GEOGRAPHY

CURRICULUM: GEOGRAPHY

St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.

CURRICULUM NARRATIVE

Welcome to secondary school!

Y5/6 Cycle b

- North America
- Tsunami
- Climate change
- Biomes - deserts

Y5/6 Cycle a

- Coasts
- Angry Earth
- Biomes – rainforests
- Rivers

Y3/4 Cycle b

Y3/4 Cycle a

- Planet Earth
- Exploring the World
- Beside the seaside
- Where I live

Y1/2 Cycle b

Y1/2 Cycle a

EYFS

People and places and the world we live in: In EYFS children begin to develop their geographical knowledge by exploring features of their school and nursery. They begin to compare and contrast different places and environments using maps and atlases.

Your geography journey starts here!

Love God, Love Learning, Love One Another.

CURRICULUM NARRATIVE

Why do geographers read?

To find out specific information about places

To interpret data

To learn about past and future Events

To help recognise their own impacts on the world

Write like a geographer

Cause - the human physical processes

Consequence - the social, economic and environmental impacts

Change and continuity - Global, national and local

Similarity and difference - A place you have studied to support your writing

Correctly use geographical key terms

Use labels and annotations on Diagrams

Threshold Concepts

LOCATION & PLACE KNOWLEDGE
Name, locate and identify places on a global, national and local scale.

GEOGRAPHICAL TECHNIQUES
Use geographical terms and vocabulary. Use geographical skills, including maps and graphical methods

PHYSICAL FEATURES & PROCESSES
Describe the formation and changes of natural landscapes over time.

HUMAN INTERACTION WITH THE ENVIRONMENT
Identify land use. Discuss the relationships between human activity and places. Recognise how the environment is managed.

The Geography curriculum aims to inspire students with curiosity and fascination about the world around them. Our curriculum aims to equip students with knowledge and give them an understanding about natural and human environments, diverse places, people and resources, including the Earth's key physical and human processes. The study of geography should give students an understanding of their place in World.

The Journey Begins…

In EYFS pupils will begin to develop their understanding of the world around them. They will know where they are placed and will begin to recognise that there are other places around them. During the course of these units, they will become familiar with the location of their home and school; learn about the name of the street they live on as well as the name of their local town or city. They will be introduced to geographical techniques such as map literacy by creating maps of their immediate environment, making links to literacy through labelling. They will begin to differentiate between physical features and human features.

As they move into Key Stage 1, pupils gain a greater understanding of the world around them, studying their local area in greater detail, the Seaside, Explorers and Planet Earth. Their locational and place knowledge will deepen as they begin to look more closely at their immediate environment but also earth as a whole. They will identify the types of housing and weather patterns as well as be able to name the countries within the UK, the seven continents and five oceans. They will begin to understand why different locations have different climates and will be able to compare and contrast opposing environments, using geographical vocabulary. Pupils will become more aware of how humans interact with the environment in different parts of the earth. They will study different types of map and will broaden their own understanding of maps and graphicacy by creating more detailed maps using symbols and keys.

In Lower Key Stage 2, pupils study the UK in more detail, they learn specific locational facts such as capital city names, landmarks and flags. They also begin to develop an understanding of human geography by studying population and distribution. They look at physical features of the UK by contrasting rural and urban areas and gain an understanding of migration and tourism. Pupils are provided with many opportunities to develop a greater understanding of the physical processes that take place on earth by delving into the natural world and its resources, they will understand how volcanoes form, how and why earthquakes occur and will study rivers and coasts – completing case studies as they go.

As they progress to Upper Key Stage 2, pupils continue explore the human world, enabling them to see links to their physical geography. They will study settlements and land use, natural resources and their use, biomes and North America. They will continue to deepen their geographical skills and knowledge through studying many different types of maps and graphs. They will understand the difference between labelling and annotating and will be able to analyse different types of data using these geographical techniques. They will complete extended pieces of writing demonstrating their understanding, using subject specific vocabulary. This curriculum prepares them with high quality skills and knowledge needed for Key Stage 3 and beyond.

CURRICULUM NARRATIVE

Knowledge of Places:
It is important our pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts throughout units of work. Throughout these units of work, pupils will develop knowledge of the North East and the United Kingdom. They will also use comparative skills to develop their knowledge of Australia and South America. They will develop an understanding of North America which will continue into Year 6.

Geography Skills and Fieldwork:
Throughout the units of work geography skills and fieldwork opportunities have been built into the curriculum. Geography skills within the units include using maps, atlases and digit mapping to locate countries, as well as using compasses, symbols and keys. Fieldwork opportunities include observing, measuring, recording and presenting, which includes labelling and sketching maps. It is important to remember fieldwork does not always mean going out of school. It can involve collecting date within the school and the classroom and presenting and analysing data that has been given to them.

Progression through the Threshold Concepts

Within geography, there are 4 key threshold concepts, which when combined, ensure that our students can access a deep understanding of the subject. The threshold concepts relate to core aspects of disciplinary knowledge and substantive knowledge. For example, when 'thinking like a geographer', students need a deep understanding of place, knowledge and geographical skill to enable their understanding of physical and human geography. As students progress through the curriculum narratives, so should their understanding of the threshold concepts:

Location and Place Knowledge
Location and place knowledge is not simply about knowing where a place is in the world. It includes:
• Location Knowledge: world countries, regions, environments, continents, physical features (rivers and mountains)
• Physical Knowledge: similarities and differences between places (physical and human), cultures, cities, capitals
• Map Literacy: latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Geographical Techniques
The use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits, such as:
• Map literacy, Ordinance Survey maps, grid references, latitude and longitude, atlases, globes, GIS (Google maps), aerial photos.
• Numeracy and graphicacy, manipulating data, interpreting graphs and tables, constructing graphs.
• Literacy skills using key terminology, constructing and writing arguments, writing persuasively.
• Annotating diagrams/photos, using case studies, causes, effects, responses, processes leading to landforms, inferring information and making judgements.

Physical Features and Processes
Looking at the natural landscapes, features and the processes which create them. This is done in two stages:
1. Characteristics (describe) What does the feature look like? What makes it unique? What are its dimensions? Observations (figures, photos, diagrams).
2. Processes (explain) Why does the feature/event occur? Step-by-step formation, directly link how the processes create the characteristics.

Human Interaction with the Environment
Humans interact in a number of ways including:
• Land use, types of settlement, economic activity including trade links, distribution of natural resources.
• Human impacts on the natural environment, human induced hazards, impacts of natural hazards on people.
• Human responses to natural hazards and to human induced hazards.

CURRICULUM NARRATIVE

Common Threads

To ensure the units are cohesive, the curriculum has been developed with key threads underpinning the different units. These threads run through the different units to ensure pupils build an in-depth knowledge of places and can make comparisons.

North East

Australia

UK

North America

Brazil

Climate Change

Knowledge of Places:
It is important our pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts throughout units of work. Throughout these units of work, where possible, pupils will develop knowledge of the North East of England and the United Kingdom. They will also use comparative skills to develop their knowledge of Australia and Brazil. In year five and six, they will develop an understanding of North America.

Geography Skills and Fieldwork:
Throughout the units of work geography skills and fieldwork opportunities have been built into the curriculum. Geography skills within the units include using maps, atlases and digit mapping to locate countries, as well as using compasses, symbols and keys. Fieldwork opportunities include observing, measuring, recording and presenting, which includes labelling and sketching maps. It is important to remember fieldwork does not always mean going out of school. It can involve collecting date within the school and the classroom and presenting and analysing data that has been given to them.

CURRICULUM NARRATIVE

Curriculum Coverage					
Y5/6	Cycle b		North America		Tsunami
	Cycle a		Biomes - Deserts		Climate Change
Y3/4	Cycle b		Coasts		Angry Earth
	Cycle a		Rivers		Biomes - Rainforests
Y1/2	Cycle b		Planet Earth		Exploring the World
	Cycle a		Where I live		Beside the Seaside

Intent

At St. Joseph's, our intention is that every child becomes an interested, inquisitive and knowledgeable geographer with a deep curiosity about the world and its people.

We follow the National Curriculum programmes of study and aim to develop confident geographers who are well equipped to continue their geographical learning as they progress through education. Pupils are challenged to think, act and speak like geographers, through a consistent and progressive approach across all year groups.

Both substantive knowledge and disciplinary knowledge are explicitly taught:
Substantive knowledge refers to the places, people, environments and geographical features pupils learn about
Disciplinary knowledge refers to how geographers work — including enquiry, interpretation, analysis, explanation and evaluation of geographical information and concepts such as place, space, scale, change and interdependence
High quality Geography teaching is a priority at St. Joseph's. Our curriculum forms part of a coherent and progressive journey from EYFS to Year 6 and beyond, inspiring pupils' curiosity and fascination about the world and equipping them with the knowledge and skills needed to understand both physical and human geography.

Through Geography, pupils will:
Develop locational knowledge of globally significant places
Explore physical and human geography throughout their learning journey
Experience Geography beyond the classroom through fieldwork and real world enquiry
Understand how geographical knowledge and skills link to future careers and real world roles

CURRICULUM NARRATIVE

Implementation

Geography at St. Joseph's is taught as part of a carefully sequenced and progressive curriculum, ensuring that knowledge and skills build securely over time.

The curriculum is designed around four key threshold concepts, which are revisited and deepened across units and year groups. Content is structured as a coherent narrative, enabling pupils to make meaningful connections and retain learning.

Threshold Concepts in Geography
The Geography curriculum is led by four threshold concepts:
- Location and Place Knowledge
- Geographical Skills and Communication
- Physical Processes and Landscapes
- Human Interaction with the Environment

These concepts underpin all Geography learning and support pupils in developing a deep and transferable understanding of the subject.

Teaching, Learning and Careers
Research from cognitive science informs our teaching. Knowledge is revisited through spaced retrieval, allowing pupils to remember more over time. Teachers explicitly make links to prior learning and encourage pupils to connect new knowledge with what they already know.

Careers education is explicitly embedded within every Geography unit. Pupils learn about how geographers work in the real world and explore a range of geography related careers linked directly to each unit of study. These may include:
Geographers and cartographers
Environmental scientists and conservationists
Meteorologists and climatologists
Urban planners and transport planners
Geologists and hydrologists
GIS analysts and mapping specialists

This ensures pupils understand the purpose of their learning, raises aspirations and helps them see how geographical knowledge and skills connect to future education and employment.

Progression and Fieldwork
Geographical learning is structured so that pupils progress from:
Their immediate environment
To local geography
To the United Kingdom
And finally to the wider world

Lessons are planned in clear sequences that provide opportunities to:
Review and recall prior learning
Deepen understanding
Apply knowledge and skills in new contexts

Pupils are given regular opportunities to develop key geographical skills, including:
Fieldwork to observe, measure, record and present physical and human features of the local area
Using a range of geographical sources, including maps, globes, atlases, diagrams, aerial photographs and Geographical Information Systems (GIS)
Communicating geographical information through maps, numerical and quantitative skills, and extended writing

CURRICULUM NARRATIVE

Impact

By the time pupils leave St. Joseph's, they will have:
Developed secure locational knowledge of globally significant places
Gained a strong understanding of physical and human geographical processes and how they shape the world
Built competence in geographical enquiry and fieldwork
Learned to interpret and analyse a wide range of geographical information sources
Communicated geographical understanding confidently using subject specific vocabulary, maps, data and extended writing
Developed an awareness of geography related careers and future pathways

Pupil work and discussion demonstrate a high standard of Geography learning, with pupils able to talk knowledgeably about what they have learned and make meaningful links to prior knowledge.

Pupils leave St. Joseph's with a broad and rich geographical education, strong cultural capital and the ability to think critically like geographers, fully prepared for Key Stage 3 and the wider world.

CURRICULUM COVERAGE - KS1

National Curriculum Statement	BHCET Geography Unit
name and locate the world's seven continents and five oceans	Where I live Exploring the world Planet Earth
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge	Where I live
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Where I live Beside the Seaside Planet Earth Exploring the world Weather
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Weather Exploring the world Planet Earth
use basic geographical vocabulary to refer to • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Where I live Beside the Seaside Planet Earth Exploring the world
Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Where I live Beside the Seaside Planet Earth Exploring the world
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Where I live Beside the Seaside Exploring the world
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Where I live
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Where I live

CURRICULUM COVERAGE - KS2

National Curriculum Statement	BHCET Geography Unit
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Europe Biomes Rainforest North America Japanese Tsunami Angry Earth Biomes Deserts
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	Europe Rivers
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Europe Biomes Rainforest North America Japanese Tsunami Angry Earth Biomes Desert
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	North America Europe Japanese Tsunami
describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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	Europe Biomes Rainforest North America Japanese Tsunami Angry Earth Biomes Deserts Climate change
Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Europe Biomes Rainforest North America Japanese Tsunami Angry Earth Biomes Deserts
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Europe
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Biomes Deserts North America

CURRICULUM CONTINUITY – EYFS TO KS1

A team of Primary teachers and Secondary Heads of Department within BHCET have worked together to produce high quality units, following the threshold concepts. An effective geography curriculum must cover all four of these concepts and within one lesson, at least three of these concepts should be covered. Writers of these units have worked to identify sufficient breadth of content and ensure that pupils learn in sufficient depth. The units are written for Year 1 pupils up to Year 6. This document captures the progression from EYFS into Key Stage One and gives suggested texts that could be explored with Early Years pupils to support the geography threshold concepts.

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Location and Place Knowledge	Physical Features and Processes	Human Interaction with the Environment	Geographical Techniques
Understanding the World, People, Culture and Communities			
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts rhymes and poems. Know that there are different countries in the world and talk about the differences they have experienced, seen in photos or read about. Begins to ask questions and can compare features of different environments. Develop an understanding of the position of other countries in the world. Observe and compare features in the environment by pointing/looking closely. Naming simple features eg. trees, wall, grass, road. Using some descriptive vocabulary to describe features eg. tall trees.	Understand that the weather changes with the seasons (linked to walks in school/local area). Make observations of plants and weather in their environment and talk about changes. Enrich and widen children's vocabulary through the use of geographical language: forest, sea, ocean, river, road. Design and build small world areas.	Know there are different types of housing. Make observations about their local environment eg. park, school, home. Introduce vocabulary to help express opinions e.g. busy, quiet, pollution Begin to make marks to represent buildings, roads and trees. Show an awareness of the different shapes of buildings when drawing. Design and build small world areas.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Draw information from a simple map. Visits to the local park, high street, church etc and local area walks to notice features of the geographical environment. Use a camera or iPad to take still and moving images of the local environment. Add detail to a map of a familiar place - bedroom, classroom, local area. Use positional language through stories e.g. Rosie's Walk Describe their relative position e.g. next to, behind. Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood. Use road mats for small world play. Show an interest in maps eg. treasure maps, road maps Use a simple map with a programmable toy. Design and build small world areas. Use road mats for small world play.

CURRICULUM CONTINUITY – EYFS TO KS1

What are the Key Stage One Geographical Skills?

Location and Place Knowledge	Physical features and processes	Human interaction with the environment	Geographical Techniques
Name and locate the four countries and four capital cities of England, Wales, Scotland and Northern Island. Name and locate the seven continents of the world and the five oceans. Label features of a coastal place and compare the features to where they live. Locate hot and cold areas of the world using the equator and the poles. Use atlases, globes, maps, aerial photographs and videos. Compare their town to a non-European country.	Use basic vocabulary to refer to physical features, including beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, winter. Understand what is meant by physical geography and physical features. Sort human and physical features. Identify human features found in their local area and the UK. Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain why features may occur and what they are used for.	Use basic vocabulary to human features: city, town, village, factory, farm, house, office, port, harbour and shop. Understand what is meant by human geography and human features. Sort human and physical features. Identify human features found in their local area and the UK. List some advantages and disadvantages of living in a city, town or village. Explain why features may occur and what they are used for. Know what impact humans are having on the local area/the world. Name different types of settlements and explain some differences between them. Know that weather patterns are different in different parts of the world, in relation to the equator and the poles and begin to explain why. Explain how weather can impact the way of life of different people. Explain how we can have a positive impact on the environment/climate.	Use maps and atlases, including Google Earth. Devise simple maps with common keys. Explain why it is important for all streets to have a name, including post code. Follow a simple road map and recognise key landmarks/features. Make a model using road strips and toy buildings that show features of an area. Talk about the main differences between a world map and a globe. Use simple compass directions (North, East, South, West). Use locational and directional language [e.g, near and far; left and right], to describe the location of features and routes on a map. Talk and ask questions about their local area and the features found there. Observe and record information. Use a range of geographical resources to investigate questions they are asked.

CURRICULUM END POINTS

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Substantive	-Know that they live in a specific place (home, street, school) and can name familiar locations. -Recognise that there are other places in the world and that environments differ. -Identify simple physical features (trees, grass, road) and simple human features (houses, shops). -Notice seasonal changes and simple weather patterns. -Begin to compare places using stories, photos and first hand experiences	-Name and locate the four countries of the UK and their capital cities. -Identify key physical features (beach, cliff, hill, forest, river) and human features (town, village, shop). -Recognise hot and cold places in the world in relation to the Equator and Poles. -Know simple differences between their local area and another contrasting place.	-Name and locate the seven continents and five oceans. -Describe human and physical features of a small area of the UK and a contrasting non -European location. -Understand seasonal and daily weather patterns in the UK. -Identify different types of housing and land use in their locality.	-Name and locate counties and major cities of the UK. -Understand key physical features such as rivers, mountains and coasts. -Know how rivers form and the stages of a river. -Identify similarities and differences between rural and urban areas	-Understand how volcanoes and earthquakes form and their effects. -Know key aspects of the water cycle. -Identify environmental regions and climate zones. -Understand migration, tourism and population distribution in the UK.	-Locate major world biomes and vegetation belts (deserts, rainforests, tundra). -Understand how climate influences biomes. -Study a region in Europe and compare it with the UK. -Understand land use, settlement types and natural resources.	-Locate and describe key physical and human features of North America. -Understand natural hazards (tsunamis, earthquakes, hurricanes) and their impacts. -Explain global trade, economic activity and resource distribution. -Understand climate change and human impact on environments.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Disciplinary	-Describe their immediate environment using observations, stories and simple maps. -Draw simple maps of familiar places (bedroom, classroom, playground). -Use positional language (next to, behind, in front). -Begin to ask geographical questions ("What is this place like?"). -Use simple fieldwork tools (photos, mark making, small world models)	-Use world maps, atlases and globes to identify the UK and continents. -Use simple compass directions (N, S, E, W). -Create simple maps with basic symbols. -Use aerial photographs to identify landmarks. -Carry out simple fieldwork in the school grounds	-Use maps, atlases and globes with increasing accuracy. -Construct simple keys and symbols for maps. -Use directional and locational language to describe routes. -Gather and record data (weather charts, tallies, sketches). -Compare environments using geographical vocabulary.	-Use eight compass points and four figure grid references. -Interpret a wider range of maps (OS maps, digital maps). -Begin to explain physical processes (erosion, deposition). -Use fieldwork to observe and record features of the local area. -Present findings using sketches, plans and simple graphs.	-Use OS symbols and keys confidently. -Use six figure grid references with support. -Annotate diagrams to explain processes. -Interpret graphs, charts and data sets. -Compare regions using physical and human geographical criteria.	-Use latitude, longitude, hemispheres and time zones. -Analyse maps, graphs and GIS sources. -Explain cause and consequence in physical and human geography. -Write extended geographical explanations using subject vocabulary. -Conduct fieldwork involving measurement, data collection and presentation	-Confidently use a full range of mapping skills (OS maps, GIS, digital mapping). -Analyse and evaluate geographical data from multiple sources. -Annotate maps and diagrams with precision. -Construct arguments and balanced conclusions using evidence. -Undertake independent fieldwork: observe, measure, record, present and evaluate

FIELDWORK

Geography						
	Autumn 1 *Where I Live?*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Beside the Seaside*
Y1/2 (Cycle a)	What human-made things can we find in our local environment?					What features can we find at the seaside and how do people use them?

Geography						
	Autumn 1 *Rivers*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Biomes*
Y3/4 (Cycle a)	How does the river (or stream) change as it moves through our local area?					Which mini-biomes exist within out school grounds and are some warmer or cooler than others?

Geography						
	Autumn 1 *Biomes: Deserts*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Climate Change*
Y5/6 (Cycle a)	Which areas of our school grounds have conditions most similar to a desert biome?					What changes could make our school more sustainable?

FIELDWORK

Geography						
Y1/2 (Cycle b)	**Autumn 1** *Exploring the World*	**Autumn 2**	**Spring 1** *Planet Earth*	**Spring 2**	**Summer 1**	**Summer 2**
	How are our school grounds like other places in the world?		What natural things can we see around our school?			

Geography						
Y3/4 (Cycle b)	**Autumn 1** *Angry Earth*	**Autumn 2**	**Spring 1** *Coasts*	**Spring 2**	**Summer 1**	**Summer 2**
	Where is the most likely place for flooding to occur in our school grounds? Why?		How are our school grounds similar and different from a costal environment?			

Geography						
Y5/6 (Cycle b)	**Autumn 1** *Japanese Tsunami*	**Autumn 2**	**Spring 1** *North America*	**Spring 2**	**Summer 1**	**Summer 2**
	In a tsunami, which structures would be strongest or weakest?		How does our environment compare to North American biomes?			

CAREER LINKS AND INFLUENTIAL PEOPLE

Geography							
Y1/2 (Cycle a)		**Autumn 1** *Where I Live?*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Beside the Seaside*
	Career	Housing Developer					Beach Warden
	Influential Person	Local Developer					Duke Kahanamoku

Geography							
Y3/4 (Cycle a)		**Autumn 1** *Rivers*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Biomes*
	Career	Hydrologist					Botanist
	Influential Person	Robert Horten					Carl Linnaeus

Geography							
Y5/6 (Cycle a)		**Autumn 1** *Biomes: Deserts*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Climate Change*
	Career	Desert Ecologist					Sustainability Consultant
	Influential Person	Michael Evenari					Sir David Attenborough

CAREER LINKS AND INFLUENTIAL PEOPLE

Geography							
Y1/2 (Cycle b)		**Autumn 1** *Exploring the World*	**Autumn 2**	**Spring 1** *Planet Earth*	**Spring 2**	**Summer 1**	**Summer 2**
	Career	Teacher 		Surveyor 			
	Influential Person	Aunt Siata 		Vanessa Nakate 			

Geography							
Y3/4 (Cycle b)		**Autumn 1** *Angry Earth*	**Autumn 2**	**Spring 1** *Coasts*	**Spring 2**	**Summer 1**	**Summer 2**
	Career	Volcanologist 		Lifeguard 			
	Influential Person	Charles F Richter 		Constantine 			

Geography							
Y5/6 (Cycle b)		**Autumn 1** *Japanese Tsunami*	**Autumn 2**	**Spring 1** *North America*	**Spring 2**	**Summer 1**	**Summer 2**
	Career	Journalist 		Geologist 			
	Influential Person	Tilly Smith 		Barack Obama 			

BRITISH VALUES, TRUST VALUES AND CATHOLIC SOCIAL TEACHINGS

Geography							
Y1/2 (Cycle a)		**Autumn 1** *Where I Live?*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Beside the Seaside*
	British Values	Democracy 					Mutual Respect & Tolerance 
	Trust Virtues and Catholic Social Teachings	Stewardship 					Stewardship 

Geography							
Y3/4 (Cycle a)		**Autumn 1** *Rivers*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Biomes*
	British Values	Mutual Respect & Tolerance 					Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Common Good 					Responsibility 

Geography							
Y5/6 (Cycle a)		**Autumn 1** *Biomes: Deserts*	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2** *Climate Change*
	British Values	Individual Liberty 					Democracy 
	Trust Virtues and Catholic Social Teachings	Stewardship 					Common Good 

BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

Geography							
		Autumn 1 *Exploring the World*	**Autumn 2**	**Spring 1** *Planet Earth*	**Spring 2**	**Summer 1**	**Summer 2**
Y1/2 (Cycle b)	**British Values**	Mutual Respect & Tolerance 		Individual Liberty 			
	Trust Virtues and Catholic Social Teachings	Responsibility 		Common Good 			

Geography							
		Autumn 1 *Angry Earth*	**Autumn 2**	**Spring 1** *Coasts*	**Spring 2**	**Summer 1**	**Summer 2**
Y3/4 (Cycle b)	**British Values**	Mutual Respect & Tolerance 		Mutual Respect & Tolerance 			
	Trust Virtues and Catholic Social Teachings	Common Good 		Subsidiarity 			

Geography							
		Autumn 1 *Japanese Tsunami*	**Autumn 2**	**Spring 1** *North America*	**Spring 2**	**Summer 1**	**Summer 2**
Y5/6 (Cycle b)	**British Values**	Mutual Respect & Tolerance 		Mutual Respect & Tolerance 			
	Trust Virtues and Catholic Social Teachings	Human Dignity 		Subsidiarity 			

SEND

The BHCET Geography curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.
Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.
Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning
Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.
Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met
Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

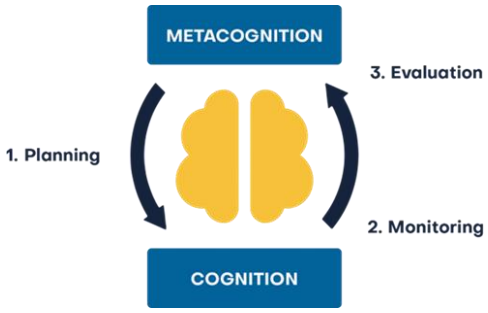
Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment **for** Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Metacognitive Regulation Cycle
(EEF Metacognition & Self regulation Guidance)

Summative Assessment: provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback.**
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.