immersive experience into the world of geography, through exploration, discovery and questioning.
- All children are able to access the learning through our teaching approach and reflect their knowledge through our assessment format.
- We develop the ethos that anyone can be a Geographer, which is underpinned by our geography themed days and trips each year.
- Our curriculum design gives all learners the opportunity to progress through school with the skills and knowledge needed to equip them to become confident explorers in geography.
- Our topics are carefully planned throughout the year to ensure we get the best from the unit at that point in the year.
- Our big question approach encourages an inquisitive mind as well as determined attitude to discover the answer.
- Through our well-structured questioning we aim to build a bank of enriching language, which is used throughout the unit.
- Our goal is to develop deep thinkers with an explorative attitude to geography through enriching experiences.

Implementation: How do staff implement our curriculum?

- **Appropriate timing of the teaching of each geography and history unit within the year.**
We carefully plan in key stage teams when we are going to teach each unit throughout the year. These decisions are based upon worldwide and local events, seasons and the length of the academic terms.
- **Big question approach.**

	Autumn	Spring	Summer
2021/2022	How do volcanoes and earthquakes occur and what is their impact?	How do the human characteristics of South America compare to Britain?	
2020/2021	Local area investigation		What does it mean to be a British Citizen?
KS2 - 2019/2020	How are rivers and coasts formed and why are they important?	What attracts tourists to Italy?	Map skills work

- **Teaching approach.**
Geography is taught through a range of teaching approaches to allow all children to access the learning. We teach a range of practical lessons, theory based lessons and exploration lessons.

- **Progression Maps**

As geography is taught across a key stage it is important for us that each year group is achieving their **expected outcomes** for their age.

- **Plenary questions.**

- Each lesson will often focus on a smaller question linking to the focussed question.
- Children will have the opportunity to answer the plenary questions at the end of the lesson or as a recap to the start of the next.
- Their answers are then used to support them in answering the big question.

- **Language learning. Goldilocks words**

Topic language is introduced in the same format as our English lessons through our Word Aware scheme. The children are familiar with this and enjoy learning new words that help them understand the topic. They record their goldilocks words in the back of their book so they can build up a word bank.

- **Geography skills**

- **Challenging all learners**

Our Let's Explore tasks provide an opportunity for all learners to deepen their understanding of our topic. Often Let's Explores tasks are additional tasks that are completed after the main teaching to really challenge a child's thinking of what they have learnt.



Geography – How do volcanoes and earthquakes occur and what is their impact? Progression map

Knowledge		
Year 3	Year 4	Year 5
<ul style="list-style-type: none"> I can describe what a volcano/earthquake is and where they come from (tapping itself) I can name where volcanoes and earthquakes occur in the world (Ring of Fire) I can label the key parts of a volcano and an earthquake (see: appendix) I can describe how a volcano/earthquake affects people and places. <p>Words: Lava, magma, earth's crust, core, tectonic plates, after/before, epicentre, eruption, gas clouds, ring of fire, vent</p>	<ul style="list-style-type: none"> I can discuss what a volcano and earthquake is and how they are formed (tectonic plates) I can discuss where volcanoes and earthquakes occur in the world I can name and explain the three main types of volcanoes (active, dormant and extinct) I can label and explain the key parts of a volcano and an earthquake (see: appendix) I can discuss how a volcano/earthquake affects people and places. <p>Words: Lava, magma, earth's crust, core, tectonic plates, after/before, epicentre, eruption, gas clouds, ring of fire, vent, crater, active, dormant, extinct, hypocentre</p>	<ul style="list-style-type: none"> I can explain and demonstrate what a volcano and earthquake is and how they are formed I can discuss and justify where and why volcanoes and earthquakes occur in the world I can explain and compare different kinds of volcanoes (active, dormant, extinct) I can label and investigate the key parts of a volcano and an earthquake (see: appendix) I can investigate how a volcano/earthquake affects people and places. <p>Words: Lava, magma, earth's crust, core, tectonic plates, after/before, epicentre, eruption, gas clouds, ring of fire, vent, crater, active, dormant, extinct, hypocentre, shield, cinder cone, <u>strat</u></p>
Skills		
<ul style="list-style-type: none"> Study maps to make annotations about the different countries around the world that are affected by earthquakes and volcanoes e.g. using map keys to identify volcanoes and earthquakes Study some pictures of different countries in the Ring of Fire to explain earthquakes in these or other countries. Make reasoned judgements about where the pictures are taken and <u>caption</u> e.g. <u>It is surrounded by some likely to be a small island in the Ring of Fire.</u> 	<ul style="list-style-type: none"> Study maps to make annotations about the different countries around the world that are affected by earthquakes and volcanoes e.g. using map keys to identify volcanoes and earthquakes Study some pictures of different countries in the Ring of Fire to explain earthquakes in these or other countries. Make reasoned judgements about where the pictures are taken and <u>caption</u> e.g. <u>It is surrounded by some likely to be a small island in the Ring of Fire.</u> 	<ul style="list-style-type: none"> Study maps to make annotations about the different countries around the world that are affected by earthquakes and volcanoes e.g. using map keys to identify volcanoes and earthquakes Study some pictures of different countries in the Ring of Fire to explain earthquakes in these or other countries. Make reasoned judgements about where the pictures are taken and <u>caption</u> e.g. <u>It is surrounded by some likely to be a small island in the Ring of Fire.</u> Ask <u>geographical questions</u>. How is the land used after a disaster? Where in the landscape has a different country, are there any?

- **Accessible assessments.**

Cold assessment

What assessment - What activities are in Italy?
 A) Find Italy on the map below and circle it.
 B) Colour in Britain on the map.



Cold assessment

Hot assessment

2 approaches to the hot assessment; written assessment and short, visual questions and tasks of knowledge and skills.

- **Tracking assessment grids**

Our assessment grids help us to assess where the children are by the end of the unit in relation to the geography skills. They can establish what improvements have been made and help us to identify any areas that need consolidating.

Topic	Year 5/6/7/8/9/10/11/12	Year 13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100
Geography		
History		
Science		
Mathematics		
English		
Art		
Music		
Physical Education		
Personal, Social and Health Education		
Foreign Languages		
Information and Communication Technology		
Other		

- **Geography Trips**

Our aim is for the trip to support, enrich and enthuse the pupils learning in the classroom. We plan carefully about when and where our trip will be based on our aims above.

- **Themed Days**

- Finalises learning through a showcase of what they have learnt
- Enriching experiences don't always have to be discovered through a trip outside of school.
- Themed days are often loved by our pupils and provide an immersive

- **Enriching experiences in school. Geography club**

It is important to provide children with the chance to study geography through an explorative experience and this is done through the club we offer. A geography club is run in school which is led by teachers during the year, offering an opportunity to use atlases, online maps and globes to explore the world

Impact: How has our curriculum made a difference to our children?

- Children have a developing understanding of the geography curriculum.
- Children are beginning to make links to previous geography learning.
- All children are given the opportunity to deepen their understanding through Let's Explore.
- Children begin to use well-structured questions to ask about the topic.
- Children develop an inquisitive attitude towards learning.
- Learning of new language is exposed to all learners.
- Children are provided with an opportunity to see how geography and history is used in the real world.

