Mountford Manor

Curriculum Policy

Geography

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." *Barack Obama*

Whole School Curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a knowledge-engaged approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **M**ake the **M**ost of their **P**otential.

To do this, we strive for children to;

- Be **M**otivated Learners
- Seek **M**eaningful futures
- Become **P**roud citizens

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental ***Golden Threads*** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities** and **experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore remember more.

How the **5 Golden Threads** are embedded in our Geography Curriculum

Golden Thread	How this is embedded in Geography
Embed Values	Through learning about other places and cultures; children develop an appreciation of respect and tolerance and begin to grow an understanding of where they from and how this sits within a global context. This supports pupils in becoming rounded; proud citizens.
Develop Oracy Skills	Children are given opportunities in lesson to explain and describe geographical features and processes. Children are also given opportunity to debate and discuss current issues surrounding the environment; human development and migration. Children are encouraged to discuss and express opinion on their favourite places in the world and compare and contrast different localities. In each unit of work, children are exposed to a range of geographical vocabulary which enables them to describe, discuss and debate different geographical processes and issues.
Cultivating a culture of readers	Where possible, children's Geography unit has links to and/or is inspired by a key text.
Giving exposure to real life opportunities and experiences	In each unit of work, children are exposed to a range of experiences such as visiting local and regional geographical landmarks. They also have the opportunity to experience various fieldwork activities such as orienteering, surveying and designing. Children are made aware of the different types of careers and opportunities the world of Geography brings. Work is celebrated with various stakeholders (including) parents and opportunities are planned so that children can share what they are learning with others at home.

Encourage curiosity	By gaining a wide knowledge about the different places, people and cultures of the world; children develop a good sense of understanding of Geography. By knowing more; gives children the confidence to find out more about themselves and the world. This inspires them to seek more opportunities to learn more.

Intent of Geography Curriculum

The intent of the Geography Curriculum at Mountford Manor is to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The MMP Geography curriculum is designed to improve pupil's cultural capital so that they acquire the essential knowledge to be educated citizen and have successful futures. The aim is that the pupil may go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society.

The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build upon a firm foundation in future years.

The MMP Geography curriculum is centred and linked around **4 Big Ideas**;

- What's unique in where I'm from?
- Where am I in the world?
- How is the Earth shaped by the Physical Impact?
- How is the Earth shaped by Human Impact

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims and Objectives:

The Geography curriculum at Mountford Manor aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Curriculum Map (Progression and sequencing):

Progression of Knowledge and Skills

DOMAIN	*EYFS*	*KS1*	*LKS2*	*UKS2*
Locational Knowledge	**By the end of EYFS** *Pupils will be taught to*: • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like and dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.	**By the end of KS1** *Pupils will be taught to*: • Name and locate the 7 continents on a paper map. • Name and locate the 5 oceans • Name and locate the different countries of the UK on a paper map. • Name and locate the different capital cities of the UK on a paper map • Use simple compass directions (North, South, East and West) to describe the location of different features of the UK. i.e. London is in the South of England; Scotland is in the North of the UK	**By the end of LKS2** *Pupils will be taught to*: • Build on prior knowledge of UK regions by using maps to locate countries of Europe. • Study images/ pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. • Make reasoned judgements about where the pictures are taken e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Use maps to compare and contrast differences between the UK and other countries. Biomes; climate, agriculture, tourism etc • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • Identify main trade and economy in another country and compare to region of the UK.	**By the end of UKS2** *Pupils will be taught to*: • Identify the different hemispheres on a map. • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. • Locate and label different countries/continents in the Northern and Southern Hemisphere including different Non-European countries in Asia, Africa; North and South American countries. • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Locate all the man-made features of a country i.e. Japan e.g. Tokyo Sky-Tower; Hoover Dam; Suez Canal and relate to UK landmarks. • Reflect on the importance and value of the tourism industry in these areas.

Place Knowledge	•Observe and identify features in the place they live and the natural world. • Talk about features. • find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • use of words that help children to express opinions, e.g. 'busy','quiet' and 'pollution'	• Study pictures/videos of a locality and contrast with a non-European locality. Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment. • Draw and label pictures to show how places are different to the UK • Give detailed reasons to support own likes, dislikes and preferences.	• Study maps to make assumptions about the different areas of Europe/South America e.g. using map keys to identify mountainous areas, urban areas. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.	• Raise questions about the different hemispheres and use and explain appropriate geographical language • Discuss and compare these differences relate this knowledge to the weather/climate in the local area. • Reach reasoned and informed solutions and discuss the consequences of humans around the world including climate change.
Human & Physical	•notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.	• Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. • Be able to verbalise and write about similarities and differences between the features of the two localities. • Ask questions about the weather and seasons. • Children to identify the equator and locate the places on the Equator which are the hottest. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.	• Locate places in the world where **volcanoes** and **earthquakes** occur. • Understand and be able to communicate in different ways the cause of **Earthquakes** and **volcanoes** and the process that occurs before an earthquake occurs or a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary when describing different earth processes • Ask, research and explain the following questions: Why have humans chosen to settle here? Link to trade/access to natural resources. How has this changed over-time? (link to population growth/decline) How did they use the land previously and how has land use changed today? • Relate land use and trade to settlements.	• Use the language of **rivers** e.g. erosion, deposition, transportation. • Explain and present the process of **rivers** and the **water cycle**. • Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements. • Research and discuss how natural disasters such volcanoes and earthquakes can impact human settlements. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discover where food comes from. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Ask and answer geographical questions to unpick why human geography may have changed

		• Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	• Look at settlements, particularly in relation to the geography – what conclusions can be drawn? • Study how land in the local area was used overtime. Look at land use in the same area today and consider how and why this has changed.	over time (specifically the impact of climate change).
Fieldwork	• Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"	• Understand that both a map and a globe show the same thing. • Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school e.g. the different types of plants, the animals seen in the forest compared to the animals seen on the road, the different amount of traffic on Drakes Way compared to Frobisher Drive. • Children to make suggestions for the cause of the differences. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key	•Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. •Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement •Classify local buildings. •Use recognised symbols to mark out local areas of interest on own maps. •Ask Geographical questions e.g. how is traffic controlled? What are the main problems? •Choose effective recording and presentation methods e.g. tables to collect data. •Present data in an appropriate way using keys to make data clear. •Draw conclusions from the data •Study pictures of historic elements of a site and compare and contrast.	• Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river/hill/coast, locate and explain the features. • Undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. • Select a method to present the differences in economy in the area today. • Undertake a survey in the local area or on a visit – drawing comparisons • Collate the data collected and record it using data handling software to produce graphs and charts of the results.

		and includes the main physical and human features.		

The 4 'Big Ideas'

What's unique in where I'm from?	Where am I in the world?	How is the Earth shaped and formed by Physical Impacts?	How is the Earth shaped and formed by Human Impacts?
Our Local Area **Walcot**	*UK countries, capital cities and seas* **London**	*UK countries, capital cities and seas* **The Seaside**	Field Processes **Local Field Study; Local Pollution**
Our Local Area **Comparing Swindon & Ocotal (Nicaragua)**	*Continents and Oceans* **North and South Poles** *Continents and Oceans;* **The Equator**	*Earth Processes* **Volcanoes & Earthquakes**	*Earth Processes* **South America**
Locational and Place **How has Swindon changed?**	*Locational and Place* **European Cities**	Field Processes **Water, Weather & Climate** *Earth Processes* **Raging Rivers**	*Locational and Place* **Amazon Rainforest; Deforestation**
Field Processes **Migration.**	*Locational and Place* **South America**	*Earth Processes* **Japan; Unstable world**	Field Processes **Globalisation**

Geography Units (2 year cycle)

The units at MMP are taught on a 2-year cycle. Through these units, the key knowledge and skills laid out in the Geography Policy are taught and consolidated.

Cycle A

Year groups	Unit 1	Unit 2	Unit 3
Year 1 & 2	**Walcot**	**North and South Poles**	**London**
Year 3 & 4	**How has Swindon changed?**	**Volcanoes & Earthquakes**	**South America**
Year 5 & 6	**Water, Weather & Climate**	**Raging Rivers**	**Changing World - Migration**

Cycle B

Year groups	Unit 1	Unit 2	Unit 3
Year 1 & 2	**Comparing Swindon & Ocotal (Nicaragua)**	**The Equator**	**Britain's Seaside and Coast**
Year 3 & 4	**European and its Cities**	**Biomes around the world**	**Local Fieldwork; Traffic and pollution**
Year 5 & 6	**Changing World - Globalisation**	**Japan; Unstable world**	**Amazon Rainforest**

How the Units fit in with the MMP Geography Sequence of learning

KS1 Cycle A

Unit 1	Unit 2	Unit 3
Where we live: Walcot	**North and South Poles**	**London**
END POINT UNDERSTANDING & SKILLS; • Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school e.g. the different types of plants, the animals seen in the forest compared to the animals seen on the road, the different amount of traffic on Drakes Way compared to Frobisher Drive. • Children to make suggestions for the cause of the differences. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features. **Supporting National Oak Academy Link -** https://teachers.thenational.academy/units/villages-towns-and-cities-28b9	**END POINT UNDERSTANDING & SKILLS;** • Name and locate the 7 continents on a paper map. • Name and locate the 5 oceans • Understand that both a map and a globe show the same thing. • Children to identify the equator and locate the places on the Equator which are the hottest. • Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Ask questions about the weather and seasons.	**END POINT UNDERSTANDING & SKILLS;** • Name and locate the different countries of the UK on a paper map. • Name and locate the different capital cities of the UK on a paper map • Use simple compass directions (North, South, East and West) to describe the location of different features of the UK. i.e. London is in the South of England; Scotland is in the North of the UK • Draw own maps of the local area; use and construct basic symbols in a key. • Give detailed reasons to support own likes, dislikes and preferences • Be able to verbalise and write about similarities and differences between the features of the two localities. ***Supporting National Oak Academy Link -*** *https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-ey-transition-unit-b8a0*
Key Questions: • What is a settlement? • What affects where people live? • What makes up a city/large town? • What human and physical features can • I find in my settlement? • Can I sketch a map of my settlement? • Can I use symbols and a key in my map?	**Key Questions:** • How is the ocean different at the North Pole and the Equator? • Where are the North and south pole? • What is the weather like there? • Why is the weather like this? • What will I find there? *Physical features* • Why is hard for humans to live there?	**Key Questions:** • What is the United Kingdom? Where is the United Kingdom on a map of the world & of Europe? • What countries make up the United Kingdom? • What makes the United Kingdom unique? is made up of islands and is surrounded by sea. Can you name the surrounding seas? • What can you find in the United Kingdom? • What are the physical features of the United Kingdom

• How do I describe where things are in my settlement?	• How do animals survive there? • Ho ware humans harming these environments? • What can we do to protect these environments?	• Can you identify and name a range of physical features? • Can you describe features of different parts of the UK? (Cities; Mountains and Rural) • How do people move around in London? • Why is the River Thames so important? (Romans built Londinium next to the river to allow transportation of goods) • Can you identify different types of transport? (tube, buses, city cycles, taxi) • What are the landmarks in London? Can you Identify London landmarks • Do you know any Facts about key landmarks (Big Ben; St Pauls Cathedral; London Eye) • Where does the King live?

KS1 Cycle B

Unit 1	Unit 2	Unit 3
Comparing Swindon & Ocotal (Nicaragua)	**The Equator**	**Britain's Seaside& Coasts**
END POINT UNDERSTANDING & SKILLS; • Study pictures/videos of a locality and contrast with a non-European locality. • Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment. • Draw and label pictures to show how places are different to the UK • Give detailed reasons to support own likes, dislikes and preferences • Be able to verbalise and write about similarities and differences between the features of the two localities. **Supporting National Oak Academy Link -** https://teachers.thenational.academy/units/understanding-brazil-1068 (although references Brazil)	**END POINT UNDERSTANDING & SKILLS;** • Name and locate the 7 continents on a paper map. • Name and locate the 5 oceans • Understand that both a map and a globe show the same thing. • Children to identify the equator and locate the places on the Equator which are the hottest. • Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Ask questions about the weather and seasons.	**END POINT UNDERSTANDING & SKILLS;** • Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. • Ask questions about the weather and seasons. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts
Key Questions: • Where is Nicaragua? • Why do people visit Nicaragua? • What are the features of cities in Nicaragua (focus on Ocotal)?	**Key Questions:** • What is a continent? • What continents are on the equator? • What environments would you find on the equator? Rainforests/ deserts?	**Key Questions:** • What is an ocean? • Where are the world's oceans? • Why is the UK surrounded by seas?

• What is the weather like in Nicaragua? • How is the weather in Nicaragua different • than the UK? • What physical features are there in Nicaragua? • What similarities are there with where I live? • What differences?	• What makes the equator special? Weather / habitats (rainforests) and animals. • Why do Humans live there? • How are humans harming areas on the equator (deforestation) • How can we protect these areas?	• What physical features would you find on the coast? • What human features would you find on the coast? • Why do we go to the seaside? • How does the weather change? • Can you describe how the seaside changes in the summer and in the winter?

LKS2 Cycle A

Unit 1	Unit 2	Unit 3
Volcanoes & Earthquakes *	**How has Swindon changed?**	**South America***
END POINT UNDERSTANDING & SKILLS; • Locate places in the world where **volcanoes** and **earthquakes** occur. • Understand and be able to communicate in different ways the cause of **Earthquakes** and **volcanoes** and the process that occurs before an earthquake occurs or a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary when describing different earth processes ***National Oak Academy Link;*** ***https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a***	**END POINT UNDERSTANDING & SKILLS;** • Ask, research and explain the following questions: Why have humans chosen to settle here? Link to trade/access to natural resources. How has this changed over-time? (link to population growth/decline) How did they use the land previously and how has land use changed today? • Relate land use and trade to settlements. • Look at settlements, particularly in relation to the geography – what conclusions can be drawn? • Study how land in the local area was used overtime. Look at land use in the same area today and consider how and why this has changed. • Classify local buildings. • Use recognised symbols to mark out local areas of interest on own maps • Draw conclusions from the data • Study pictures of historic elements of a site and compare and contrast	**END POINT UNDERSTANDING & SKILLS;** • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Study maps to make assumptions about the different areas of Europe/South America e.g. using map keys to identify mountainous areas, urban areas. • ***National Oak Academy link -*** ***https://teachers.thenational.academy/units/building-locational-knowledge-south-america-f4d0***
Key Questions: 1. What is the earth made of? 2. How are volcanoes made? 3. How does an earthquake occur? 4. What happens when a volcano erupts? 5. What happens when an earthquake occurs? 6. How can we protect against earthquakes?	**Key Questions:** 1. Can you locate Swindon on a map and describe its location? 2. Where is Swindon? *World; Continent; Country; County location on map (coordinates)*	**Key Questions:** 1. Which countries are in South America? 2. What physical features can we find in South America? 3. What are some of South America's most important human features? 4. What is the geography of Chile?

	3. What is the significance of its location? *Location in regards to London and Bristol; M4 corridor; on a Railway line;* 4. What are the Key geographical facts; *population?; key landmarks* 5. Can you describe what Swindon looked like in the past? 6. What impact has the Railway had on what Swindon looks like? 7. What impact has the Railway had on Swindon's population? 8. How and why has Swindon changed since WW2? 9. How my local area (Walcot) changed over time?	5. What are the physical features of Chile? 6. What are the human features of Chile? 7. How does Chile's access to natural resources have an impact on its people? 8. How are Chile and the UK similar and 9. different? 10. What are the differences and similarities in physical features between the two countries? 11. How does economic activities and land use vary within and across the two countries?

LKS2 Cycle B

Unit 1	Unit 2	Unit 3
European Cities *	**Biomes ***	**Local Fieldwork ***
END POINT UNDERSTANDING & SKILLS; • Build on prior knowledge of UK regions by using maps to locate countries of Europe. • Study images/ pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. • Make reasoned judgements about where the pictures are taken e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • Identify main trade and economy in another country and compare to region of the UK. • Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. ***National Oak Academy link -*** ***https://teachers.thenational.academy/units/building-locational-knowledge-europe-0322***	**END POINT UNDERSTANDING & SKILLS;** • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Use maps to compare and contrast differences between the UK and other countries. Biomes; climate, agriculture, tourism etc ***National Oak Academy link -*** ***https://teachers.thenational.academy/units/biomes-bd47***	**END POINT UNDERSTANDING & SKILLS;** •Ask Geographical questions e.g. how is traffic controlled? What are the main problems? •Choose effective recording and presentation methods e.g. tables to collect data. •Present data in an appropriate way using keys to make data clear. •Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. •Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement ***National Oak Academy link -*** ***https://teachers.thenational.academy/units/local-fieldwork-6adb***
Key Questions:	**Key Questions:**	**Key Questions:**

1. What are the countries of Europe? 2. What are the physical features of Europe? 3. What are some of Europe's most important human characteristics? 4. Can you identify Europe on a world map? 5. Can you dentify the location of the United Kingdom? 6. Can you explore other countries in Europe? 7. Can you Identify the environmental regions of Europe? 8. Can you Explore the physical features of two contrasting? 9. Can you European regions? 10. Can you identify Europe's major cities? 11. Can you explore where people in Europe live? **12.** Can you identify where Europe's natural resources are located?	1. What are the Earth's biomes? 2. Where are the Earth's biomes? 3. What affects an ecosystem? 4. What is the tundra? Identify the characteristics of the tundra 5. What is the taiga? 6. What are the grasslands? **7.** How are biomes being damaged?	1. Why do geographers do fieldwork? 2. What enquiries are geographers currently doing? I 3. Tools of fieldwork: maps 4. Fieldwork: can I create a sketch map of roads in my community? 5. Tools of fieldwork: surveys and questionnaires 6. Fieldwork: can I create a field sketch of my community? 7. How do geographers develop an enquiry question? 8. Fieldwork: Can I collect data about road use in my community? 9. How do geographers present their data? **10.** What do geographers do with their data?

UKS2 Cycle A

Unit 1	Unit 2	Unit 3
Water, Weather & Climate	**Raging Rivers**	**Migration**
END POINT UNDERSTANDING & SKILLS; • Undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data	**END POINT UNDERSTANDING & SKILLS;** • Use the language of rivers e.g. erosion, deposition, transportation. • Explain and present the process of rivers, • Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements • Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river/hill/coast, locate and explain the features.	**END POINT UNDERSTANDING & SKILLS;** • Study pictures of historic elements of a site and compare and contrast. • Use maps to compare and contrast differences between the UK and other countries,; climate, agriculture, tourism etc • Raise questions about the different hemispheres and use and explain appropriate geographical language • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Ask and answer geographical questions to unpick why human geography may have changed over time

National Oak Academy link - https://teachers.thenational.academy/units/water-weather-and-climate-4454	***National Oak Academy link - https://teachers.thenational.academy/units/rivers-4772***	***National Oak Academy link - https://teachers.thenational.academy/units/migration-7c41***
Key Questions: • Where is Earth's water? • What makes up the weather? • Why does it rain? • Why does the UK have wild weather? Understand why the UK's weather can change daily. • What are the reasons for seasons? • How can we measure the weather? (rainfall/sunlight/wind speed) • Why is the world's weather changing?	**Key Questions:** • Where are the world's rivers? • What is a river? • Where in the world are the major rivers? • How do rivers shape the land? • What are the four types of erosion? • What is transportation? • What is deposition? • What landforms do rivers create? (Part • What is a landform? • What and how are valleys and interlocking spurs formed? • What is a meander? • How is a meander formed? • How is an oxbow lake formed? • Why are rivers important to people? • Why do people like living near rivers? • Why is the Amazon River important for people? • What happens when a river floods? • What is a flood? • Why do rivers flood? • How can a flood bring positive and negative impacts?	**Key Questions:** • What is migration? • Where do migrants go to and come from? • How does migration affect us? • How do migrants vary? • What are the different types of migration? • Why do people choose to migrate? push and pull factors. • How does migration affect people and places? • What are the positive impacts of migration for the source and host countries? • What are the negative impacts of migration for the source and host countries? • How the UK has been affected by migration. (historical and current) • What is economic migration? • What is a refugee? • How will climate change affect migration? • Debate the following question; "All migrants are forced to leave their home": to what extent do you agree?

UKS2 Cycle B

Unit 1	Unit 2	Unit 3
Globalisation	**Japan; Unstable world**	**Amazon Rainforest**
END POINT UNDERSTANDING & SKILLS; • Study pictures of historic elements of a site and compare and contrast. • Use maps to compare and contrast differences between the UK and other countries,; climate, agriculture, tourism etc • Raise questions about the different hemispheres and use and explain appropriate geographical language	**END POINT UNDERSTANDING & SKILLS;** • Identify the different hemispheres on a map. • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. • Locate and label different countries/continents in the Northern and Southern hemisphere. • Raise questions about the different hemispheres and use and explain appropriate geographical language	**END POINT UNDERSTANDING & SKILLS;** • Reach reasoned and informed solutions and discuss the consequences of humans around the world. • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Reflect on the importance and value of the tourism industry in these areas

• Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Ask and answer geographical questions to unpick why human geography may have changed over time ***National Oak Academy link -*** ***https://teachers.thenational.academy/units/globalisation-672d***	• Locate all the man-made features of a country e.g. Tokyo Sky-Tower; Rainbow Bridge; Tokyo Station; Shibuya Crossing; and relate to UK landmarks. • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Ask and answer geographical questions to unpick why human geography may have changed over time	• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discover where food comes from. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Ask and answer geographical questions to unpick why human geography may have changed over time
Key Questions: • What is globalisation? • How has globalisation changed the way we communicate? • How does globalisation affect trade? • What does globalisation have to do with fashion? • Where were your clothes made? • What does globalisation have to do with food? • Where does our food come from? • Where will globalisation lead us? • How globalised is your life? • What impact has globalisation had on your life?	**Key Questions:** • Where is Japan? • What are the key facts about Japan? • How is Japan similar/different to the UK? • Why does Japan get earthquakes; volcanoes; typhoons and tsunamis? • What are the impacts of potential natural disasters on Japan? • How has Japan adapted to potential natural disasters? • Debate: Should humans live in a pace like Japan where there are so many potential Natural disasters?	**Key Questions:** Where and what is the Amazon rainforest? Key facts i.e. What is its climate? Population; countries etc How has it changed over time? How have physical factors shaped the Amazon rainforest? Climate/Rivers? What have been the human impacts? Why is the Amazon rainforest being destroyed? Farming; deforestation (Link to trade and food) What are the impacts of deforestation and farming on Global Warming? What can we do to protect it?

The Teaching and Learning of Geography

At Mountford Manor, we approach teaching and learning of Geography through 6 Key Principles.
These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom. .

These 6 Key Principles are;

1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

2.EXPLANATION

Three key principles should guide explanations:
1. Plan in to schemes of learning how to **link to and build on something already known.** a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)

2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)

3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:
a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:
1. **Model the creation of products/procedures**. For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:
1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.

2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility. a. Guide student practice (Rosenshine, 2012)
b. Require and monitor independent practice (Rosenshine, 2012)

5.FEEDBACK

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

6.QUESTIONING

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

Inclusion and the Geography Curriculum

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

Monitoring and Assessment

EYFS

In ETFS the new skills and knowledge learnt in Geography is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children's Geographical knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

Key Stage 1

In KS1 the new skills and knowledge learnt in Geography is evidenced through a combination of work in books and pupil's responses to key geographical questions.

Children's geographical knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's work and pupil's responses to key questions show progress against the

age related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

Key Stage 2

In KS1 the new skills and knowledge learnt in Geography is evidenced through a combination of work in books and pupil's responses to key geographical questions.

Children's Geographical knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's work and pupil's responses to key questions show progress against the age related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

Review

To be reviewed September 2023 by Lee Edmonds (Principal at Mountford Manor).