



## Salford Priors Church of England Academy



### Geography Curriculum

Our curriculum drivers – Christian Values and Learning Qualities					
FAITH	HOPE	COURAGE	FORGIVENESS	PEACE	GENEROSITY
Resilience	Curiosity / Determination	Curiosity / Determination	Respect / Responsibility	Respect / Responsibility	Resourcefulness

*‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’*

Rooted	Growing	Thriving
<p>To provide a carefully planned curriculum rooted in a clear progression of geographical knowledge and practical skills to foster curiosity and fascination about the world and its people and succeed in their next stage of learning.</p>	<p>To equip children with a breadth of knowledge about diverse places, people, resources and natural and human environments, together with a deeper understanding of the Earth’s key physical and human processes.</p>	<p>To ensure children thrive as geographers their knowledge about the world and its people, both locally and globally, will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p>

The Salford Priors geography curriculum is a knowledge rich curriculum, supported by resources from the Primary Knowledge Curriculum. 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 and 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.

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, our children add to their conceptual understanding with many examples of geographical knowledge in context.

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 and although they are revisited twice in each of our mixed age classes, plans and tasks are adapted to ensure children are building on knowledge year on 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.

Across the curriculum, 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 across the world. 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.

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.

Across both our Geography and History curricula, the curriculum itself provides the progression model. If children are acquiring the knowledge and skills we define in our curriculum, we know that they are making progress. In order to ensure our children are making the progress we expect, we build in regular retrieval of prior knowledge across and between each unit and carry out an assessment at the end of each unit which is based tightly on the key knowledge we originally intended children to learn.

### **Geography - Long Term Planning Cycles**

NB. Our curriculum does not always follow the pattern of half a term of geography followed by half a term of history. This is to allow for extended units of history which better supports knowledge development in some units of history.

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS1 Year 1 and 2	Cycle A	Spatial Sense Mixed Age Plan		The UK		The Seven Continents	
	Cycle B	Spatial Sense Mixed Age Plan		The British Isles		Northern Europe	
LKS2 Year 3 and 4	Cycle A	Spatial Sense Mixed Age Plan		Settlements		Rivers	
	Cycle B	Spatial Sense Mixed Age Plan	Europe			UK Geography	
UKS2 Year 5 and 6	Cycle A	Spatial Sense Mixed Age Plan		North and South America		British Geographical Issues	
	Cycle B	Spatial Sense Mixed Age Plan		Mountains			Local Area Study

### Additional information on our units:

#### Year1/2:

Teachers follow the spatial sense mixed aged planning and follow the guidance to support and challenge all pupils. When teaching the UK geography, teachers use both the Year 1 – UK, and Year 2 - British Isles units from PKC. The British Isles unit builds on learning from Year 1, extending knowledge of the countries in the United Kingdom to looking at what is meant by the ‘British Isles’ – both units spend time looking in more depth at the countries. Teachers bear in mind that children on Year 1 studying the British Isles are likely to have less background knowledge and so use questioning accordingly.

#### Year 3/4:

We follow Spatial Sense each year and adapt to meet the needs of all the pupils in the class. This is crucial knowledge and where gaps have been identified, teachers ensure planning is in place to address these.

#### Year 5/6:

In Cycle A, children will learn about both North and South America. Teachers prioritize teaching as follows:

1. Locations and Key Places
2. Environmental Regions of North America
3. Rivers of North America
4. Brazil (Agriculture and Industry)
5. The Amazon Rainforest
6. Assessment (adapting assessment tasks)

The children will also study a unit called British Geographical Issues. This unit benefits our children who will have developed secure knowledge of British Geography, and it introduces issues such as flooding and litter. If teachers feel children in the current Year 5/6 cohort do not have secure locational knowledge, they place more emphasis and allocate more lesson time to teaching the regions and locations within the UK that are relevant, before exploring the issues in the unit.