

Geography Curriculum – 2 Year Cycle

KS1



Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination about the world and its people. Teaching will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Through the continued development of oracy skills, we will expand pupil's geographical vocabulary which will deepen as they progress through school. Through our geography curriculum, we intend to inspire pupils to develop a love of geography and see how it has shaped the world they live in.

Implementation

Geography is taught through the 'Threshold Concepts' of investigating places, investigating patterns and communicating geographically. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of geography so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

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Teaching Sequence for Milestone 1 Geography

Year Group	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	A	<p>Unit: Mapping The World</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location</p>	<p>Unit: Mapping The World</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location</p>	<p>Unit: The United Kingdom</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Human Features</p>	<p>Unit: The United Kingdom</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Human Features</p>	<p>Unit: Australia</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Human & Physical Features</p>	<p>Unit: Australia</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Human & Physical Features</p>
	B	<p>Unit: Australia</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location</p>	<p>Unit: Australia</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location</p>	<p>Unit: Weather & Climate</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Physical Features</p>	<p>Unit: Weather & Climate</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Physical Features</p>	<p>Unit: The United Kingdom</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Human & Physical Features</p>	<p>Unit: The United Kingdom</p> <p>Threshold Concept: Investigating Places</p> <p>Knowledge Categories: Location & Human & Physical Features</p>

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KS1 Teaching Sequence for Geography (Milestone 1) CYCLE A			
	AUTUMN	SPRING	SUMMER
1	Continents (Location/Techniques) Use world maps, atlases, and globes to identify and locate and name on a world map the seven continents.	List countries of the UK (Location) Use world maps, atlases, and globes to identify the United Kingdom and its countries. Locate and name on a map the four countries & capital cities.	Describe the location of Australia (Location) Use world maps, atlases, and globes to identify and locate Australia on a world map. Which Ocean surrounds Australia?
2	Retrieval	Retrieval	Retrieval
3	Oceans (Location/Techniques) Use world maps, atlases, and globes to identify and locate and name on a world map the five oceans.	Rivers of UK (Location) Use atlases to locate and name on a map the main rivers of the UK.	Features of Australia (Location and Human Features) Use world maps, atlases, and globes to identify and locate and label the main states of Australia. Which one is the largest?
4	Retrieval	Retrieval	Retrieval
5	Seas (Location/Techniques) Use world maps, atlases, and globes to identify and locate and name on a map the seas surrounding UK.	Hills/Mountains of UK (Location) Use atlases to locate and name on a map the main hills/mountains of the UK. What is the highest peak in each country of the UK?	Features of Australia (Location and Human Features) Use atlases to locate and label the main cities of Australia. Which one is the largest?
6	Retrieval	Retrieval	Retrieval
7	The Compass Rose (Techniques) Label a compass rose showing north, south, east and west	Land use in UK (Location and Human Features) Using atlases, explain what the most land in cities/countryside is used for?	Aboriginal people (Location and Physical Features) Use atlases to locate and label scared area near Uluru (Ayres Rock)
8	Retrieval	Retrieval	Retrieval
9	North & South Poles (Location/Techniques) Label an image of Earth showing north, south, east and west, north pole and south pole and the equator	Seas surrounding the UK (Location) Using atlases, locate and name on a map the main Seas / Oceans surrounding the UK. What does it mean to be an Island?	Aboriginal people (Location and Human Features) Use atlases to locate and label the Aboriginal villages near Uluru
10	Retrieval	Retrieval	Retrieval
11	Northern & Southern Hemisphere (Location/Techniques) Use world maps, atlases, and globes to identify and label an image of Earth showing northern hemisphere and southern hemisphere. Where is the UK?	Contrast & Compare Physical & Human features of the UK with a non-European country (Location and Human & Physical Features) Using atlases, compare and contrast the location, physical and human features of Australia and the UK	Aboriginal people (Diversity) What percentage of Australia's population is Aboriginal? (Discuss indigenous people)
12	POP Task - Location Continents & Oceans – name them on a map What is a continent? What is a country? What is an ocean? What is a sea?	POP Task – Location On a map of the UK, Locate and name countries, capital cities, rivers, and mountain ranges.	POP Task – Location On a map of Australia, Locate and name countries, capital cities, rivers, and mountain ranges.

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KS1 Teaching Sequence for Geography (Milestone 1) CYCLE B			
	AUTUMN	SPRING	SUMMER
1	<p>Describe the location of Australia (Location) Use world maps, atlases, and globes to identify & locate Australia on a world map. Which Ocean surrounds Australia?</p>	<p>Identify the location of hot and cold areas in the world in relation to the equator and the poles (Location) Use world maps, atlases, and globes to identify and locate and label the polar, equatorial & desert climates on a world map.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK (Location) Locate and name on a map the four countries & capital cities London (p49) Which river runs through London? Why was the river so important when London was built?</p>
2	Retrieval	Retrieval	Retrieval
3	<p>Physical the features of Australia (Location and Physical Features) Use atlases to locate and name on a map the mountains and rivers in Australia.</p>	<p>Name the physical features of different climates (Physical Features) Define climate and weather and describe the physical features of polar climates.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK (Location) Where is Edinburgh? (p53) Where, what, locate, compare & contrast- Royal Yacht Britannia or Arthur's Seat.</p>
4	Retrieval	Retrieval	Retrieval
5	<p>Great Barrier Reef (Location and Physical Features) What is a reef? What is a barrier reef? How big is the Great Barrier Reef? How many different kinds of fish live there?</p>	<p>Name the physical features of different climates (Physical Features) Describe the physical features of desert climates and compare to polar climates.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK (Location) Where is Cardiff? (p55) Where, what, locate, contrast - Museum of History St Fagan's</p>
6	Retrieval	Retrieval	Retrieval
7	<p>Animals (Diversity) What different kinds of animals live in Australia?</p>	<p>Name the physical features of different climates (Physical Features) Describe the physical features of equatorial climates and compare to polar and desert climates, noting similarities and differences.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK (Location) Where is Belfast? (P57) Where, what, locate - peace lines, Investigate Titanic Museum, compare and contrast.</p>
8	Retrieval	Retrieval	Retrieval
9	<p>Rainforest Animals (Diversity) What different kinds of animals live in Daintree Rainforest in Australia?</p>	<p>Identify seasonal and daily weather patterns in the UK (Physical Processes) Identify seasonal and daily weather patterns in the United Kingdom and compare these to the polar, equatorial, and desert weather patterns. Observe and record the weather in the UK using common weather symbols. Produce weather map.</p>	<p>LOCAL AREA STUDY 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</p>
10	Retrieval	Retrieval	Retrieval
11	<p>LOCAL AREA STUDY Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. 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.</p>	<p>LOCAL AREA STUDY (Techniques) 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.</p>	<p>LOCAL AREA STUDY 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</p>
12	<p>POP Task – Diversity Compare and contrast wildlife in Daintree Rainforest with that found in the UK.</p>	<p>POP Task Compare and contrast the weather across all four seasons.</p>	<p>POP Task On a map of the UK, Locate and name countries, capital cities, rivers, and mountain ranges.</p>