



All Saints Church of England Primary School
Wigston Magna

Subject Leadership



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Geography



Contents

Intent	Vision and aims
	National Curriculum coverage and Rationale
	Curriculum Overview- PKC
	National Curriculum Coverage
Implementation	Depth, breadth, balance and inclusion
	Assessment
	Provision and purpose
Additional information	Supporting your child - Websites

Intent

Vision and Aims:

At All Saints Primary School, we aim to recognise the importance of geography in shaping children's curiosity of the natural world, as well as, to build pupils' knowledge and understanding of our planet and its population. Through our carefully designed curriculum, we introduce pupils to the diverse places, people, and resources that coexist within Earth's natural and human environments. We explore key physical and human processes whilst deepening children's understanding of the interaction between them and how the Earth's features are shaped, interconnected and change over time.

In conjunction with the aims of the National Curriculum, our geography teaching offers opportunities for children to:

- Develop their contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Develop their geographical skills needed to: collect and analyse a range of data, interpret a range of sources of geographical information, including maps and diagrams and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At All Saints Church of England Primary School, we commit ourselves to providing quality first teaching in geography and creating a love of learning for this subject. We believe in subject based lessons where pupils can become immersed, articulate and have a passion for subject based learning. For this reason, we have chosen to use the Primary Knowledge Curriculum (PKC) to ensure that our provision is a *'carefully sequenced, knowledge-rich curriculum, which aims to inspire pupils, promote excellent outcomes for all and overcome inequality of opportunity.'*

National Curriculum Coverage and Rationale:

The PKC Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will discover explorers such as Ibn Battuta, Roald Amundsen and Captain James Cook. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year. In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Year 5 children will study a further unit on local geography where they undertake fieldwork to observe, record and present the human and physical features in the local area, focussing on an issue that the local area faces. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about the world.

Every year children will study at least one unit of British geography. As with the rest of the geography curriculum, children's knowledge and understanding of British geography builds incrementally from year to year. Beginning with general understanding of the countries of the UK, children then study units that focus more closely on areas of the UK including the South West, the South East, Yorkshire and Humberside, the Midlands and Northern Ireland. When studying these areas, children look at the defining physical and human characteristics of the regions, key topographical features such as hills, mountains, coasts and rivers, how the landscapes and environments have formed over time and how they are used today. In years two, three and four, children will study units of European geography that introduce regions of Europe, climate, trade, industry, landmarks, physical features and contrasting environments. Children will interpret a range of geographical information including maps, diagrams and climate graphs. Comparisons will be made between places in Europe and the local area. Areas studied

include Mediterranean Europe, Eastern Europe and Western Europe. Studying Europe in detail will not only help children to understand the people, places and environment in the regions, but will provide foundational knowledge for their studies in other subject areas, for example their studies of the Vikings in History. Alongside their study of the UK and Europe, children will extend their knowledge beyond these regions to study world geography. When studying world geography, children will focus on places such as North and South America, Asia, Africa, Australia, New Zealand and the South Pacific Islands. Applying their knowledge and understanding of the globe, latitude, longitude, the hemispheres and time zones, children will describe and understand physical geography of countries and continents including biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. They will consider a range of human geographical features such as settlements, land use, trade links and natural resources. At the end of the curriculum, in the summer term of Year 6, children will study globalisation, a unit that requires children to apply knowledge from the geography curriculum they have studied throughout their primary education. Children will use data from around the world, including from Geographical Information Systems, to understand social, economic and political globalisation. Children will have many opportunities to reflect upon the advantages and challenges globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world.

Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.



Please see long term mapping for the placement and coverage of units

Year 1	Spatial Sense		The UK		Seven Continents	
	<ol style="list-style-type: none">1. Aerial Views2. Maps3. Location4. Compass Points5. Drawing maps		<ol style="list-style-type: none">1. The four countries in the United Kingdom2. Scotland3. Wales4. Northern Ireland5. England		<ol style="list-style-type: none">1. Europe2. Antarctica3. Africa4. Asia5. North and South America6. Australia	
Year 2	Spatial Sense		The British Isles		Northern Europe	
	<ol style="list-style-type: none">1. My School Site2. Drawing a map of my school3. Maps of the local area4. Using maps to plan a route5. Identifying locations on a globe or world map, the equator		<ol style="list-style-type: none">1. The British Isles and England2. Scotland3. Wales4. Ireland5. Comparison with Cape Town		<ol style="list-style-type: none">1. Countries in Northern Europe.2. Human and physical features of Northern Europe.3. Climate in Northern Europe.4. Animals found in Northern Europe.5. Roald Amundsen	
Year 3	Spatial Sense	Settlements	Rivers	UK Geography: The SouthWest	Western Europe	Asia- China and India
	<ol style="list-style-type: none">1. Maps, compasses and symbols2. Four and Six Figure Grid3. Fieldwork- The Local Area4. A contrasting locality- San Francisco (Human Geography)5. A contrasting locality- San Francisco (Physical Geography)	<ol style="list-style-type: none">1. Settlements2. Types of Settlements3. Urban, Rural and Suburban areas4. Population Density5. Sites and Situations of Local Settlements	<ol style="list-style-type: none">1. What is a river?2. Rivers of Europe3. Rivers of Africa4. Rivers of Asia5. Rivers of Australia, South America and North America	<ol style="list-style-type: none">1. Introduction to the South West2. Coastal areas and erosion3. Landmarks and tourism4. Agriculture and climate5. Change over time	<ol style="list-style-type: none">1. Countries and Settlements in Western Europe2. Climate of Western Europe3. Trade in Western Europe4. France5. A comparison of London and Paris	<ol style="list-style-type: none">1. Locating India and China2. Human and Physical Geography of India3. Rivers of India4. Human and Physical Geography of China5. The Great Wall of China

Year 4	Spatial Sense <ol style="list-style-type: none"> Globes and the Tropics Scale Grid References Our Local Area Our Local Area-Changes over Time 	Mediterranean Europe <ol style="list-style-type: none"> Key Places in Europe Climate of Mediterranean Europe Food and Farming Landscape Settlements 	Eastern Europe <ol style="list-style-type: none"> Key Places in Eastern Europe Climate of Eastern Europe Physical Features of Eastern Europe Compare and contrast physical features: UK and Russia Compare and contrast human features: UK and Russia 	UK Geography: Northern Ireland <ol style="list-style-type: none"> An Introduction to Northern Ireland Visiting Northern Ireland Northern Ireland, the Republic of Ireland and the partition The Giant's Causeway The Marble Arch Caves 	UK Geography: London and the South East <ol style="list-style-type: none"> Introduction to the South East London Canterbury Brighton Dover 	Asia - Japan <ol style="list-style-type: none"> Location of Japan Weather and Climate in Japan Physical features of Japan Architecture in Japan (Human Features) Feudal Japan
Year 5	Spatial Sense <ol style="list-style-type: none"> Maps: dividing the world into sections. Eastern and Western hemispheres Maps: using co-ordinates to locate places. Maps: drawn to different scales. Relief maps 	Mountains <ol style="list-style-type: none"> Mountains The Alps The High Peaks of the Himalayas American Mountains African Mountains 	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside <ol style="list-style-type: none"> East Anglia – Physical Geography East Anglia-Land Use The Midlands – Settlements Yorkshire and Humberside – Physical Geography Yorkshire and Humberside – Human Geography 	Australia <ol style="list-style-type: none"> Australia- location and physical geography The history of Australia Settlements Climate Biodiversity 	New Zealand and the South Pacific <ol style="list-style-type: none"> New Zealand and the South Pacific- location and physical geography The history of New Zealand- The Maori Earthquakes Climate, Biomes and Animals South Pacific Islands 	Local Study <ol style="list-style-type: none"> Geography of the local area Sketch Maps (Fieldwork) Local Issues Data Collection (Fieldwork) Graphing data
Year 6	Spatial Sense <ol style="list-style-type: none"> Latitude and Longitude The Arctic and Antarctic Circles Time Zones Map Projection Maps of the World 	British Geographical Issues <ol style="list-style-type: none"> Air Pollution Climate Change Waste Litter Local context 	North America <ol style="list-style-type: none"> The Countries of North America Environmental Regions of North America Rivers in North America Cities in North America Comparison of The UK and a region of North America 	South America <ol style="list-style-type: none"> An introduction to South America Past civilisations and empires The Andes Mountains and the Atacama Desert Brazil (Agriculture and Industry) The Amazon Rainforest 	Africa <ol style="list-style-type: none"> The Continent of Africa Past civilisations and empires – Mansa Musa The Sahara Desert and Desertification Food Security Kenya 	Globalisation <ol style="list-style-type: none"> What is globalisation? Economic Globalisation Political Globalisation Social Globalisation Globalisation; a global force for good?

Aims of the National Curriculum Key Stage One Geography	Year One		Year 2			
	Spatial Sense	The UK	The Seven Continents	Spatial Sense	The British Isles	Northern Europe
Locational Knowledge: Name and Locate the world's seven continents and five oceans			✓			✓
Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		✓			✓	
Place Knowledge: 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					✓	
Human and Physical Geography: 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		✓	✓		✓	✓
Human and Physical Geography: Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		✓	✓		✓	✓
Human and Physical Geography: Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		✓	✓		✓	✓
Geographical Skills and Fieldwork: 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		✓	✓		✓	✓
Geographical Skills and Fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	✓	✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	✓			✓		
Geographical Skills and Fieldwork: 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.	✓			✓		

Aims of the National Curriculum

Lower Key Stage Two Geography

Aims of the National Curriculum												
Lower Key Stage Two Geography			Year 3				Year 4					
	Spatial sense	Western Europe	Settlements	Rivers	Asia- China and India	UK: The South West	Spatial sense	Mediterranean Europe	Eastern Europe	UK: Northern Ireland	UK: London & South East	Asia: Japan
Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		✓	✓	✓	✓			✓	✓			✓
Locational Knowledge: 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			✓	✓		✓	✓			✓		
Locational Knowledge: 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)	✓						✓					✓
Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		✓	✓			✓		✓	✓		✓	
Human and Physical Geography: Describe and understand key aspects of; physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		✓	✓	✓	✓			✓	✓	✓		✓
Human and Physical Geography: Describe and understand key aspects of: 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		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	✓						✓					
Geographical Skills and Fieldwork: 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.							✓					



Aims of the National Curriculum

Upper Key Stage Two Geography

Aims of the National Curriculum	Year 5					Year 6					British Geography	Globalisation
	Spatial Sense	Mountains	UK: East Anglia, Midlands, Yorkshire	Australia	New Zealand & South Pacific	Local Study	Spatial Sense	North America	South America	Africa		
Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	✓	✓		✓	✓		✓	✓	✓	✓		✓
Locational Knowledge: 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			✓							✓		
Locational Knowledge: 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)	✓	✓		✓	✓		✓	✓	✓	✓		✓
Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			✓					✓	✓	✓		
Human and Physical Geography: Describe and understand key aspects of; physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	✓	✓		✓	✓			✓	✓	✓	✓	
Human and Physical Geography: Describe and understand key aspects of: 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			✓	✓	✓			✓	✓	✓		
Geographical Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			✓			✓				✓		
Geographical Skills and Fieldwork: 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.						✓						

Implementation

Depth

After focussing on a wide range of early geographical skills through our carefully crafted EYFS provision, pupils move into Key Stage one with a thorough 'Understanding of the world' around them. As children progress through KS1 and into KS2, our geography curriculum ensures that children are not merely covering content but achieving a depth to their learning. We build in many opportunities for repetition and practise of essential knowledge, skills and understanding which ensures that children are able to revisit previous learning and gradually develop a deeper understanding of the skills and processes, at their own pace and in the best possible way for each individual child. We are proud of our geography curriculum and how it moves the nature of children's thinking to a higher order deep level of understanding rather than just acquiring new facts and knowledge.

Breadth

Individual and sequences of lessons are planned to ensure that there are opportunities to build on prior knowledge and develop understanding of geographical concepts. Whilst unit specific vocabulary is introduced half termly, key language and geographical concepts are revisited frequently throughout the topics to ensure knowledge is secure.

Our lessons are based on content from the Primary Knowledge Curriculum and delivered in a variety of ways;

- Whole class input, discussions and explorations.
- Group/pair and individual research tasks.
- Visiting websites such as; Google Earth and National Geographic.
- Games, quizzes, fill in the gaps.
- Virtual tours and exploring sites of interest.
- Video clips and Non-fiction texts.
- Trips and visits

Through our curriculum we aim to introduce children to the possibilities and power of Geographical knowledge and how this can inform and shape our future.

Balance

At All Saints Church of England Primary School, we commit ourselves to providing quality first teaching in Geography and creating a love of learning for this subject. We strive for our children to be equipped with the Geographical knowledge required to understand the uses and implications of this subjects, today and for the future.

In conjunction with the aims of the National Curriculum, our geography teaching offers opportunities for children to:

- Build their locational knowledge and understand their place within the wider world.
- Contrast the physical and human elements of their own locality with those much further away.
- Extend their vocabulary.
- Develop geographical skills through fieldwork.
- Develop a curiosity for the world beyond their own experiences.

Inclusion

Every pupil at All Saints Primary receives Geography lessons. Teaching material is delivered in a variety of ways to meet the needs of all pupils and the cumulative nature of our curriculum ensures that no child is disadvantaged.

For example;

- Children with SEND, including those attending footsteps receive lessons which match their learning styles.
- Late entrants may have less exposure to topic specific vocabulary but key skills are revisited in every unit to ensure all children succeed.
- Assessment is tailored to children's strengths to ensure children can demonstrate their knowledge and understanding in a variety of ways.

Assessment

Teachers use a range of age-appropriate assessment tools to inform teaching practice and ultimately obtain better outcomes for our pupils. We regularly use formative assessment to understand the impact of our geography curriculum, based on whether the pupils have learnt more, can do more and remember more, understanding that learning has only occurred if there is permanent change in long-term memory. By utilising the knowledge goals (where appropriate), all teachers are aware of the endpoints of a lesson or unit.

Our geography assessments are designed to;

1. Help learners to embed and use knowledge fluently
2. Assist staff to identify clear next steps for learners

Knowledge Organisers demonstrate the core knowledge that pupils will learn over the course of a unit and that they are expected to commit to memory. These are shared with parents to secure better parental engagement and keep them informed of what their children are learning about. Teachers refer to KOs at the start of every geography lesson so that the core knowledge is highlighted as essential and to support long-term retention. Pupils are taught how to use the knowledge organisers for self-quizzing. Sections of the knowledge organiser can be blanked out so that pupils can retrieve core knowledge and add back in the relevant information.

Low-stakes quizzes and recall questioning help to identify gaps in pupil knowledge and support long-term retention.

Prior Learning is used at the beginning of every session to activate previously encountered knowledge from the same or different discipline or subject areas. Sealy (2017) explains one key benefit of revisiting prior learning: "Each time a concept is encountered within a different context, not only is the concept more likely to be remembered, the understanding of that concept becomes more nuanced". The prior learning section of each lesson is the link to prior learning, allowing pupils to reflect on previous learning from last lesson/last week/last term/last year etc. It also encourages the pupils to consider what previous learning they may need in order to access subsequent learning.

Multiple Choice Quizzes are used at the beginning and end of each unit to measure outcomes.

Summative Assessment tasks are planned in to the final lesson of each unit to allow children to show what they know and understand about the most recent topic.

Book Looks and Pupil Voice are used in conjunction with one another as an assessment strategy to see what has been learnt over time and how the curriculum is established in pupil's work with an emphasis should be placed on the key concepts and core knowledge that pupils are remembering or forgetting.

Provision

In order to ensure that our geography provision continues to be of the highest possible quality, the subject leader is committed to continually developing, monitoring, evaluating and improving provision. This is done through:

- Staff, pupil and parent voice surveys.
- Visits to other geography leads to discuss, observe and share good practice.
- Keeping up to date with new initiatives and attending training courses.
- Observing children and analysing assessment/performance data trends.
- Annual action plan which is matched to the outcomes of all of the above and tailored to the needs of our children.

Purpose

Our geography curriculum provides meaningful and purposeful learning through a wide range of experiences;

- Achievements in the subject of geography celebrated in class, with parents through dojo, displays around the school and with the rest of the school through celebration assembly.
- Parent's evenings.
- Geography lead visits to observe lessons, look at pupil books, talk to pupils etc
- Opportunities for children to share their learning and work with other year groups
- Field work, trips and visits.
- Transition work with KS3 teachers

We incorporate spiritual, moral, social and cultural development through;

- Learning about the wider world and acceptance of other cultures
- Understanding our place within the wider world and responsibility to take care of our planet
- Building social capital and the motivation to travel and try new things
- Opportunities to experience trips and visits

Supporting your child with Geography:

The biggest support you can provide for your child is to take an active interest in what your child is learning about in class and to encourage them to ask questions about what is happening in the world. Some ideas for this are:

- Encourage your child to explain their learning to you
- Keep asking them why something is as it is (e.g. why is there a road there? Or where does this river come from/going to?)
- Research areas of Geography and help them to formulate questions
- Talk about and perform fieldwork type activities together (e.g. using a map to identify countries, continents and oceans)
- Take walks in your local area or beyond and point out physical and human features (e.g. hills and reservoirs)
- Search the internet with your child to learn together about the world and its people; there are a few useful websites below.

<https://www.bbc.co.uk/teach/ks2-geography/zi7p47h>

<https://www.bbc.co.uk/bitesize/subjects/zcdqxn timer>

<https://www.easygeographyforkid.com>

<https://www.natgeokids.com/uk/category/discover/geography>

<https://www.geography.org.uk/Teaching-resources>

<https://www.rgs.org/schools>