

St Laurence in Thanet CE Junior Academy

Curriculum overview

Geography



Believe, Achieve, Aspire!

'Through God all things are possible' (Matthew 19:26)



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Statement of Intent – We are all Geographers!

The aim of our geography curriculum is designed to develop children's curiosity and fascination about the world, and give them an understanding of space, place and scale. We teach children about their local area, and they compare their life in this area with that in other regions in the United Kingdom and the rest of the world.

St. Laurence Geographers leave us with:

- good knowledge of where places are and what they are like.
- an understanding of how places are similar and different.
- a base of geographical knowledge and vocabulary.
- basic fieldwork skills as well as other geographical aptitudes and techniques.
- understanding current issues in society and the environment.

At the end of KS2, St. Laurence children are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and life as an adult in the wider world.

Each term, teachers plan well thought out units based around an overarching Enquiry Question. Cross-Curriculum links are made between History, Geography, Science, English and a range of other subjects with opportunities to incorporate the learning into other lessons wherever appropriate, for example:

- Year 5 – Earth and Space (Science) are linked with Geography to look at satellite imagery and the use of digital mapping equipment.

In lessons, the focus is on gaining knowledge while allowing the children to progress in their Geographical skills. There is a natural progression of topics through lower school into upper school, allowing the children to make connections and continue to expand on their previous learning.



As well as weekly lessons, we enrich our curriculum with theme days (Earth Day), trips and visits (Dover museum, Kent Life, Ramsgate harbour) and practical tasks (archaeological digs, map work, forest school) in school. We make the most of every opportunity, with these occasions being a highlight of the children's year, they prove to be great 'hooks' into their learning.

We work alongside other schools to share best practices and enhance the teaching and learning of geography. We aim as a collaboration to develop skills through EYFS to KS4. We meet regularly to discuss best practices and ideas.

Intent, Implementation and Impact in Geography

Intent	Implementation	Impact
<p>The intent of our Geography curriculum is to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our curriculum is accessible to all and will maximise the children's knowledge and understanding of the Earth's physical and human processes.</p> <p>Children investigate a range of places – both in Britain and abroad and are given opportunities to investigate and make enquiries about their local area of St. Laurence and Ramsgate, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.</p> <p>Through high quality teaching, creative and engaging lessons we enable the children to develop and apply geographical skills whilst communicating their ideas/findings effectively. St. Laurence geographers leave us with:</p> <ul style="list-style-type: none"> • a good knowledge of where places are and what they are like, both in Britain and the wider world. • an understanding of the ways in which places are similar and different. • a base of geographical knowledge and vocabulary. • the ability to apply questioning skills. • the ability to reach clear conclusions and explain their findings. 	<p>To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.</p> <p>As a school, we have highlighted a clear opportunity for interdisciplinary links between History, Geography and English. As such, these 3 subjects are taught using interdisciplinary collaboration with the learning being linked around the termly topic EQ and into the children's 'Learning Journal'. We believe this allows for a stronger emotional engagement with the topic, while the historical facts aid the children in their literacy.</p> <p>At the beginning of each lesson, children are given the opportunity to recap previous knowledge from the current term and the previous 2.</p> <p>Our Geography curriculum provides a broad framework and outlines the knowledge and skills taught in Key Stage 2. Teachers plan lessons for their class using our progression map, ensuring that lessons are suitable for their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.</p> <p>At St. Laurence we provide a variety of opportunities for geography learning inside and outside the classroom. We have 'themed weeks'</p>	<p>Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills, where children deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.</p> <p>We actively encourage pupil voice in the children's workbooks – the use of pupil voices demonstrates how confident the children are and that they are able to talk about what they have learnt in History using subject-specific vocabulary. Pupil voice also demonstrates that pupils enjoy Geography and are able to recall their learning over time.</p> <p>Children review the agreed successes (by going over the lessons success criteria) at the end of a session and by adding key vocabulary and new knowledge to their topic 'front cover'. This actively encourages the children to expand their learning while they compile their own knowledge organiser. At the end of a term/topic, children are asked what they have learned comparative to their starting points, and using their completed 'front cover' to answer the Enquiry Question.</p> <p>Regular school trips provide further relevant and contextual learning.</p> <p>The teachers track children progress and attainment termly using skills-based tracking statements and their own assessment for Geography. This data is then used to track progress and attainment for each child and groups of</p>

<ul style="list-style-type: none"> • basic fieldwork skills as well as other geographical aptitudes and techniques. • the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment. • a genuine interest in the subject and a real sense of curiosity about the world and the people who live here. <p>We use an enquiry based learning process – our 5 's – which is supported by resources developed by Oddizzi. The St Laurence 5 E's are Engage, Explore, Enquire, Examine and Evaluate. Each unit is structured around an Enquiry Question (EQ), with each lesson having an individual Learning Question (LQ).</p>	<p>throughout the year, as well as outdoor learning opportunities (Forest school and our outdoor classroom) and educational visits – which are all additional geography learning outside the classroom.</p> <p>The children have explored the local area including orienteering within the school grounds and conducting river studies in our forest classroom. Local museums also provide an opportunity to further Geography learning, as well as trips to local parks, castles and using map reading skills.</p> <p>Vocabulary is an important part of developing Geography skills, as such we use 'InPrint' to ensure all children recognise and understand key vocabulary for each topic. Adult vocabulary guides/resource material are provided to allow adults to feel confident and supported with the skills and knowledge they are teaching.</p> <p>Through our teaching, children have opportunities for research, DT and Art project, trips revisiting and consolidating skills, building on prior knowledge alongside introducing new skills and challenge which serve to excite and intrigue our children.</p> <p>Through all of our lessons, we intend to inspire our children to develop a love of Geography and to understand how it has shaped the world around them.</p>	<p>children. External measures are also used to measure the impact of our History/Geography curriculum. We currently hold the 'Heritage Award' from Historic England. This recognises high quality provision in school based on the children's local heritage.</p> <p>Pupil consultations on the Geography curriculum take place annually. Areas for development are identified and shared with staff and any adjustments are actioned.</p> <p>At the end of KS2, St. Laurence children are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</p>
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Geography Policy

St Laurence in Thanet Church of England Junior Academy

St Laurence C of E Junior Academy Geography Policy Introduction

This policy outlines the purpose, nature and management of the Geography taught and learnt in our school. It has been adopted by the staff of St Laurence C of E Junior Academy. This policy outlines the guiding principles by which this school will implement Geography.

Rationale for Geography teaching

The aim of teaching Geography is to teach an understanding of space, place and scale. We teach children about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. The children also learn how to draw and interpret maps, alongside developing their own research skills, these include investigation, evaluation and problem solving. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of being a global citizen and to have an awareness for the future of mankind.

Aims for the teaching of Geography at St Laurence C of E Junior Academy

At St Laurence our intention is to provide quality teaching and learning of Geography. We aim:

- to enable children to gain awareness and understanding of places in the world;
- to increase children's knowledge of other cultures
- to enable children to understand environmental problems at a local, regional and global level;
- to inspire in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to cultivate in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way □ to develop the cross-curricular use of Geography in all subjects

Teaching and learning

We use a variety of teaching and learning styles in our geography lessons and have adopted an enquiry based learning method. We use whole class teaching methods, combined with enquiry based activities to allow the children to have ownership over their learning. We encourage our Geographers to ask and answer geographical questions and use a variety of data, maps, pictures and technology to do this. As part of our enquiry based learning, the children present their



findings at the end of a unit either to their class or parents. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local road and the implications of it widening and an archaeological dig.

The role of the Geography subject leader is:

- Taking the lead in the development, evaluation and amendment of schemes of work
- Acting as a consultant to colleagues
- Monitoring and evaluating children's work, children's views about the subject and planning
- Auditing and ordering resources when needed
- Keeping up to date with developments in Geography and disseminating information to the rest of the teaching staff. Attending relevant CPD and prompting others about relevant training
- Leading staff meetings as appropriate

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. We use an enquiry based learning process, supported by resources developed by the Oddizzi as a basis for our curriculum planning. There is a strong focus on using our local area in our planning and this runs through the curriculum. Something which is recognised by the school being awarded the Heritage Schools programme award by Historic England. We use the national scheme of work as the basis for our long and medium-term plans, which the subject leader reviews regularly. Each lesson will have an LQ (Learning question) that feeds into the over arching EQ (Enquiry question) along with a Success Criteria which lists specific objectives and expected outcomes for the lesson. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should extend children's knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. The children should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils are taught to use Locational knowledge, Place knowledge, Human and Physical Geography and Geographical skills and fieldwork.



Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. Across the key stage, the children have more than one opportunity to study the local area. Units based on our local coast, St Lawrence itself, the Ramsgate tunnels alongside the opportunity to take part in a residential trip at the end of Year 6 are just some of our fieldwork opportunities.

Cross Curricular links

Literacy – Geography can be seen throughout Literacy as it makes a significant contribution by actively promoting the skills of reading, writing, speaking and listening. Across the Literacy curriculum, Geographical texts are used as a focus in certain units and our library is stocked with a wide range of diverse geographic reading materials. Reports, letters and recording information will all develop children's writing ability.

Numeracy - The teaching of Geography in our school contributes to children's mathematical understanding in a variety of ways. The children are presented with maps, they study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and clarify a variety of data.

Computing - Children use computing in Geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet, including the reliability of information and sources.

PSHE – Our children are given many opportunities to explore and discussion a variety of questions in life via their Geography in our school. The subject matter lends itself to raising matters of citizenship and social welfare. For example, units based on the changing landscape and theme days to highlight environmental issues leads children to ask questions about the evolution of the planet. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. The children further develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

Assessment

Formative assessment is use to monitor student learning and provide ongoing feedback to the children during the unit of work. At the end of a unit, summative assessment is used to evaluate learning by completing the assessment spreadsheet based on the progression of skills.

Marking

Feedback to children should be provided on their attainment against the objectives of Geography. Children are encouraged to improve their own learning performance through the school feedback policy.



Monitoring and review

The coordination and planning of the Geography curriculum are the responsibility of the subject leader. The subject leader is responsible for evaluating the strengths and weaknesses in Geography and indicating areas for further improvement on the following action plan. The subject leader will also monitor Geography books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the children

Inclusion and differentiation

At our school, we teach Geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching, we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We use a range of strategies to support and challenge children, such as InPrint for accessible word mats and the use of 'What if' questions for higher order thinking.

Resources

There are sufficient resources for all Geography teaching units in the school. We keep these resources in a central store, where there are class sets of globes, compasses, maps and atlases. The library contains a good supply of topic books and access to the Internet to support the children's individual research

Spiritual, Moral, Social and Cultural Aspects of the Geography Curriculum

Through computing, children will be able to develop the following –

Spiritual:

The opportunity to explore beliefs, experience and faiths, feelings and values about the world

Enjoy learning about oneself, others and the surrounding world, including different cultures and locations

Support children in understanding their own identity and where they live

Use imagination and creativity and reflect on experiences.

Moral:

The opportunity to learn what is right and wrong and respect the law

Understand environmental consequences

Investigate moral and ethical issues and offer reasoned views

Understand sustainability and why geographical features can be important

Social:

The opportunity to use a range of social skills to participate in the local community and beyond

Appreciate diverse viewpoints

Participate and cooperate

Partake in discussions surrounding ethical debates

Cultural:

The opportunity to explore and appreciate cultural influences

Participate in cultural opportunities

Understand, accept, respect and celebrate diversity.

Recognise how different areas in the world are unique.

Pedagogical Approach

Metacognition

Adapted from: EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report [EEF_Metacognition_and_self-regulated_learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1046/EEF_Metacognition_and_self-regulated_learning.pdf)

Teaching Process

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we don't give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the way's learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for creating is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.

Pedagogical Approach

Cognitive Load Theory

Adapted from: Cognitive Load Theory: Research that teachers really need to understand

Cognitive Load Theory — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort.

Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long-term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

Geography - Subject Leader Action Plan (23-24) – Key areas for development

Improvement Required	How will this be achieved?	By Whom?	When?	Success Criteria	Financial Implication	Monitoring-Who? When?
<p>Continue to Embed the enquiry based curriculum that links to cultural capital, diversity and which is relevant to our children.</p> <p>Continue to develop and monitor Geog/English being taught side by side and work produced in same books.</p> <p>Enquiry learning format - 5 E's. LQ's used in books. Front covers used effectively. Key</p>	<p>Ensure that opportunities are planned in to MTP and that visits/trips are arranged.</p> <p>SLT and staff to review the changes made to the curriculum to ensure that it successfully meets the needs of children and impacts positively on their outcomes</p> <p>Use of launch days in school or trips elsewhere. When appropriate, invite visitors into school during unit or organise trips to aid in raising learner's aspirations and engaging them with the unit.</p>	All staff	Ongoing	<p>A curriculum is produced that meets the needs of our children and impacts positively on outcomes.</p> <p>Cross-curricular links need to continue to be developed within unit.</p> <p>Planning and moderation of books will show the opportunities given to the learners. Cross-curricular links will be seen in planning and books.</p> <p>Pupils talk with enthusiasm about their experiences.</p>	<p>Cost of trips/visits/visitors.</p> <p>Subject release time</p>	<p>JS – Book/planning monitoring. Pupil's voice.</p>

vocabulary embedded.	Oddizzi memberships to be renewed for the next academic year to aid with enquiry based planning.					
To improve teacher subject knowledge about types of geography they are teaching. Review planning to ensure relevance	Oddizzi memberships to be renewed for the next academic year to aid with enquiry based planning and teacher knowledge.	All staff	Ongoing	Planning will be of a higher quality, with a range of sources used to strengthen the pupils learning. Teacher confidence will improve	Membership – Oddizzi	JS – Book/planning monitoring. Pupil's voice.
To review the quality of education across the school through a termly monitoring schedule. To be 'Ofsted ready'.	Reviewing curriculum to ensure it is Ofsted ready. Subject lead will be attending training to share with teachers. Ensure all staff (teachers and TAs) are aware of our progression, why we teach each unit, where	All staff. JS	Ongoing	All staff and children can confidently speak about History/Geography. Evidence of well-planned lessons and units in books. Literate children – confident in using a wide range of subject specific language.	None	JS – Book/planning monitoring. Pupil's voice. Teacher questionnaire.

	it fits in the progression of skills.					
<p>All children, including SEN children, to make good progress.</p> <p>SEN a focus. Ensure work is demanding and lessons are inclusive. Equality of learning is a priority. Pre-teach subject specific vocabulary.</p>	<p>Planning, pupil consultations, book monitoring- focus on SEN.</p> <p>Accurate data on assessment spreadsheet x3 yearly.</p> <p>Not overly reliant on printed worksheets to allow children to participate.</p>	<p>All staff</p> <p>Geog subject leader</p>	<p>Ongoing –</p> <p>Assessment Monitoring x3 yearly</p>	<p>Progression of skills is evident in books and planning.</p> <p>Skills coverage can be evidenced and seen in assessment tracker.</p> <p>Pupils can ask questions which will confirm understanding and progress.</p> <p>Children can articulate their thoughts and ideas.</p>	<p>Non-contact time for subject leader</p>	<p>JS- monitor books/pupil consultations</p>
<p>To ensure all staff are aware of the Disciplinary and Substantive concepts of Geography subjects.</p> <p>Children starting to be aware of Substantive concepts – use these terms in</p>	<p>Regular staff CPD, teachers and TAs to ensure understanding.</p> <p>Signposting to any relevant external training that staff may benefit from.</p> <p>Substantive concepts graphic to be used alongside lessons SMARTS and be</p>	<p>All staff</p> <p>Geog subject leader</p>	<p>Ongoing –</p> <p>Assessment Monitoring x3 yearly</p>	<p>Understanding of the concepts will be seen in books and pupil voice.</p> <p>JS will monitor the use of them and ensure extra training is provided when needed.</p>	<p>Non-contact time for subject leader</p>	<p>JS- monitor books/pupil consultations/lesson observations.</p>

lessons to link key themes across different units. Used for questioning.	displayed on working walls so children are familiar with the concepts and start making links.					
Introduce strategies for retaining knowledge. Sticky knowledge to be present in every lesson.	This term, last term, term before language to be seen at the start of every Geography lesson. This is in line with Ofsted's knowing more, remembering more. Sticky knowledge and constant recapping will help the children to retain knowledge and make further links with substantive knowledge.	All staff Geog subject leader	Ongoing – Assessment Monitoring x3 yearly	Understanding on the concepts will be seen in books and pupil voice. JS will monitor the use of them and ensure extra training is provided when needed.	Non-contact time for subject leader	JS- monitor books/pupil consultations/lesson observations.
To ensure specific skills in Geography being taught (fieldwork, map work).	Improve children's fieldwork skills, reading skills and locational knowledge in Geography.	All staff	Ongoing	Geographical skills and language to be seen in books and when speaking with children during monitoring.		JS - monitor books/pupil consultations JS to share best practice/good ideas across the school. JS to attend training courses

<p>Ensure that all children are given the opportunity to 'talk like geographers'.</p> <p>School wide subject vocabulary to be shared.</p> <p>Topic specific vocabulary to be decided by year groups.</p>	<p>Vocab sheets for each subject produced. This should be on display on the working wall and referred back to.</p> <p>Key terms and substantive/disciplinary concepts included on these vocabulary lists.</p>	Staff	Ongoing	<p>Evidence of vocabulary used in geographical writing in books</p> <p>Vocabulary displayed in classrooms and corridor displays</p> <p>Pupil voice- children are able to use vocabulary when talking</p>	Non-contact time for subject leader	JS - monitor books/pupil consultations
<p>Ensure that children are reading and developing their love for reading within the curriculum at school.</p>	<p>Ensure quality texts are available for children based on their unit.</p> <p>Ensure the library holds a variety of Geography based books – fiction and non-fiction.</p> <p>Staff can take red boxes from the library for children to read that relate directly to their current topic.</p>	Staff	Ongoing	<p>Children can articulate their ideas and questions.</p> <p>All staff are using quality texts to support their teaching of Geography.</p>		JS to speak to staff about using books from the cupboard/library.

High expectations of pupil's presentation in their work.	Learners reminded of ownership of their work and the high expectations reinforced across the school.	Staff	Ongoing	All books show a high quality presentation.	N/A	JS- monitor books/pupil consultations
To plan Geography theme days/week across the year.	Dates to be for this year. JS will send out more information for each day as it comes closer.	All Staff	Ongoing	Children are allowed to learn about other aspects of the world they live in. Children can invite parents/the community in to view their work.	N/A – Subject leader to arrange	Work displayed.
Attend Aquila Geography network meetings on a regular basis to share best practice and ideas.	JS will attend meetings (if not able a copy of the minutes is sent). Paired with another Geog lead to 'mentor' each other, look at each other's practice and make suggestions.	JS	Ongoing	New ideas to be circulated as relevant to staff.	Cover for JS	SLT – minutes of meetings to be emailed

End of Term 1	End of Term 2	End of Term 3	End of Term 4	End of Term 5	End of Term 6
<ul style="list-style-type: none"> Action plan sent to SLT Curriculum themes embedded Strengths/weaknesses identified though staff survey on their 	<ul style="list-style-type: none"> First set of monitoring completed. Feedback in PDM. Meet with subject leader link 	<ul style="list-style-type: none"> Action plan reviewed mid-year. Next phase of monitoring by end T3 	<ul style="list-style-type: none"> Check new units are planned well – support given where needed. Joined by link governor for 	<ul style="list-style-type: none"> Impact reports to governors. Evaluate strengths and weaknesses in subject area – ready for impact statement for governors T6. 	<ul style="list-style-type: none"> Completed final phase of monitoring. Write impact reports for governors T6

<p>subject. Update action plan if needed.</p> <ul style="list-style-type: none"> • Oddizi to be renewed. • Make contact with link governor for subject/area of responsibility- book date to meet in T2. • Update website. • Update concepts maps after changes to this years curriculum. 	<p>governor to share action plan</p>	<ul style="list-style-type: none"> • Enquiry Curriculum themes embedded • Monitor own and others' CPD to strengthen and support subject knowledge. • Undertake wider reading into current research in subject area. 	<p>deep dive monitoring</p>	<ul style="list-style-type: none"> • Consider and plan areas for improvement/change for next year. 	<ul style="list-style-type: none"> • Enquiry Curriculum themes embedded. Review at inset. • Look at using left over budget to buy more Geography books for the library. • Review use of Oddizi for next year.
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Whole School Cultural Capital /Enrichment Opportunities

Whole School Enrichment Opportunities		
Term	Event	Geography link
2 and 5	Virtual Reality workshop	Cross-curricular link to Geography/Science or History. Exploring and reinforcing knowledge.
Term 1-6	Local area visits	Local area visits to the harbour, St Lawrence area, Margate caves, Ramsgate beach, local parks and the tunnels.
Term 1-6	MAFS	Learning about other cultures and how geography affects communications and transport Understanding different geographical locations
Term 1-6	Worldle	Implementation of Wordle across the term. Allowing children to consider geographical features on the outline of countries – islands, coastlines, borders etc.

Geography and History Curriculum Map

	Year 3	Year 4	Year 5	Year 6
Term 1	The UK	Anglo-Saxon & Scots	The Tudors	WW2
Term 2	Roman Age	Mountains	Mexico	Fieldwork Unit
Term 3	Rainforest	Shang Dynasty	Earth from Space	Crime and Punishment
Term 4	The Maya	Vikings	Ancient Egypt	Rio
Term 5	Stone Age, Bronze Age, Iron Age	Rivers	Ancient Greece	Extreme Earth
Term 6	Local area study	The Victorians	Local area study	Baghdad and London

YEAR 3 MEDIUM-TERM OVERVIEW SAMPLE

The UK

Learning Objectives	Resources within Oddizzi	Curriculum Links
Compare and contrast the different countries of the UK. Suggested activity: Answer the film questions on the pages with film links.	Films: Bird's eye tour of: 1. England 2. Scotland 3. Wales 4. Northern Ireland Online Map: Interactive OddPod Map KS2 Activity: KWL chart Atlas Activity: The United Kingdom Map Resource: 1. UK countries 2. UK capitals, seas and oceans Quiz: United Kingdom	- 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Identify where I live in the UK and locate the UK's major cities. Suggested activity: Enlarge the UK map and ask pupils to pin where they think they live.	Online Map: Interactive OddPod Map Map Resources: 1. The United Kingdom 2. The Regions of England 3. UK Countries and Capitals 4. UK Cities and Capital Cities KS2 Activity: A visitor sends an Izzigram Atlas Activities: 1. A road trip around the UK 2. Counties hunt Films: Fly over the UK's capital cities 1. London 2. Edinburgh 3. Cardiff 4. Belfast	- 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Identify physical characteristics of the United Kingdom.	Online Page: Landscape - Physical KS2 Activity: UK Physical Features Atlas Activities: 1. A day trip from the city 2. Three Peaks Challenge Word Mat: Physical Geography	- 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
Understand how people have affected the United Kingdom's landscape.	Online Pages: 1. Landscape – Human 2. Living in the UK KS2 Activities: 1. UK Human Features 2. Report for the planning department Word Mat: Human Geography	- 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
Describe and explain the sorts of industries in which people in the United Kingdom work.	Film: Land use and economic activity in the UK Online Page: Economy KS2 Activity: The UK Economy Atlas Activity: A day trip to a National Park Word Mat: Human 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
Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.	Online Pages: 1. Energy 2. Electricity and Gas 3. Renewable Energy 4. London Array wind farm Films: 1. How and where is energy generated in the UK? 2. Learn about the London Array 3. Discover what it is like to work on a wind turbine KS2 Activities: 1. Investigating UK Energy 2. UK Energy 3. Renewable Energy 4. An Introduction to Wind Energy 5. UK Wind Energy: the London Array Atlas Activity: Find that energy source! Guided Reading: UK Energy Show What You Know: 1. The UK, Mountains and National Parks LKS2 assessment paper 2. The UK's Cities, Energy and England's Regions UKS2 assessment paper	- 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

YEAR 5 MEDIUM-TERM OVERVIEW SAMPLE

Rivers

Learning Objectives	Resources within Oddizzi	Curriculum Links
Describe the water cycle, explain what a river is and locate the world's longest rivers on a map.	Film: Take a flight over the Mississippi Online Pages: 1. The water cycle 2. What is a river? KS2 Activity: 1. What is a river? 2. The Water Cycle Map Resource: World Rivers Atlas Activity: Rivers Quiz: Rivers	<ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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
Describe how rivers are used around the world.	Film: Why are rivers so important to communities? Online Page: Uses of a river KS2 Activities: 1. How do people use rivers? 2. Uses of a River 3. River detective	<ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers and the water cycle - 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
Identify the stages and features of a river, and the way that land use changes from the source to the mouth. Extended writing opportunity: Write a narrative from the perspective of a water droplet travelling down a river.	Film: Take a flight down the River Thames Online Page: Stages and features KS2 Activities: 1. Big Idea - Stages and Features of Rivers 2. Features of a River 3. River Water Personification Map Resource: Ten of the UK's Longest Rivers Word Mat: Rivers	<ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links - name and locate key topographical features of the UK (including rivers) and land-use patterns - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Recognise and explain how human activity affects rivers.	Online Pages: 1. Human features 2. River pollution KS2 Activity: Big dam alley Word Mat: Rivers	<ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers and the water cycle

Suggested activity: Make a dam using different materials.		- 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
Recognise and explain how flooding affects communities. Extended writing opportunity: Write a preparation and survival guide for potential flood victims.	Online Page: Flooding KS2 Activities: 1. Rivers - Human features, pollution and flooding 2. Living with the risk of flooding Word Mat: Rivers	- describe and understand key aspects of physical geography, including: rivers and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links
Identify the key characteristics of one of the world's longest rivers.	Online Page: World Rivers KS2 Activities: 1. World Rivers 2. Battle of the world's longest rivers Guided Reading: River Nile Fact-file Fact Files: Congo, Mississippi, Nile, Ob-Irtysh, Yangtze, Yellow and Yenisei (with Scavenger hunt) Show What You Know: 1. Rivers LKS2 assessment paper 2. Rivers UKS2 assessment paper	- describe and understand key aspects of physical geography, including: rivers and the water cycle 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



St Laurence Enquiry Approach

St Laurence uses an Enquiry Based approach to structure our History and Geography. When our children are learning through enquiry they are learning historic and geographical knowledge, while allowing the children to make sense of new information for themselves.

We structure our units around 5 stages of enquiry.



Step 1 - Engage

The essential function of the engage is as a stimulus to engage the children. It generates a need to know so that there is a purpose for an enquiry. This also helps to familiarise the children with the events, people and places.



Step 2 - Explore

In this step, we explore what knowledge the children already have on the subject and what they would like to learn. We introduce the Enquiry Question and discuss what we might need to learn to answer it.



Step 3 -

Step 3 - Enquiry

In the planning and enquiry stage, the children start to investigate and gather information towards answering the EQ. This section of the unit is the main body of learning.

Each lesson has an LQ (Learning Question) that builds on knowledge and skills that can be used to answer the EQ.

and discuss what we might need to learn to answer it.



Step 4 - Examine

Once children have gained their new knowledge and skills, they need to make personal sense of the information. This could be in the form of a quiz, extended write, school 'museum' etc. The children make connections between previous and new learning and share those with others.

Step 5 - Evaluate

Reflection is an important part of any enquiry and involves giving consideration to not only what has been learned but the way in which it has been learned. The children evaluate their learning and use their new skills and knowledge to answer the EQ.

Knowledge & Skills

Through our EQ's and sequence of lessons, we use an array of teaching and



way in which it has been learned. The children evaluate their learning and use their new skills and knowledge to answer the EQ.

Vocabulary

Key vocabulary will be introduced and taught using the year group vocabulary sheets and will be displayed and referred to during lessons.

Knowledge & Skills

Through our EQ's and sequence of lessons, we use an array of teaching and learning strategies to ensure children are given a wide range of experiences. Our goal is to develop both the children's knowledge of the topic and their skills, utilising cross-curricular links and allowing pupils to explore different areas, use maps, aerial photos, primary and secondary resources and so much more. We constantly revisit and recap the previous sessions to develop sticky knowledge.

Sticky Knowledge End Points:

Year 6:

Topic:	Sticky knowledge end points		
How can we understand our changing world?	I will know what scale is	I will know that physical features are naturally occurring	I will know that human features are man-made
How has sport and culture shaped Rio?	I will know what climate zone Rio is in	I will know about the poverty divide in Rio	I know why there are different time zones around the world
Why do some locations experience natural disasters?	I will know the difference between weather and climate	I will know how an earthquake is caused	I can list 3 types of extreme weather

Year 5:

Mountains	I will know the features of a mountain	I will know the tallest mountain in the world	I will know how a mountain is made
How do Rivers change our World?	I will know the features of a river	I will know the two longest rivers in the world	I will know which direction a river flows

Year 4:

Mexico	I will know the dates of The Day of the Dead.	I will know the colours of the Mexican flag.	I will know one tourist destination.
Earth from Space	I will know what a glacier is.	I will know what Climate Change means.	I will know the ISS is.
Local history	I know more about my local area	I know how the present and past compare	I know what has changed in my local area

Year 3:

What does the United Kingdom mean to me?	I will know the four countries of the UK.	I will know the four capital cities of the UK.	I will know that a human feature is man-made and a physical feature is found in nature.
How is the Modern world impacting on life in our rainforests?	I will know that rainforests are forests with tall trees and lots of rainfall.	I will know the names of the layers of a rainforest.	I will know what deforestation means.
How does living by the sea impact on the local area?	I will know that I live in a coastal town	I will know that living by the sea affects tourism	I will know that Ramsgate has the only Royal harbour in the UK.

Substantive Concepts			
Year 3	Year 4	Year 5	Year 6
The UK	<p>The UK</p> <p>SC- Space, place,</p> <p>DC- Locational Knowledge, Geography Skills and Fieldwork</p>	<p>Local area study – St Laurence</p> <p>SC – Space, place, change</p> <p>DC – Place knowledge, Human/Physical Geography, Fieldwork</p>	South America
Rainforest	<p>Rivers/Mountains</p> <p>SC- Interconnections, Environment, Scale</p> <p>DC- Human and Physical Geography,</p>	<p>Earth from Space</p> <p>SC- Space, change, scale</p> <p>DC – Local/Place knowledge, human/physical geography</p>	Extreme Earth

	Geography Skills and Fieldwork		
Local area study – Ramsgate/coastal focus	Anglo Saxons and Scots	North America	WW2
	SC- Space, change, environment	SC-Place, environment, scale	
	DC- Place knowledge, Human and Physical Geography	DC – Geography skills, human/physical geography, locational knowledge	

Geography Substantive concepts

S.P.I.C.E.S.S

- Space
- Place
- Interconnections

- Change
- Environment
- Sustainability
- Scale
-

Space:

The concept of space is about the significance of a location, spacial distribution and the way people organise/manage the space (area) they live in.

Place:

The concept of place is about the significance of a landscape and what it's features are.

Interconnections:

Interconnections are the “webs of connection” (Food chain for example). No object or geographical study can be viewed in isolation. Meaning that all things in a place are connected and work together.

Change:

Change is about analysing how landscapes; land-forms or things have changed over a period of time.

Environment:

The concept of environment is about the significance of the environment (habitat) in a living thing's life and the interrelationships between them.

Sustainability:

Sustainability is the capacity of environment to support our lives or other life forms.

Scale:

Scale is about the way geographical phenomena and problems can be explained at different levels. Scale can be from local, regional, nation or global.

Disciplinary Concepts:

Geography Disciplinary Concepts

- Locational Knowledge (Locating countries/cities. Identify positions of significance i.e longitude and latitude).
- Place Knowledge (Understanding differences and similarities between places)
- Human and Physical Geography (Understanding and looking at the differences, includes trade, distribution, culture, settlements, land use)
- Geography Skills and Fieldwork (maps, gloves etc, compass work, fieldwork observing, measuring, recording)