APPLETON Primary School

Geography Overview

THE CONSTELLATION TRUST

Contents

The Curriculum – our approach

Appleton Primary School strives to drive the curriculum through a love of reading. We are creating opportunities for our children to become aspirational in all areas of their lives through a structured build-up of knowledge and skills. We are committed to meeting the needs of all the children in our school. We offer a curriculum which remove barriers to learning by being broad and balanced and building on the knowledge, understanding and skills of the children, whatever their starting points, as they progress through our Foundation Unit and each Key Stage. Our aim is for children to be successful, resilient, independent and motivated learners in readiness for their next stage of education and beyond.

Using the children's interests through talking to pupils, their families and the local community we ensure we capture the enthusiasm of the children to take their development forward. We have a two-year programme of 6 themes across the year groups which captures the children's imagination and interests and ensures that there is a progressive sequence of skills and knowledge based on the National Curriculum. Each theme is supported by an appropriate text to nurture the children's love of reading and quest for knowledge. Our teaching sequences ensure that we teach skills and knowledge and provide sufficient opportunities for pupils to apply these independently. Through the consistent use of assessment, we can identify and address misconceptions to ensure learning is securely embedded and children can remember what they have learned.
At Appleton, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that reflect the individual needs of children, appropriate to their level of ability. For some pupils with additional needs, there are times when the curriculum will need to be adapted to best meet their needs.

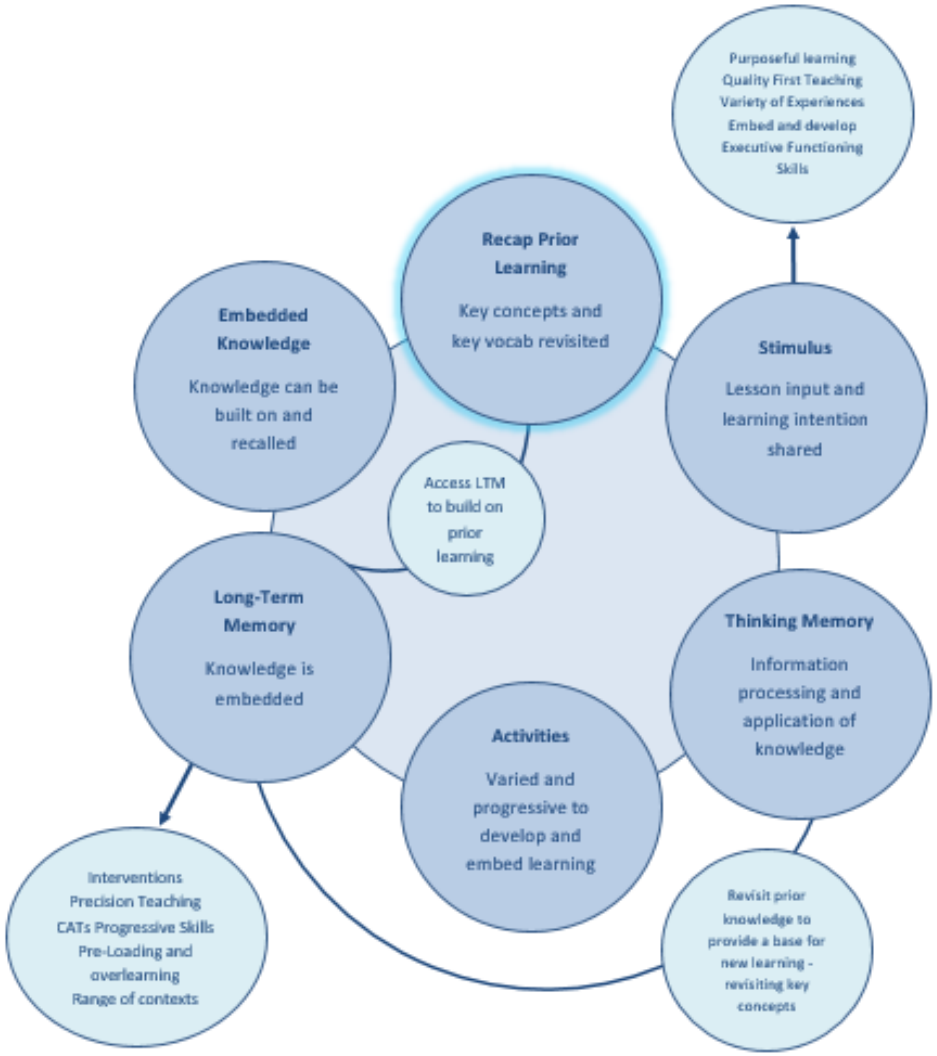
We will ensure our pupils have a wide range of cultural experiences and develop an understanding of opportunities available to them, so they leave us with high aspirations. We endeavour to introduce our whole community to the rich and diverse world in which we live in. To achieve this we promote tolerance and respect towards others in our both community and society as a whole using our PSHE programme, which runs throughout the school. Successes are celebrated and children are taught respect, empathy and fundamental British values and how they can contribute to our "Appleton family" and the wider world in which we live.

Our Curriculum Drivers

Reading is the key for learning
PSHE through developing resilience and promoting wellbeing our pupils can learn
Vocabulary we aim to extend pupils' language to enable them to learn from a wide range of experiences in our language rich curriculum
Fundamental Values promoting empathy and British values are at the core of our "Appleton family" approach.

Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential. Fundamental to our model is "grow what you know" and retrieval of prior learning.



A Broad and Balanced Curriculum at Key Stage 2

We ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine.

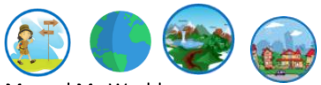
Reading, Writing and Maths are taught daily. Pupils who need phonic support continue on the Read Write Inc. and Fresh Start programmes. Science and PE are taught for 2 hours each week. RE and PSHE are taught for 1 hour each week. Foundation subjects are blocked over half term units.Y4 and 5 have Wider Opportunities for Music taught by a brass specialist. PE specialists and sport organisations regularly visit the school to teach pupils in lessons.

Key Concepts (Big Ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Thus they will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn.

Geography					
					
Locational knowledge	Place knowledge	Navigation	Fieldwork	Human Geography	Physical Features and Processes

KEY CONCEPTS YEAR GROUP MAPPING

	Autumn	Spring	Summer
EYFS	In EYFS pupils are taught Geography through the strand Understanding The World Throughout the year, pupils will be taught Where they Live, Their Local Environment and how this compares to other places		
Year 1	 UK, surrounding waters, capital city of England	 Where I live Responsibility – how to reduce waste and save energy	 Travelling the world Responsibility – human impact on the world.
Year 2	 London	 Our Local Area	 Africa Responsibility – climate change
Y34 cycle 1	 Rome	 Around the world	 Hull
Y34 cycle 2	 Changing Britain Responsibility – non/renewable energy	 Extreme Earth Responsibility – climate change	 UK/Europe Responsibility – sustainable energy
Y56 cycle 1	 Comparing Places	 Our World Climate Responsibility – deforestation	 Peace and Conflict Responsibility – food miles
Y56 cycle 2	 World Rivers - Nile	 Me and My World Responsibility – humans impact on the environment	 Americas

Key concepts (Big Ideas) in **GEOGRAPHY**

Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

Locational knowledge*

Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

Place knowledge*

Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.

Navigation*

Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.

Fieldwork

Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

Human geography

Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical features & processes

Pupils will develop an understanding of different physical environments in their locality and around the world.
They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

*These concepts are studied in all units of geography

Knowledge and skills sequencing	GEOGRAPHY						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Locational knowledge 	I know the name of my street and the city I live in	I can locate Hull on a U.K map I can name the capital city of England I can name the 4 countries in the U.K. and locate them on a map I can name the waters that surround the U.K.	I can name the capital cities of England, Wales, Scotland and Northern Ireland I can name the continents of the world and locate them on a map, globe and atlas I can name and locate the world's oceans on a map, globe and atlas	I can identify the position of the Arctic and Antarctic Circles on a map I can locate continents, oceans and major countries on a world map I know that countries are separated by borders I can identify the Equator, Northern and Southern hemispheres on a globe Name and locate all countries within the U.K. and their major cities I can recognise key human and physical characteristics of my local region and the UK eg: hills, mountains, coast, rivers and land use		I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects) I can use a map to locate the worlds countries, including the countries of Europe and North and South America I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America I know what longitude and latitude means and how they relate to timezones around the world	
Place knowledge 	I can explore, notice and describe things in my local environment	I can describe some of the physical and human features of the environment around us I can tell you what I like and do not like about the place in which I live	I can identify similarities and differences between where I live and a place outside Europe	I describe how some places are similar and dissimilar in relation to their human and physical features (within UK) I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region) I can explain the difference between the British Isles, Great Britain and the United Kingdom		I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country) I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)	
Navigation 	I can talk about where I live and how I travel to school	I know the 4 main directions on a compass I can create a simple map (eg: the school grounds)	I can use simple compass directions and directional language to find a location on a map I can create a simple map of my local area and use basic symbols in a key	I can create maps and plan routes, using the 8 points of the compass, in the local area I can use various sources to identify different locations around the world I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK I can use ordinance survey maps to explore the local area and identify key features		I use Ordnance Survey symbols and 4 figure grid references Use digital mapping technology (GIS) to trace physical features of an area I understand scale factor I can use Ordnance Survey symbols and 6 figure grid references	

					I can read and calculate distances from a scale
Fieldwork 	I can make and records observations in the school grounds	I can use arial photographs and plan to identify the key features of my school	I can use arial photographs and plan to identify the key features and landmarks in my local area I can identify similarities and differences between two areas and sets of data	I can follow a structure for presenting fieldwork investigations and findings I can present findings from fieldwork using graphs/charts and explain my findings I use different types of fieldwork to observe, measure and record the human and physical features in the local area I can explain trends or patterns observed by making comparisons or by noting cause and consequence	I use different types of fieldwork to observe, measure and record the human and physical features I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge I collect and measure information accurately (eg: rainfall, temperature, wind speed etc…) I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence
Human geography 	I know that some things in our world are made naturally and some things are made by people	I understand some of the ways that humans can affect the world around us I understand how everyday actions can help reduce waste and save energy	I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop I can describe the facilities that a village, town and city may need, and give reasons I understand how everyday actions can help reduce waste, save energy and make the world more sustainable	I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers) I can describe and explain the key features of different types of settlements and identify similarities and differences I understand how settlements have changed over time I can explain the importance of ports and the role they play in trade and distributing resources around the world I understand and demonstrate some of the actions humans can take to reduce the effects of climate change I understand the difference between renewable and non-renewable sources of energy I understand how energy use in settlements has changed over time and the	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features. I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers (link to physical geography - rivers) I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade I understand the concept of food miles and the impact this can have on the environment I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment I understand the concept and impact of deforestation on a local and global scale

				responsibilities humans have for sustainable energy in the future	
Physical features and processes 	I can name and identify some different types of weather I can explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc…)	I can explain how the weather changes throughout the year and name the seasons (link to Science)	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather I understand some of the ways the world's climate is changing	I understand the structure of the earth and features such as tectonic plates and molten lava I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes I describe and understand the key aspects of earthquakes I can describe and explain the key physical features of mountains	I can describe and explain the key physical features of rivers I can explain the physical process that cause rivers to shape the land I can explain the key aspects of the water cycle I can describe and explain the key physical features of different climate zones, biomes and vegetation belts I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of second order concepts and how these apply to Geography is provided below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
Geography	Significant places (cities, countries, seas, oceans etc…) and significant features (notable mountains, volcanoes, glaciers, rivers etc…)	Making comparisons between places, localities and regions. Comparing physical and human features.	Understanding the effect of humans and nature on landscapes and settlements	How and why physical and human features have changed over time	How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources	Using geographical terms, explaining processes and trends, presenting and interpreting data	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits.