

# Curzon Geography Curriculum

## Our Intent

### Curzon specific aims of Geography

Geography is an rich and diverse subject and our aim as a school is to inspire pupils with an ownership of their local area, their country and their planet. By giving them the tools to learn about their immediate environment and the differing climates on our planet, pupils learn how their world naturally occurs and how they impact upon this. Our aim is for all pupils to develop their cultural understanding and become passionate advocates for their planet. We have mapped out how our geography curriculum enhances all our pupils' cultural capital (see cultural capital map).

We teach Curzon pupils about sustainability and encourage them to own their part in conservation through individual and class projects. Opportunities to intergrate maps, photographs, graphs and tables are given and pupils are taught to use this data to find patterns in human behaviour. Physical geography is taught to empower pupils with understanding of the variety and beauty of different climates and locations on our planet. At Curzon we believe that field work is key to pupil's understanding of physical and human geography and opportunities to study local rivers and the features of our local environment are taken. Pupils are encouraged to ask and answer questions and we aim to grow our pupils into engaged, motivated and curious geographers.

We have high ambitions for all pupils. Our ethos is to enable all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities (e.g, discussion, pictorial recording, paired work), we ensure that all pupils, including SEND, can participate fully. Our curriculum is designed to ensure that higher attainers are challenged through deepening questions and being given the opportunities for more detailed reasoning.

Whilst following the National Curriculum, we have chosen topics according to the following criteria and made our Geography curriculum unique to Curzon:

### Topics chosen to fit with the school's local context

We aim to teach our pupils to appreciate the local area of the school and the region. We aim that our pupils will want to care for and sustain the local area. Year 6 study the local area and specifically focus upon fair trade. Year 4 enrich their learning through a field study visit to the River Misbourne. Year 3 learn about the forests and compare Penn Woods to the rainforest. Year 5 build on their understanding about settlements and study the growth of the city of London as well as its current significance in finance and culture. KS1 focus upon the local area and contrast this with a study of the seaside.

### Topics chosen to give pupils an appreciation of different localities

The seaside in Britain is chosen as a contrasting locality as Curzon is geographically far from the seaside. Pupil voice showed that many of our pupils had not been to the seaside. Kenya is chosen as our contrasting country as this is where our linked school in Kirongo is. Pupils enjoy writing letters to the pupils at Rainbow school in Kirongo and comparing life in Africa to life here. An emphasis is placed on a balanced view of African life showing the pupils how happy the Kenyan pupils are despite not having the same amount of material goods as we have.

### **Topics are chosen to provide strong cross curricular links**

We emphasise cross-curricular links between Geography and other subjects as we aim that pupils retain their substantive knowledge by applying it in more than one curriculum area. Year 4 mountains unit, with reference to Pompeii, provides a good link to Romans in History. Rivers and coasts link well to the water cycle in science, also taught in Year 4. As trade and economics is a tricky topic, it is placed in Year 6 where it links in well to money in PSHE, house captain sales and Year 6 pupil leadership.

Since 2018, the school has created strong links with English and merged some lessons in both subjects, resulting in better quality writing and opportunities to reinforce and express an increased geographical knowledge.

DT is interwoven in our humanities curriculum as we acknowledge the impact that technology has had upon our world. Year 3 create rain forest dioramas. D&T links are reinforced in Year 6 where pupils create fair trade food bars and in Year 5 where pupils create a bridge based on one of the bridges in London. Year 3 learn how the naturally occurring papyrus, growing on the banks of the river Nile was used to create paper for the Ancient Egyptians. They also investigate the importance of the shaduf in the irrigation process in Egypt and how that impacted farming.

### **Topics which provoke thought**

Year 3 study the Rainforest and learn why it is important and why it is being destroyed. Year 4 learn about coastal erosion and the importance of protecting water ways from pollution. Year 5 learn about the reasons for, and impact of, population changes in London. Year 6 learn about economics and study Fair Trade.

These are highlighted in yellow on the grid below.

### **Topics which inspire awe and wonder and are therefore memorable**

Natural disasters (volcanoes, earthquakes, flooding) feature highly as these are appealing and memorable to many pupils.

### **Our Geography curriculum promotes our vision and key values**

Respect- the concept of stewardship and looking after the world

Respect-respecting all people and their lifestyles

*How this links with our school vision: growing in wisdom and understanding of the world and developing an awareness of how actions can have consequences on others. Developing an understanding of stewardship.*

## Humanities topics and links to other subjects

Blue=geography, red= history

Yellow highlights denote topics which provoke thought.

	Autumn	Spring	Summer
KS1 Year A	UK Knowledge Great Fire of London	Florence Nightingale Weather	Neil Armstrong Continents
KS1 Year B	Local Area and Safety George Stephenson and vehicles	Nelson Mandela Kenya	Seaside Homes from the Past
Cross Curric links	DT – focus on how cooking evolved within the different homes from the past: cooking over open fire, cooking range, gas/electric cookers, microwaves	DT/science – making an umbrella/mini shelter	
Year 3	Changes in Britain - Stone Age to Iron Age	Rainforests and UK woodlands (Penn Woods)	Ancient Egypt
Cross curric links	Stone Age Boy How to Wash a Woolly Mammoth Boy with a Bronze Axe Art: chalk cave paintings  Forest School and trip to COAM – DT opportunities to explore Stone Age technologies	The Great Kapok Tree The Shaman's Apprentice Where the Forest meets the Sea (picture book-good for visual inference)  DT – Rainforest diorama with moving parts Art- Rousseau	The Egyptian Cinderella -myth The Time Travelling Cat & the Egyptian Goddess instruction writing  Art - Egyptian masks, hieroglyphics and clay tiles
Year 4	The Roman Empire and its Impact on Britain (& legacy)	Mountains (UK/S America, Europe-relief maps and contours), Volcanoes, Earthquakes	Coast, water cycle, rivers, erosion. River trip-Amersham field centre
Cross curric links	Romulus & Remus Across the Wall DT – Roman road	Escape from Pompeii Firework Maker's Daughter	Art - Hokusai 'The Great Wave' Monet 'Waterlilies'
Year 5	Britain's settlement by Anglo-Saxons & Scots; Viking & Angle-Saxon struggle for	Ancient Greece – life in Ancient Greece and legacy on British culture	London -mapping, rivers, settlement, natural resources

	Kingdom of England (compare Anglo-Saxon crime and punishment to today)		
Cross curric links	Art: Mixed media Viking ships; DT – Anglo-Saxon Museum of replica artefacts	Olympics non-chronological report Art: pots Holiday brochure on holiday to Greece	Coming to England by Floella Benjamin London Eye Project DT – Creating model of a bridge (based on bridges in London)
Year 6	Local Area Geography study & Local history study – link to Victorians through Disraeli/Hughenden	Fair trade (locational knowledge and economic activity) (Fair Trade fortnight is in Feb)	Early Islamic civilization inc. Baghdad c.AD 900 - a non-European society that provides contrasts with British history
Cross curric links	Christmas Carol  Art: William Morris	Cooking; persuasive writing; PSHE and economics  DT – Create fair trade product and packaging  Art: Hand posters, eco artist	RE – history, traditions, spread of Islam; DT/Art - Cooking with spices, create a tagine

## Teaching of geographical knowledge and skills

We have identified four key skill strands and have mapped the development of each of these strands throughout the year groups, identifying what pupils in each year group need to attain in each of the four strands by the end of each academic year.

The four identified skill strands are:

- Geographical enquiry
- Field Work
- Mapping Skills
- Direction and Location

Year group	Geographical enquiry	Field work	Mapping skills	Direction and location
EYFS	Ask simple questions drawing on their experiences and what has been read in class.	Explore their local area.	Use simple maps of local area. Make simple maps and plans	Use locational and directional language (e.g. near and far, left and right) to guide a partner or describe a route.

	Being to answer simple geographical questions e.g. What is it like to live in this place?			
1	Ask simple questions Begin to answer simple geographical questions e.g. What is it like to live in this place?	Use simple observational skills to study geography of the school and local area.	Use simple maps of local area. Make simple maps and plans. Begin to use world maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans.	Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes
2	Ask simple questions Answer geographical questions e.g. What is it like to live in this place?	Use simple observational skills to study geography of the school and key human and physical features of local area.	Draw a simple map following a class key. Use world maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans. Use aerial photographs and plan views to recognize landmarks and basic human and physical features	Use simple compass directions Use locational and directional language from Y1 to describe the location of features and routes on a map.
GDS Stretch and challenge	Show initiative in research	Make connections between what they see and the geographical reasoning behind its location.	Compare maps of different areas	Confidently explains what they see on a map, using a range of geographical language.
3	Begin to ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? Begin to collect and record evidence Recognise that different people hold different views about an issue and begin to understand some reasons why. Analyse evidence, begin to draw conclusions Start to offer explanations for the location for some human and physical features in different localities	Make more detailed fieldwork sketches/diagrams. Use fieldwork instruments e.g. cameras, tape measures.	Make plans and maps using symbols & keys. Locate places on larger scale maps (S American rain forests)	Use the 4 points of a compass to give and follow directions. Use letter/no. co-ordinates to locate features on a map confidently.

4	<p>Ask and respond to geographical questions</p> <p>Offer reasons for some of their judgements</p> <p>Analyse evidence and draw conclusions</p> <p>Start to offer explanations for the location for some human and physical features in different localities.</p> <p>Collect and record evidence with some aid</p>	<p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g. cameras, tape measures.</p>	<p>Explore features/key on OS maps</p> <p>Draw accurate maps with more complex keys</p> <p>Locate places on maps of different scales</p>	<p>Begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>
GDS Stretch and challenge	<p>Recognise that different people hold different views about an issue and begin to understand some reasons why.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Begin to choose the most appropriate instrument for the required fieldwork task and explain their choice.</p>	<p>Compare different types of maps and explain which is most useful for them.</p>	<p>Confidently explains what they see on a map, using a wider range of geographical language.</p>
5	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary &amp; secondary sources</p> <p>Offer reasons for some of their judgements</p> <p>Analyse evidence and draw conclusions</p> <p>Offer explanations for the location for some human and physical features in different localities.</p> <p>Collect and record evidence unaided</p> <p>Recognise why different people hold different views about an issue</p>	<p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Draw accurate maps with more complex keys</p> <p>Locate places on maps of different scales</p> <p>Use OS map symbols</p> <p>Compare maps for different purposes</p> <p>Measure straight line distance on a plan</p>	<p>Begin to use 4-6 figure grid ref to locate places</p> <p>Use 8 compass points</p>
6	<p>Suggest questions for investigating</p> <p>Use primary &amp; secondary sources</p> <p>Offer reasons for their judgements</p>	<p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with</p>	<p>Draw accurate maps with more complex keys</p>	<p>Use 4-6 figure grid ref to locate places</p> <p>Use 8 compass points confidently</p>

	Analyse evidence and draw plausible conclusions Collect and record evidence unaided	increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies	Locate & describe features of places on maps of different scales Use OS map symbols Compare maps for different purposes Use a scale to measure distance	
GDS Stretch and challenge	Recognise why different people hold different views about an issue. GDS analyse evidence and draw detailed conclusions, applying vocabulary taught in the correct context.	Independently choose the most appropriate instrument for the required fieldwork task and justify their choice.	Independently choose a map appropriate to the enquiry and justify choice. Explain how the scale is important in showing the level of detail on a map.	Confidently explains what they see on a map, correctly using a wide range of geographical language. Can clearly explain the location of a place using grid references, compass points and distances to their peers.

## Our Implementation

### Organisation of topics

In EYFS pupils have discrete Geography sessions each week. Geography is also included in continuous provision. For example, learning about African animals as part of a unit on Handa's Surprise.

KS1 is on a 2-year rolling programme. A different unit is studied each half term.

In KS2 our approach is fewer topics but in more depth. Each year group in KS2 either has 2 terms of History and 1 term of Geography or 1 term of History and 2 terms of Geography. This fits with our work on cognitive load.

Where appropriate, units start from the pupil and work outwards to develop a sense of place within our world e.g. the seaside unit in KS1 starts with a recap of where Penn Street is within the UK and moves out to look at seaside locations and seaside features.

### Progression of knowledge and skills in Geography

We have mapped out the substantive knowledge for Geography and the skills needed to be a Geographer. Pupils will need to be explicitly taught these skills within the context of the units to build up their disciplinary knowledge of how we gain substantive knowledge of Geography.

**EYFS Geography is taught mainly through continuous provision covering the following key skills and following the same broad units as KS1:**

## Our World?

Talk about the world in which we live and the natural and man-made features which surround us.

Know about and be able to explain similarities and differences, drawing on their experiences and what has been read in class.

Understand their world and events encountered in books read in class and storytelling.

Our EYFS geography curriculum also provides rich opportunities for pupils to develop skills in other areas e.g. listening and attention; speaking (including using past and present tenses); self-regulation (working with others and turn taking); managing self (confidence, self-resilience and perseverance); Literacy and maths skills (especially understanding what is read to them and developing subject specific vocabulary).

**KS1 is on a 2-year rolling programme with differentiated outcomes and skills.**

### YEAR A

Autumn	Spring	Summer	Skills
<p><b>UK Knowledge</b>  <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes use simple compass directions</i>            Identify locations within the school, then Penn Street.            Identify the differences between the town and the countryside, identifying landmarks. (Town mouse/country mouse story)            Recognise landmarks and basic human and physical features using plans and photos            Identify places within the UK and their capital cities.            Research London.</p> <p>EYFS:</p>	<p><b>Weather</b>  <i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>            Weather observations            Different types of weather            How weather affects our lives            Seasons            Weather forecasts            Dangerous weather            World climates            Arctic</p> <p>EYFS: <i>Opportunities to discuss the natural world around us and make observations. Observe and interact with changes in the outdoor environment.</i></p>	<p><b>Continents</b>  <i>name and locate the world's seven continents and five oceans</i>            Use maps for the local area &amp; atlases for a world view.            Research different continents.            Plan a journey around the world            Revise climate zones <b>(builds on weather unit.</b></p> <p>EYFS: <i>Recognise some similarities and differences between life in this country and life in other countries.</i></p>	<p><b>YEAR 1</b>  <b>Geographical enquiry</b>            Ask simple questions            Begin to answer geographical questions e.g. What is it like to live in this place?  <b>Field work</b>            Use simple observational skills to study geography of the school and local area  <b>Mapping skills</b>            Use simple maps of local area.            Make simple maps and plans  <b>Direction/location</b>            Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes</p> <p><b>YEAR 2</b>  <b>Geographical enquiry</b>            Ask simple questions            Answer geographical questions e.g. What is it like to live in this place?  <b>Field work</b>            Use simple observational skills to</p>



<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>			<p>study geography of the school and key human and physical features of local area</p> <p><b>Mapping skills</b></p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</p> <p>Use aerial photographs and plan views to recognise landmarks and basic human and physical features</p> <p>Draw a simple map following a class key</p> <p><b>Direction/location</b></p> <p>Use simple compass directions</p> <p>Use locational and directional language from Y1 to describe the location of features and routes on a map</p>
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**YEAR B**

Autumn	Spring	Summer	Skills
<p><b>Local area and safety</b>  <i>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.</i></p> <p>Map of classroom            Maps of local area            Compass directions            Being safe in local area (road safety)            City/countryside            Local area fieldtrip</p> <p>EYFS: Look at simple maps.            Become familiar with the local area – local area walk</p>	<p><b>Kenya</b>  <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p> <p>Where is Kirongo            Weather in Kirongo            Animals found in Kenya- compare to UK            Homes in Kenya            People of Massai-compare to our lives</p> <p><i>EYFS: Draw on information through the use of books, images, videos and to identify other countries comparing and contrasting them in talk or simple drawings.</i></p>	<p><b>Seaside</b>  <i>use basic geographical vocabulary to refer to:</i></p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Recap location of Penn Street on UK map            Location of seaside            Classification of man-made and natural objects            Key features of seaside (physical Geog vocab)            Focus on St Ives (human Geog vocab)            How seaside have changed over time            Islands</p> <p><i>EYFS: Ruislip lido trip</i></p>	<p><b>YEAR 1</b>  <b>Geographical enquiry</b></p> <p>Ask simple questions            Being to answer simple geographical questions e.g. What is it like to live in this place?</p> <p><b>Field work</b></p> <p>Use simple observational skills to study geography of the school and local area</p> <p><b>Mapping skills</b></p> <p>Use simple maps of local area.            Make simple maps and plans</p> <p><b>Direction/location</b></p> <p>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes</p> <p><b>YEAR 2</b>  <b>Geographical enquiry</b></p> <p>Ask simple questions            Answer geographical questions e.g. What is it like to live in this place?</p> <p><b>Field work</b></p> <p>Use simple observational skills to</p>

		<p><i>Explore the natural world around them and use vocabulary to describe this. Rocks, water, sea, land.</i></p>	<p>study geography of the school and key human and physical features of local area</p> <p><b>Mapping skills</b></p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</p> <p>Use aerial photographs and plan views to recognize landmarks and basic human and physical features</p> <p>Draw a simple map following a class key</p> <p><b>Direction/location</b></p> <p>Use simple compass directions</p> <p>Use locational and directional language from Y1 to describe the location of features and routes on a map</p>
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**Year 3**

Autumn	Spring	Summer	Skills
	<p><b><i>Rainforests and Penn Woods</i></b> <b>(builds on KS1 local area)</b></p> <p>Location of rainforests Layers- compare to Penn Woods Creatures that live in the rainforest- compare to Penn Woods People of the rainforest How rain forests are being destroyed of the Rainforests Explore ways of protecting the rainforest Create a rainforest diorama for a younger pupil (DT)</p> <p>Locating countries of S America, equator, northern and southern hemisphere.</p>		<p><b>Geographical enquiry</b></p> <p>Begin to ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? Begin to collect and record evidence Recognise that different people hold different views about an issue and begin to understand some reasons why. Analyse evidence, begin to draw concl Start to offer explanations for the location for some human and physical features in different localities</p> <p><b>Field work</b></p> <p>Make more detailed fieldwork sketches/diagrams. Use fieldwork instruments e.g. cameras.</p> <p><b>Mapping skills</b></p> <p>Make plans and maps using symbols &amp; keys. Locate places on larger scale maps (S American rain forests)</p> <p><b>Direction/location</b></p> <p>Use the 4 points of a compass to give and follow directions.</p>

			Use letter/no. co-ordinates to locate features on a map confidently.
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#### Year 4

Autumn	Spring	Summer	Skills
	<p><b>Mountains</b></p> <p>Mountains in the UK (start with the Chilterns)</p> <p>Features of mountains</p> <p>Habitats</p> <p>How mountains are formed</p> <p>Tectonic plates</p> <p>Types of mountains</p> <p>Earthquakes</p> <p>Volcanoes and where they are found</p> <p>Longitude and latitude-Ring of Fire</p> <p>Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Equator and the Ring of Fire</p>	<p><b>Coast, water cycle, rivers, erosion</b></p> <p><i>(Builds on KS1 seaside)</i></p> <p>Features of coastal areas</p> <p>How coasts are formed</p> <p>Tides and beaches</p> <p>Water cycle</p> <p>Journey of a river</p> <p>Estuaries and deltas <i>(link to Ancient Egypt)</i></p> <p>Field work</p>	<p><b>Geographical enquiry</b></p> <p>Ask and respond to geographical questions</p> <p>Offer reasons for some of their judgements</p> <p>Analyse evidence and draw conclusions</p> <p>Start to offer explanations for the location for some human and physical features in different localities.</p> <p>Collect and record evidence with some aid</p> <p>Recognise that different people hold different views about an issue and begin to understand some reasons why.</p> <p><b>Field work</b></p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g. cameras.</p> <p><b>Mapping skills</b></p> <p>Explore features/key on OS maps</p> <p>Draw accurate maps with more complex keys</p> <p>Locate places on maps of different scales</p> <p><b>Direction/location</b></p> <p>Begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>

#### Year 5

Autumn	Spring	Summer	Skills
<p>Through Science:</p> <p>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Through Literacy</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a European country - Holiday Brochure Literacy.</p>	<p><b>London -mapping, rivers, settlement, natural resources-summer</b></p> <p><i>(builds on Year 4 rivers)</i></p> <p>Prior knowledge and where is London in the world? (identifying position of Penn Street to west of London)</p>	<p><b>Geographical enquiry</b></p> <p>Begin to suggest questions for investigating</p> <p>Begin to use primary &amp; secondary sources</p> <p>Offer reasons for some of their judgements</p> <p>Analyse evidence and draw conclusions</p>

<p>Through History  Locate the world's countries, using maps  – Trade routes used by Anglo-Saxons</p> <p>Through Literacy  Route used by The Boy at the Back of the Class from Iran to the UK</p>		<p>River Thames – How was it formed and what is its significance  Why is London important today? Human Geography - current significance  Who founded London – sources &amp; records: Roman Briton, Anglo-Saxon England, Medieval England, 1666, Victorian London, Modern London (<a href="#">links to previous history topics</a>)  How and why has the population of London changed?  Parliament</p> <p>Grid Map of Central London and Greater London – noting famous landmarks  Tube maps – node map  Maps over time showing the City of London in Roman, Medieval, Stuart (after Great Fire), Victorian, Post WW2 and 2021 (this will link into the Y6 focus on Victorian England and their local history study of Penn Street in Victorian England) – i.e. why did London expand so rapidly in Victorian times?  Maps showing the river Thames from source to estuary.  6 figure grid refs</p>	<p>Offer explanations for the location for some human and physical features in different localities.  Collect and record evidence unaided  Recognise why different people hold different views about an issue</p> <p><b>Field work</b>  Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b>Mapping skills</b>  Draw accurate maps with more complex keys  Locate places on maps of different scales  Use OS map symbols  Compare maps for different purposes  Measure straight line distance on a plan</p> <p><b>Direction/location</b>  Begin to use 4-6 figure grid ref to locate places  Use 8 compass points</p>
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Year 6

Autumn	Spring	Summer	Skills
<p><b>Local Geography (joint topic with History)</b>  <i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p> <p>Explore why there is a settlement at Penn Street and deduce how it was suitable for people to live at.            Mapping skills (including 8 points of compass and grid refs)            Fieldwork</p> <p>City V countryside            Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – City versus countryside in local history unit.</p>	<p><b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></p> <p>What is trading ( <a href="#">link to map work</a>)            Import/ export            UK and trading partners            El Salvador – zoom in to one of our trading partners – what is life like there?            Compare to UK            Global supply chain – Further describe the link from El Salvador to UK, look at other countries – origins of the things we buy            Fair Trade – timing links with Fair Trade fortnight            Design and Technology link – now the pupils have researched Geographical aspects of trade and economics and supply chains, can they understand the role of Fair Trade on the market place?            Locate the world’s countries, using maps – Fair Trade &amp; Silk Road</p>		<p><b>Geographical enquiry</b>            Suggest questions for investigating            Use primary &amp; secondary sources            Offer reasons for their judgements            Analyse evidence and draw plausible conclusions            Collect and record evidence unaided            Recognise why different people hold different views about an issue</p> <p><b>Field work</b>            Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b>Mapping skills</b>            Draw accurate maps with more complex keys            Locate &amp; describe features of places on maps of different scales            Use OS map symbols            Compare maps for different purposes            Use a scale to measure distance</p> <p><b>Direction/location</b>            Use 4 -6 figure grid ref to locate places            Use 8 compass points confidently</p>

Green highlights denote cross curricular links.

Each unit starts with a mind map (Ks1) /vocabulary grid (KS2) allowing pupils to demonstrate what they already know. These initial tasks are revisited during each unit by the pupils who add their new knowledge to them. The completed mind maps/vocabulary grids and are evidence of progress in knowledge through a unit. Year 5 and 6 complete an end of unit assessment task as well showing that they can apply the vocabulary and knowledge learnt.

## How we teach Geography

We teach a skills based approach to geography, encouraging pupils to use primary and secondary sources to draw conclusions, ask questions, make links and comparisons. Pupils are encouraged to think of themselves as citizens of the world and to develop a sense of responsibility for the part they play environmentally.

Each unit starts with a mind map (KS1) /vocabulary grid (KS2) allowing pupils to demonstrate what they already know. These initial tasks are revisited during each unit by the pupils who add their new knowledge to them. The completed mind maps/vocabulary grids and are evidence of progress in knowledge through a unit. Year 5 and 6 complete an end of unit assessment task as well showing that they can apply the vocabulary and knowledge learnt.

In line with Rosenshine, teachers plan to start lessons with a recall of prior learning and use quick, low stake quizzes. Lessons have clear objectives and cover core learning without overloading pupil's cognition. Key facts and words are often chanted.

We sometimes choose questions as learning objectives so that the pupils have a more explorative approach to new content and can evaluate the impact of new concepts, and ideas, rather than being passively told about them.

Although we understand the importance of teaching writing through cross curricular subjects, we also provide opportunities for pupils to show their learning in different ways which supports many of our SEND learners. For example, Year 4 create a 3D model of a river. Lessons in all year groups include activities such as diamond nine, conscience alley and role play which develop our pupils' higher order thinking skills.

### Assessment

Assessment of pupils' learning in Geography is an ongoing monitoring of pupils' understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform support and challenge for each pupil. Teachers use quick fire formative assessment activities in lessons to check retention of knowledge, such as true/false, thumbs up/down and low stakes quizzes.

Teachers use the mind maps/vocabulary grids/ Year 5, 6 end of unit assessments and tasks carried out during the unit to summatively assess pupils' learning. This is recorded on Bromcom and analysed by the subject leader.

### Impact

The Impact and measure of this is to ensure that pupils are equipped with geographical enquiry skills, knowledge and concepts which will enable them to be reflective learners ready for the curriculum at KS3. Outcomes in our Humanities and literacy books evidence a broad and balanced curriculum, an extensive bank of knowledge and the development of key geographical skills. Our monitoring shows that pupils can talk in detail about their topics, with even the youngest pupils explaining articulately some concept of how humans impact the world around them and showing respect for life in Kirongo. Pupils review their mind maps/vocabulary grids during units and are actively encouraged to reflect on the knowledge and skills they are learning. End of term assessments show that pupils' attainment in geography is at least in line with attainment in core subjects in all year groups. Some SEND pupils who struggle with writing, attain better in geography than in English.

By the end of their time at Curzon, we want our pupils to understand and feel impassioned about some of the environmental issues facing our world today so they are equipped for KS3 and their future lives.

