Southbroom St James Academy

Southbroom St James Academy - Geography Intent

What is Geography?

Our geography curriculum will enable our children to develop excellent knowledge of where places are and what they are like. Developing an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. Children will develop confidence in geographical enquiry and the ability to use their questioning skills and effective analytical and presentational techniques. Across the Key Stage they will continually develop and frequently utilise fieldwork and other geographical skills and techniques, in turn developing an extensive base of geographical knowledge and vocabulary.

How will the curriculum be delivered? The implementation.

As per our teaching and learning policy, the approach taken with all subjects is to ensure that memory is strengthened at all opportunities. As Kirschner, Sweller and Clarke (2006) stated: "Learning is a change in the long-term memory. If nothing has been changed in the long-term memory, then nothing has been learned."

In geography, lessons and teaching follows a mastery approach as shown below. We work on the principle that all learners, with effort and excellent teaching, will meet expectations. Where possible and appropriate, links are made between geographical learning and our wider curriculum themes and Christian values, encouraging deeper thinking and reflection. Our drivers – critical thinking, communication and challenge – are woven through this approach.

The exact knowledge to be learnt is set out for staff in detailed medium-term plans and for children via a knowledge organiser. This gives children a platform from which to orally rehearse prior learning and link to new knowledge. It also serves as means of self- and peer-quizzing to help ensure knowledge becomes embedded in long-term memory.

Curriculum Review (Impact):

The exact knowledge to be learnt is set out for staff in detailed medium-term plans and for children via a knowledge organiser. Throughout their learning journey, children summarise their learning in their own 'book of knowledge' by creating their own knowledge organiser. This gives children a platform from which to orally rehearse prior learning and link to new knowledge. It also serves as means of self- and peer-quizzing to help ensure knowledge becomes embedded in long-term memory.

Concepts in Geography

Geographers seek to understand the distinctive features or characteristics of the places that make up the world. When investigating the nature of places their thinking is developed by a number of **big organising ideas and generalisations known as concepts**. These concepts form a unique framework of enquiry and shape the questions that geographers ask about places.

Teaching Enquiries

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 3/4 A	**Place and Locational** How and why is my local area changing?		**Place and Locational** Why do so many people in the world live in megacities?		**Human and Physical** Why do some Earthquakes cause more damage than others?	
Year 3/4 B	**Human and Physical** How can we live more sustainably?		**Place and Locational** What is the sunshine state really like?		**Human and Physical** Why are jungles so wet and deserts so dry?	
Year 5/6 A	**Human and Physical** Why is Fair Trade fair?		**Human and Physical** How do volcanoes affect the lives of people on Hiemaey?		**Human and Physical** Why are mountains so important?	
Year 5/6 B	**Human and Physical** What is a river?		**Human and Physical** How is climate change affecting the world?		**Human and Physical** Who are Britain's National Parks for?	

Key Concepts

Key Concepts help the substantive knowledge in the subject to be organised and support the learner to make links in their understanding. They support the narrative of the discipline. The key concepts identify the content or focus areas of study at different places such as weather, climate, biome, ocean, city, resources etc.

	Place and Locational Knowledge		**Human and Physical Geographical Knowledge**		
	UK	**The World**	**Climate**	**Natural Features**	**Human Features**
Lower KS2	Counties, rivers, and major cities	European Countries N and S American countries Longitude and Latitude	Weather and Climate	Earthquakes	Settlements and Urbanisation Sustainability
Upper KS2	Major physical and human features	European Countries and Regions Tropics	Climate Change	Volcanoes Rivers Mountains	Trade

Second Order Concepts – shape the enquiry

Second order concepts define the questions that drive the investigations Geographers carry out. They can all be applied across the entire subject, and everyone is interconnected. The second order concepts used to share our enquiries are:

← **Geographical Fieldwork Skills** →				
Location The precise site, position, or situation of a place.	**Scale and Connection** How the physical and human elements of a place interact and the degree to which what happens in once place impacts positively or negatively on what happens in another at different scales: locally, nationally, internationally, and globally.	**Patterns and Processes** The pattern or arrangement of the physical (mostly natural) and human features of a place. The natural events and human actions that bring about change.	**Sustainability** The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.	**Diversity** The variety and distinctiveness of the physical and cultural composition of the society of a place.

Disciplinary knowledge: knowing how geographers establish knowledge through Geographical enquiry

Outcome	Exemplification	
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g., the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.	**Lower KS2**
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g., why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.	
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective e.g., the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.	
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g., why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.	
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g., an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.	
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g., which of the many medical advances of the 19th century was most significant and why or what should be done to reduce virtual water use by people in the UK.	
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g., awareness that the process or river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.	**Upper KS2**
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g., the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.	

Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g., how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?	
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g., that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.	

Progression in Substantive Knowledge in Geography

Second Tier Concepts	End of Lower KS2	End of KS2
Locational Knowledge		
Location	**UK and Local Area**	
The precise site, position, or situation of a place. **Scale and Connection** How the physical and human elements of a place interact and the degree to which what happens in once place impacts positively or negatively on what happens in another at different scales: locally, nationally, internationally, and globally.	• I locate major cities in the UK on a map • I locate major UK rivers on a map • I locate and describe where in the UK I live • I can name nearby counties to Wiltshire • I can name and locate on a map: the southwest, including local landmarks, Stonehenge, Avebury, Silbury Hill, Cherhill Monument, Roundway Hill, Devizes Castle, Kennet and Avon Canal, Salisbury Cathedral, Old Sarum, Devizes White Horse	• I locate and describe several physical environments in the UK, e.g., coastal and mountain environments, and how they change. • I locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. • I recognise broad land-use patterns of the UK. • I name and locate famous hills and mountains

	The World and Continents	
	• I locate countries in Europe • I locate countries in North and South America • Use the words continent, country, state, and city correctly to describe the scale of a location. • I can identify the lines of latitude on a world map. • I can name and locate the position of the prime / Greenwich meridian on a world map.	• I identify regions/areas of a European Country or North/South America • I begin to identify the countries and capital cities of Europe and the USA • I describe key physical and human characteristics and environmental regions of Europe and North and South America. • I locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude, and longitude, and relate this to their time zone, climate, seasons and vegetation.
Place Knowledge		
Diversity The variety and distinctiveness of the physical and cultural composition of the society of a place.	• I recognise physical and human features of a range of environments (volcanoes, earthquake zones, rivers, climate zone and biomes) • I explain how natural disasters cause environmental change • I explain how land use and development can cause/prevent flooding • I explain how different organisations help conserve water • I understand the impact of deforestation on the rainforest	• I explain and give reasons for how a region has changed and how it is different from another region of the UK. • I describe a region of Europe and North or South America, its physical environment and climate, and economic activity. • I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.

	• I explain how different organisations work to protect rainforests • I recognise how settlement can change how land is used	• I can explain how human activity is influenced by climate and weather. • I can name some hazards from physical environments, such as avalanches in mountain regions.

Second Tier Concepts	End of Lower KS2	End of KS2
Human and Physical Geography		
Patterns and Processes The pattern or arrangement of the physical (mostly natural) and human features of a place. The natural events and human actions that bring about change. **Sustainability** The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.	**Physical Themes** • I can find tropical, temperate, and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. • I use simple geographical vocabulary to describe significant physical features (rivers, hills, cities, towns etc.) • I explain how a place has changed and suggest how it might change in the future • I can describe the water cycle in sequence, using appropriate vocabulary.	• I can describe how climate and vegetation are connected in biomes, e.g., the tropical rainforest and the desert. • I study how changes in the environment can affect the weather and climate • I study how food production is influenced by climate. • I can describe the key physical processes and the resulting landscape features of mountains, volcanoes, and rivers.

	Human Themes	
	• I identify and sequence a range of settlement sizes from a village to a city. • I describe the characteristics of settlements with different functions, e.g., coastal towns. • I use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas. • I understand the potential impact that a range of factors can have on quality of life. • Develop the understanding of key concepts such as climate, economic activity, environmental management, government influence and sustainability and make judgements about the interaction between people and the environment, e.g., through the study of leisure and tourism.	• I compare and give reasons for the economy of a place in Europe or North/South America • I explain the choices for a settlement • Know and understand what life is like in cities and in villages and in a range of settlement sizes. • Describe some of the effects of global warming, greenhouse gas emissions, climate change • Develop understanding of the interconnectedness and interdependence of the world in which we live. • Understand what international trade entails – manufacture, buying and selling of goods and services, imports and exports, fair trade.

Second Tier Concepts	End of Lower KS2	End of KS2
Geographical Skills and Fieldwork		
Geographical Fieldwork Skills	• I identify what a place is like? What and who will I see in this place? Why are these people here and what are they doing? • I find out about places and the features of those places by either going to that place or looking at information sources • I use sentences, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places • I describe different points of view on an environmental issue affecting a locality • I use vocabulary related to human and physical features • I make detailed field sketches and digital images • I use atlases, maps and globes and identify the equator, hemispheres, and Tropics to research a location • I use aerial photos and a range of other sources to observe features • I draw a plan or map using 4 figure grid references, keys and symbols and begin to recognise scale • I use Google Earth to identify local features	• I identify which physical and human features a place has. I use geographical vocabulary to give reasons for this • I map land use of a location and devise my own criteria e.g., leisure, retail, residential • I use atlases, maps, globes, and aerial photographs to competently research a location • I collect statistics about people and places and choose the most appropriate way to present them • I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue with supporting reasons • I confidently use geographical vocabulary in different contexts • I make detailed sketches and digital images, making careful measurement of patterns • I identify the position and explain the significance of latitude, longitude, equator, hemisphere, and the Tropics • I use aerial photographs and a range of sources to identify patterns e.g., settlements

	• I discuss and present opinions about environmental issues using a range of evidence	• I look at and make detailed maps including keys, 4 and 6 figure grid references and scale • I use Google Earth to identify man-made and natural physical features • I use knowledge of time zones to work out journey times around the world

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within geography teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

	Place and Locational Knowledge		**Human and Physical Geographical Knowledge**		
	UK	**The World**	**Climate**	**Natural Features**	**Human Features**
Year 3/4 A	Salisbury, Birmingham, Liverpool, Glasgow, North, South, East, West,	Pacific ring of fire, Northern Hemisphere,, Southern Hemisphere, Equator, Gulf, Counties of Americans locations,	Pollution, sustainable,	Ocean, country, hazard, region, continent, volcano, mantle, tsunami, earthquake, epicentre, core, magma, crust, fissure, tectonic plate, fault, cone	Development, rural, city, urban, inhabitants, density, congestion, employment, favela, capital city, attraction, leisure, tourism, trade, migration, public service, transport, agriculture, conservation, industry

Year 3/4 B	altitude	Everglades, Rockies,	seasons, temperate, renewable resources, fossil fuels, drought, weather, subtropical, biome, desert, jungles	Peninsula, ecosystem, subtropical, fold mountain, hurricane, habitat, flora, fauna, landscape, rainforest, topography, View point	Economic activity, recreation, tourism, amenity, national park, state, renewable resources, relief, management, shanty
Year 5/6 A	Bristol, Devizes, Wiltshire,	Mid Atlantic Ridge, continents	Precipitation, tropical, polar	Archipelago, Glacier, Eruption, Geothermal, igneous, sedimentary, metamorphic, valley, fossil, strata, range, tidal surge, wildfire, reservoir, monsoon, depression	Emission, carbon footprint, manufacturer, international, import, export, producer, domestic, retailer, verified, processing, raw material, guaranteed, co-operative, consumer, ethical ,
Year 5/6 B	longitude, latitude, grid reference, scale	equator	Carbon footprint, desertification, tidal surge, conservation, mitigation, climatic	Lowland, upland, vegetation, Estuary, River, source, mouth, tributary, course, channel, confluence, meander,	Human, land use, industrial regions, remote, cultural heritage, inclusive, accessible, physical, urbanisation, Port, financial, commercial,

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class.

'The study of geography is about more than just memorising places on a map.
It is about understanding the complexity of our world, appreciating the diversity of cultures
that exist across continents. And in the end, it's about using all that knowledge to help bridge divides
and bring people together.'
-Barack Obama-