



Geography at the Unity Federation



Intent

Our Statement

In the Unity Federation of Schools, we aim to provide a high quality geography curriculum to inspire, challenge and engage children to understand more and be curious about the world around them. We know that it is vital that children grow up celebrating the diversity of our planet and ways in which they can develop connections with people around the world and learn to embrace and respect other cultures. We want children to feel empowered. Empowered about their own culture and empowered to find out about others. We believe that engaging in an ambitious geography curriculum it will help to raise cultural capital and support children's aspirations. Whilst teaching we address key concepts such as place, space, scale, environment, interconnections and physical and human processes in order to provide children with opportunities for field work and developing key geographical skills which will inspire a love of learning.



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IMPLEMENTATION *continued*

The Threshold Concepts

Our planning and assessment in history are structured around 3 main concepts

Investigate Places

This concept involves understanding the geographical location of places and their physical and human features.

Communicate Geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Investigate Patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.



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IMPLEMENTATION

Our Statement

Our curriculum is concept led and knowledge based on Chris Quiggley's Essential Curriculum. We teach children knowledge about different countries, cultures and geographical features and events whilst ensuring progression through the year groups by following strands of key concepts. This enables children to build on previous learning and then be ready with links to their future learning. Teaching in this way ensures children are learning and retaining knowledge, we are sure to avoid a broad overview of a subject so that children have deep knowledge and understanding.

We have specific topics for the children to study, within these the children learn new knowledge within the concepts. Geography is taught as a discrete subject, however if appropriate, are complemented by Science, History and English learning so that children can create further learning connections across the curriculum. This way they gain opportunities to deepen understanding, consolidate and extend their learning. Furthermore, children's curiosity is developed through enriching opportunities to take part in field work. Throughout their time in our school's children learn about aspects of the immediate surroundings and beyond.

In the classroom, teachers plan carefully to ensure all pupils are achieving appropriate outcomes. They ensure that objectives are clearly communicated and the children are shown how they can achieve these. With careful direct teaching, planned questioning and resources children are exposed to new knowledge and materials whilst developing their skills. Teachers ensure they then assess against the appropriate objective and feedback is given to the children in a way that encourages them to improve and develop.

In the Early Years, the curriculum refers to the Development Matters, non-statutory guidance. Children's provision is enhanced to help them develop an understanding of the world around them, developing geographical skills in order to be ready for the KS1 and 2 curriculum to cover the National Curriculum.

The geography lead will regularly monitor, evaluate and review the subject across the schools and seek CPD to ensure that that geography continues to develop.



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IMPLEMENTATION *continued*

The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

Milestone 1

	Autumn	Spring	Summer
Year A	UK England	Weather	Continents and Oceans
Year B	UK London	Climate	Australia Great Barrier Reef



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 2

	Autumn	Spring	Summer
Year A	Europe	Transportation & Trade	Local Geography
Year B	Earthquakes, Volcanos & Pompeii	Non-European contrast (Egypt) Rivers - Nile	Coasts & Erosion
Year C	Europe: Transport & Tourism	Rivers & Mountains	Rainforests



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 3

	Autumn	Spring	Summer
Year A	Europe	Climate Zones	Ocean currents
Year B	Maps	North America	Land Biomes
Year C	Using Maps	Water Biomes	South America

Examples of Cultural Capital in Geography

Trips to the beach

Virtual visits

Exploring our villages and local area



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IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

Assessing Learning:

Before, during and after lessons.
Using the assessment statements
for each milestone.

Monitoring:

Subject leadership monitoring
and Governor monitoring, fol-
lowing our monitoring schedule.



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IMPACT *continued*

	Milestone 1	Milestone 2	Milestone 3
Investigate Places	<p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and oceans</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics</p>



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IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Investigate Patterns	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>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.</p> <p>Identify land use around the school.</p>	<p>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time</p>	<p>Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>



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IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Communicate Geographically	<p>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; use and construct basic symbols in a key.</p>	<p>Describe key aspects of: physical and human geography.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Devise a simple map; use and construct basic symbols in a key. Use simple grid references..</p>	<p>Describe and understand key aspects of physical and human geography</p> <p>Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>



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IMPACT *continued*

Vocabulary Progression

<u>Milestone 1</u>	<u>Milestone 2</u>	<u>Milestone 3</u>
Place, investigate, city, town, village, coast, rural, continent, locate, environment, map, world, globe, country, ocean, human features, physical features, United Kingdom (UK) compass, north, south, east, west, symbol, equator, North and South Pole, Artic, Antarctic, continent	Place, investigate, city, town, village, coast, rural, continent, locate, environment, map, world, globe, country, ocean, human features, physical features, United Kingdom (UK) compass, north, south, east, west, symbol, equator, North and South Pole, Artic, Antarctic, continent Grid reference, hemisphere, Tropic of Cancer, Tropic of Capricorn	Place, investigate, city, town, village, coast, rural, continent, locate, environment, map, world, globe, country, ocean, human features, physical features, United Kingdom (UK) compass, north, south, east, west, symbol, equator, North and South Pole, Artic, Antarctic, continent Grid reference, hemisphere, Tropic of Cancer, Tropic of Capricorn Sampling, systematic, analyse, aerial, climate, biome, economic, trade, distribution, energy, Ordnance Survey (OS)