



## Map of the Geography Curriculum

### What are the Knowledge, Skills and Understanding we want our pupils to gain?

NR, Nov 2019

**Intent of our Geography curriculum** – To connect subjects through developing the children’s understanding of their world, both locally and globally, whilst considering the physical and human forces that affect this world. We would like to develop the children’s curiosity and encourage them to ask questions, analyse data, and form conclusions based on reasoning and evidence. Deeper thinking will be fostered with focussed recall questioning, ensuring knowledge is secured within a threshold before moving on.

#### Year A

	Term 1	Term 2	Term 3	Term 4	Terms 5 and 6
<b>EYFS</b>	<i>Teaching of geography is not discreet in the Early Years but children will learn about ‘Understanding the World’ (including people, animals, weather and the natural world) through exploration, observations, and other first-hand experiences and conversations.</i>				
<b>KS1</b>	<p><b>Topic – Who’s coming to tea?</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Pensford), and of a small area in a contrasting non-European country (Kenya)</p>	<p><b>Topic – A fire</b></p>	<p><b>Topic – How do I get to?</b> -name and locate the world’s seven continents and five oceans. -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>Relate this information to Scott’s understanding of</b></p>	<p><b>Topic – Where are all the wild things?</b></p>	<p><b>Topic – Once upon a time</b></p>

<p><b>Lower KS2</b></p>	<p><b>Topic – North, East, South, West</b></p> <p>-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 <b>United Kingdom</b> and the wider world</p> <p><b>-name and locate counties and cities of the United Kingdom, geographical regions</b> 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</p>	<p><b>Topic – Rise of the robots</b></p>	<p><b>Topic – Extreme Survival</b></p> <p>-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 <b>wider world</b></p> <p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>-Describe and understand key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</b>, and the water cycle</p>	<p><b>Topic – Dig for Victory</b></p>	<p><b>Topic – Escape from Pompeii</b></p> <p>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes</b> and earthquakes, and the water cycle</p>
<p><b>Upper KS2</b></p>	<p><b>Topic - Chocolate</b></p> <p>-Locate Southern American and African countries using maps and exploring physical and human characteristics</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate Southern American and African countries and describe features studied</p> <p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>-Understand geographical similarities and differences</p>	<p><b>Topic – Why aorta keep fit</b></p>	<p><b>Topic – Get off Me Land</b></p> <p>-use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>-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,</p>	<p><b>Topic – Were we a fish?</b></p> <p>-Locate the Galapagos Islands and its surrounding countries whilst exploring physical and human characteristics</p> <p>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Topic – Dragon’s Den</b></p> <p>-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) within orienteering of the school grounds.</p>

	through the study of 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		coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		
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## Year B

	Term 1	Term 2	Term 3	Term 4	Terms 5 and 6
<b>EYFS</b>	<i>Teaching of geography is not discreet in the Early Years but children will learn about 'Understanding the World' (including people, animals, weather and the natural world) through exploration, observations, and other first-hand experiences and conversations.</i>				
<b>KS1</b>	<b>Topic – Our amazing world</b> -name and locate the world's seven continents and five oceans	<b>Topic – Toy Story</b>	<b>Topic – We are artists</b>	<b>Topic – Maps and routes</b> -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. -use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. To be completed around the school grounds. -use aerial photographs and plan perspectives of Pensford to recognise landmarks and basic	<b>Topic – Weather and seaside</b> -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. -Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

				<p>human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>-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.</p>	
<b>Lower KS2</b>	<p><b>Topic – Going Global</b></p> <p>-Locate countries using maps (Europe and the Americas) – exploring physical and human characteristics</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Topic – Raiders and traders</b></p> <p>-describe and understand key aspects of: human geography, including: types of <b>settlement and land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>-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</p>	<p><b>Topic – Egypt</b></p> <p>-Locate countries using maps (Europe and the Americas) – exploring physical and human characteristics</p>	<p><b>Topic – Rainforest</b></p> <p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>-Understand geographical similarities and differences through the study of human and physical geography (South America)</p> <p>-Locate countries using maps (Europe and the <b>Americas</b>) – exploring physical and human characteristics</p>	<p><b>Topic – Down in the Valley</b></p> <p>-use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the <b>water cycle</b> (added here to include river study)</p> <p>-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 (Compare Pensford to another UK locality)</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Compare Pensford to another UK locality)</p>

Upper KS2	Topic – What’s out there	<b>Topic – Who let the Gods out?</b> -Use maps, atlases, globes and digital/computer mapping to locate Greece and its surrounding countries. Describe the features studied and exploring physical and human characteristics -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 within Greece and comparing to the UK	Topic – Is it me or is it hot in here?	<b>Topic – Victorious Victorians</b> -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 within the UK.	<b>Topic – How steady is your hand?</b> -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) within orienteering of the school grounds.
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Threshold Concepts	KS1 <span style="display: inline-block; border-bottom: 1px solid black; width: 150px; margin: 0 10px;"></span> LKS2 <span style="display: inline-block; border-bottom: 1px solid black; width: 100px; margin: 0 10px;"></span> UKS2 <b>Examples of Deeper Questioning Starters related to Threshold Concepts</b>		
<b>Time and Place</b>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> <i>Where are the North and South Poles?</i> <i>When did Scott discover them? What would he have seen there?</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i> <i>Where is Pensford? When was it built?</i> <i>Which village is larger, Pensford or ....?</i> <i>Which village could you get to quickest from Bristol?</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i> Where might? Why might? <i>(Imagination)</i> <i>Where are the Galapagos Islands? When were they discovered? Which island is the largest? Which island is most suitable for habitation? Why might that be?</i>

Natural and Physical Features (including climates)	Where is? Where did? What is? What did?	Where is? Where did? What is? What did? When did? Which could?	Where is? Where did? What is? What did? When did? Which could? Why might? ( <i>Reason</i> )
Human Geography	Where is? What did? When did? Who are?	Where is? What did? When did? Who are? Who can? Which could?	Where is? What did? When did? Who are? Who can? Which could? Why would? ( <i>Reason</i> ) How might? ( <i>Imagination</i> )
Mapping Out (KS2 inc' Recording)	Where is? What is? Which is?	Where is? What is? Which is? Which could? Why could?	Where is? What is? Which is? Which could? Why could? Why might? How will?

Deeper Questioning Grid

**2<sup>nd</sup>**

	<b>Is? Present</b>	<b>Did? Past</b>	<b>Can? Possibility</b>	<b>Would/ Could? Probability</b>	<b>Will? Prediction</b>	<b>Might? Imagination</b>
<b>1<sup>st</sup></b> <b>What? Event</b>						
<b>Where? Place</b>						
<b>When? Time</b>						
<b>Which? Choice</b>						
<b>Who? Person</b>						
<b>Why? Reason</b>						
<b>How? Meaning</b>						

*Deeper thinking*

- Recall Questioning should always be secure at the earlier levels before moving on to the deeper levels of questioning.
- Whilst the questioning above gives examples of how the questioning can move on through Key Stages, they should not be limited by nor planned for, purely by age and stage.
- Questioning should be matched to the child's ability to demonstrate secure knowledge and understanding in the earlier stages of recall.

## Threshold Concepts Ref: Meyer and Land (2006)

- **Transformative** – it changes the way you see the world,
- **Troublesome** – it might seem counterintuitive or alien,
- **Irreversible** – the transformative nature means that once it is learnt it is unlikely to be forgotten,
- **Integrated** – it reveals connections between the different parts of the discipline,
- **Bounded** – despite this, the concept has defined parameters in which it applies,
- **Discursive** – it leads to the development of new language.

## The implications of using Threshold Concepts Ref: Mark Enser 2017 'Teaching it Real'

- Use it to help structure our program of study. Geography is based on the idea of a spiral curriculum. We can make sure that Threshold concepts are taught well and taught early.
- Use it when planning a sequence of learning. Are you introducing these threshold concepts at the start of the topic?
- Plan to test these concepts. We need to make sure that pupils are secure in this threshold knowledge before moving on.
- Close the gaps. If pupils haven't grasped these threshold concepts there is no point in moving on regardless. We need to have work for them to help them fill in these gaps.
- Revisit often. We need to plan to link new information back to these Threshold concepts and show the links between different parts of the discipline. Use "Powerful Geography" to give them the chance to apply these parts of the subject.

### TEACHERS TO ACTION

On the Geography Curriculum Map: As topics are taught – teachers can adjust the National Curriculum Learning Objectives alongside the topics and threshold concepts covered. The recall questions **can** be inserted/ adjusted to ensure our Geography Curriculum Map matches the planning, and that the planning sequence is securing essential concepts (irreversible knowledge).

In Lessons: Teachers must ensure a rich vocabulary is taught and developed throughout the sequencing of teaching. Teachers must ensure that threshold concepts are secure within a level before moving onto a deeper level of questioning/ thinking.

## KS1

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Pensford), and of a small area in a contrasting non-European country (Kenya)
- -name and locate the world's seven continents and five oceans.
- -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- -identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles. Relate this information to Scott's understanding of
- -name and locate the world's seven continents and five oceans
- -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.
- -use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. To be completed around the school grounds.
- -use aerial photographs and plan perspectives of Pensford to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- -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.
- -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.
- -Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

- -Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## LKS2

- -Locate countries using maps (Europe and the Americas) – exploring physical and human characteristics
- -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, specifically Bahrain and the Middle East.
- -use fieldwork to observe, measure and record the human and physical features in Pensford and the Chew Valley area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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- -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
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- -use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Pensford, the United Kingdom and the wider world
- -Locate countries using maps (Europe and the Americas) – exploring physical and human characteristics

- -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
- -Understand geographical similarities and differences through the study of human and physical geography

## UKS2

- -Locate Southern American and African countries using maps and exploring physical and human characteristics
- -Use maps, atlases, globes and digital/computer mapping to locate Southern American and African countries and describe features studied
- -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- -Understand geographical similarities and differences through the study of 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
- -use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- -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
- -Locate the Galapagos Islands and its surrounding countries whilst exploring physical and human characteristics
- -Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- -Use maps, atlases, globes and digital/computer mapping to locate Greece and its surrounding countries. Describe the features studied and exploring physical and human characteristics
- -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 within Greece and comparing to the UK
- -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 within the UK.
- -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) within orienteering of the school grounds.