Subject Overview

Geography

Here, children thrive...

Geography curriculum intent

Through our Geography curriculum, we intend to ignite a sense of curiosity and wonder regarding the world and its inhabitants, which lasts throughout pupils' lives. We aim to impart comprehensive knowledge of places, individuals, resources, and natural and man-made environments; and want children to leave school with a deep understanding of the physical and human processes that take place on Earth. As pupils move through school, their ever growing knowledge of planet Earth should enable them to develop a deeper understanding of the relationship between physical and human processes, as well how landscapes and environments are formed and change over time. Pupils understanding of geographical knowledge and skills are underpinned by tangible learning experiences, with Geographical fieldwork underpinning questioning, learning and enquiry.

Through our study of Geography, we aim 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

Implementation

Curriculum structure & sequencing

The Geography curriculum is structured so that the youngest children learn about their immediate environment before rippling out gradually each year finally ending in Year 6 learning about the world in which we live. We embed skills and lines of enquiry to allow children to find answers themselves and be wowed by our world. Running throughout our curriculum are the golden threads of sustainability, my place in the world, interconnectivity and diversity.

Content & concepts

At Boughton Heath we plan a bespoke Geography curriculum. Staff plan lessons to make learning interactive, meaningful allowing children to develop their critical thinking skills. Each lesson is designed to build on a child's prior knowledge and deepen understanding of concepts that have been taught. We categorise the skills to be taught under the following concepts: geographical enquiry, understanding, oracy and representation.

Enrichment and personal development:

We believe Geography is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum. Study is supplemented through engaging educational visits, visits from Geography experts; alongside immersive and innovative digital resources.

Assessment and next steps

We assess Geography in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Geographical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Geographical skills will serve our pupils well in their future studies across the wider curriculum.

Geography in the Early Years Foundation Stage

Geography in the Early Years Foundation Stage (EYFS) is an integral part of children's understanding of the world, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Geography strands are set out in the early learning goals of 'The Natural World' and 'People, Culture and Communities'.

At Boughton Heath, we encourage young learners to begin to make sense of their immediate environment, the wider world and people who live in different places by exploring, observing, and finding out about people, places, and natural phenomena. Through hands-on experiences such as playing with sand and water, going on nature walks, or looking at maps and globes, children start to grasp basic geographical concepts and vocabulary.

Development Matters guides educators in facilitating this exploration, suggesting age-appropriate goals and activities that help children to notice differences and similarities between the natural world and various human habitats, fostering an early appreciation for cultural diversity and environmental stewardship. This lays the foundation for more formal geography education as children progress through their schooling, developing their curiosity and fascination about the world and their place within it.

Understanding the world – Development Matters

Children in Reception will be learning to:

a)Draw information from a simple map.

b) Understand that some places are special to members of their community.

c) Recognise some similarities and differences between life in this country and life in other countries.

d) Explore the natural world around them.

e) Describe what they see, hear and feel whilst outside.

f) Recognise some environments that are different from the one in which they live.

g) Understand the effect of changing seasons on the natural world around them.

Understanding the World – Early Learning Goals

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Inclusion within Geography

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within Geography. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.

Same intent, adapted implementation

Word banks and picture resources may be supplied to assist learners with scientific language and processes.

Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.

Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.

Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Provide learners with targeted resources to support their learning and understanding such as concept cartoons and visual aids.

Geography Golden Threads

We have identified a set of key geographical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Boughton Heath. Our golden threads are: sustainability, diversity, interconnectivity and my place in the world. Each unit will have a focused 'thread' which are spread throughout the year groups, For example, in Year 1, children will encounter the concept of diversity when studying Weather and Climate. In Year 3, children will revisit this concept when learning about The City of Liverpool. Children will look at prior learning in order to help them apply their understanding in the new context.

Sustainability 	We will develop empathy and an understanding of our responsibility in the world to become responsible global citizens.
Diversity 	We learn about race and identity around the world, understanding everyone is equal; everyone's heritage is celebrated. We learn about diverse places, people, resources and natural and human environments.
Interconnectivity 	We learn how the earth's features at different scales are shaped, interconnected and change over time. We learn about interaction between physical and human processes, and of the formation and use of landscapes and environments.
My place in the world 	We consider how we interact with our environment and what impact we might have.

Boughton Heath Academy Curriculum Road Map - Geography

Year R

- Seasons
- Families & homes
- Seasons
- Transport
- Seasons
- Under the sea

Year 1

- Continents & Oceans
- Local study: Boughton
- Weather & climate

Year 2

- The United Kingdom
- Islands: Home & away
- Local study: Chester
- UK Depth Study
- Cities: Liverpool
- Local study: The Wirral
- Europe & migration
- Volcanoes & Earthquakes
- Local study: Chester over time

Year 3

- Local study: Chester
- Islands: Home & away
- UK Depth Study
- Cities: Liverpool
- Local study: The Wirral
- Europe & migration
- Volcanoes & Earthquakes
- Local study: Chester over time

Year 4

- Europe & migration
- Local study: The Wirral
- Cities: Liverpool
- UK Depth Study
- Local study: Chester
- Islands: Home & away
- North America
- Local study: Climate change & sustainability
- Lakewood, Colorado
- Local study: Chester over time

Year 5

- North America
- Local study: Climate change & sustainability
- Lakewood, Colorado
- World Geography
- South America: Brazil
- London

Year 6

- World Geography
- South America: Brazil
- London

UTW

The Natural World

People, Culture and Communities

Golden Thread: Sustainability

Golden Thread: My place in the world

Golden Thread: Diversity

Golden Thread: Interconnectivity

Boughton Heath Academy Curriculum Road Map – Geography Endpoints

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
To learn about the area we live and describe the changing seasons of Autumn to Winter.	To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them.	To accurately and confidently discuss the countries, cities and features that make up the United Kingdom, using maps, atlases and digital resources to support this.	To develop a deeper knowledge of the UK and its geographical features, describing land use and change over time and developing this through map and fieldwork.	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries.	To use geographical language, maps and atlases to describe and understand the location and key geographical features of North America, focusing on distribution of natural resources such as energy, food, minerals, and water.	To develop a secure knowledge of the Arctic and Antarctic circles including their landscapes, habitat, and residents; using mapwork and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway.
						
To learn about transport and the different ways we can get around. Describe the changing seasons of Winter to Spring	Using fieldwork and observation, study the geography of school and the key human and physical features of the surrounding area, making maps and using geographical language.	To understand the geographical similarities and differences of Hilbre Island and Sri Lanka, comparing their land use, communities and connections to describe life on these islands.	To use geographical skills and sources to understand the geographical features and land use of the city of Liverpool; and the diverse range of people who live and work there.	Use mapwork and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.	To develop knowledge of climate change and sustainability, with a focus on the positive and negative impact humans can have upon the planet and how this has evolved geographically over time.	To develop knowledge of the physical geography of Brazil in relation to biomes and vegetation belts, learning the environmental impact trade is having upon these and what this means for the future.
						
To learn about life under the sea and describe the changing seasons of Spring to Summer	Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world.	Use geographical vocabulary to describe the physical and human features of Chester and how transport can encourage sustainable living in the city.	Describe the landscape of the Wirral Peninsula using mapwork and digital resources, identifying and describing land use. transport, and settlements.	Explore and describe how the city of Chester has changed over time, examining land-use patterns, human and physical geography and comparing mapwork and geographical data.	To compare and contrast the locality of Lakewood, Colorado with Chester; using maps and geographical language to identify geographical features and their impact upon land use, trade, economy and settlement.	Understand and describe geographical similarities and differences through the study of London and Brasilia, using mapwork and digital resources to compare and contrast localities, land use, landscapes and communities.

Disciplinary & substantive knowledge

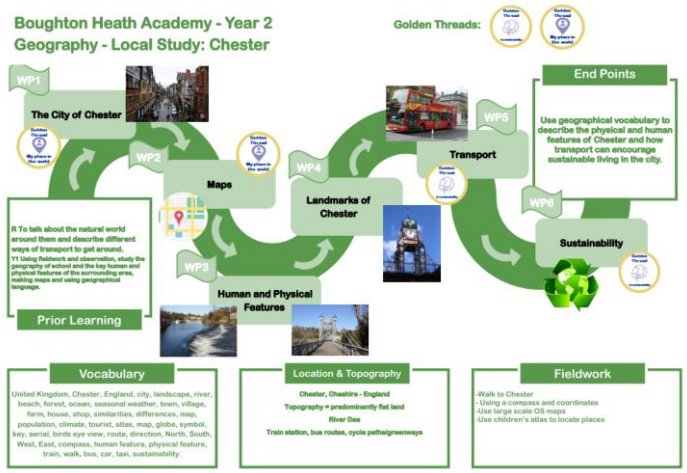
Within lessons, teachers aim to secure knowledge, understanding and progression across both disciplinary and substantive knowledge.

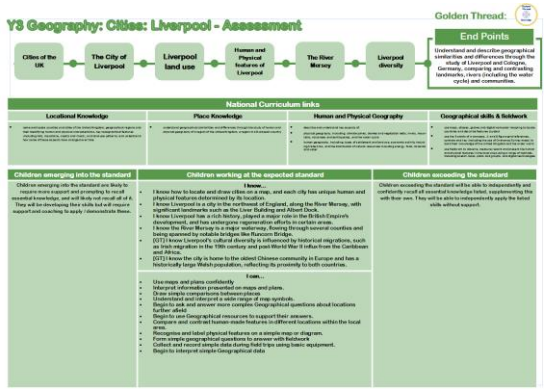
Within Geography, disciplinary knowledge introduces pupils 'to specialised forms of knowledge, modes of thought and experience, which are the symbolic products of past human endeavors to better know the world and the people within it. At Boughton Heath, we classify disciplinary knowledge as knowledge that Geographers use to learn about the world, locations and communities around them. Substantive knowledge refers to the established facts and knowledge that are specific to the unit being taught through this discipline.

At Boughton Heath Academy, teachers research the topics intended for study and detail the potential disciplinary and substantive knowledge they could deliver within their teaching. This then informs their teacher planning and learning targets.

Waypoint	Substantive Knowledge (I know / know how...)		Disciplinary knowledge (I can...)
The four countries of the UK	• **I know the United Kingdom is a union of 4 countries.** • **I know these countries are England, Wales, Scotland and Northern Ireland**	• I know the flags of each country • I know where these countries are in relation to one another • **I can find each country on a UK map**	• Children should ask and answer questions about places and locations, using geographical vocabulary to support their answers • Use maps and plans to locate places and features.
UK coasts, seas and oceans	• I know the United Kingdom is an island, and surrounded by water • **I know the United Kingdom is bordered by 4 seas: the Channel, the North Sea, the Irish Sea and the Atlantic Ocean.**	• I know where these seas are in relation to countries of the UK. • I know how to find these seas on a UK map.	• Use maps and plans to locate places and features. • Use locational and directional language accurately • Children should ask and answer questions about places and locations, using geographical vocabulary to support their answers
Physical features of the UK	• **I know physical features are made by nature** • **I can identify physical features** as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	• Mountains - Ben Nevis & Snowdon • Rivers—Thames, Severn • Lake– Lake District • Islands—Isle of Wight, Isle of Skye • Coasts—Dover, Giant's Causeway • Forests—Sherwood, Trossachs	• Children should ask and answer questions about places and locations, using geographical vocabulary to support their answers • Use basic Geographical vocabulary to describe and comment on local geography
Human features of the UK	• **I know human features are made by man** • **I can identify human features** as city, town, village, factory, farm, house, office, port, harbour and shop	• Capital cities and key towns • Iconic landmarks: Forth Bridge, Angel of the North, Stonehenge, Welsh castles • Buildings: Shard, Clifton suspension bridge,	• Children should ask and answer questions about places and locations, using geographical vocabulary to support their answers • Use basic Geographical vocabulary to describe and comment on local geography

Teachers then plan their lesson activities to cover the disciplinary knowledge, substantive knowledge and specific skills; evidencing how they will amend their implementation of teaching and learning to meet all learners' needs and what the overall focus of their assessment of learning will be.





Waypoint intent	Sequence of learning:	Amended implementation	Assessment for Learning impact
WP1 The Four countries of the UK	P - Recap prior learning from Y1 - children to label the 7 continents and 5 oceans. Rally robin places in the child have visited in the UK. T - I can locate the United Kingdom on a map and identify its four countries. A - Allow the children to explore the maps/atlas in partners. Create the UK out of playdoh using a template and label the four countries of the UK and capital cities (ensure capital letters for country/cities). R - Explain how we are going to split into four groups and become experts about one of the countries of the UK and then teach each other about it. Provide the children with books, videos, handouts etc. A - Children to create a short fact file about each country and answer 5 questions about the United Kingdom.	Focus 1 & SEND Teacher support throughout the way point. Pre teach words for labelling activity and T1 for the research and assessment. T1 to write the answers. Focus 2 Support with research/ match the images and information to the correct country. Focus 3 Children to complete independently and name major features that can be found within the country.	Can you: - Identify the four countries of the UK - Use an atlas to locate the UK - Name the capital cities of the four countries of the UK - State 2 facts about each country of the UK.
WP2 UK Coasts, seas and oceans	P - Quick recap of previous way point - label the 4 countries of the UK/capital cities. T - I can names the coasts, seas and oceans surrounding the UK. A - Forest school session based around compass points. R - Watch https://www.youtube.com/watch?v=qFQkSM1zdyY to learn about what a coast is. In small groups, choose one coast to look at in more detail. Identify where the coast is on a map of the UK and name some of them. Use atlas' to identify seas and oceans. A - Children to use an atlas to independently identify the seas and oceans surrounding the UK and label them, including their locality of N, S, E or W.	Focus 1 & SEND Teacher to support throughout the way point. Pre teach the UK, the labelled coasts, seas and oceans - give the names. Focus 2 Stem sentences for locality of seas etc. Focus 3 Children to work independently. Name 2 reasons why coasts can be dangerous.	Can you: - Name the seas and oceans that surround the UK - Understand and explain what a coast is - Identify 3 coasts around the UK - Understand the 4 compass points

Module intent

Disciplinary & substantive knowledge

Implementation, adapted to learner need

Progression of disciplinary knowledge and specific skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map work	• Use simple maps and plans. • Begin to create their own version of a map. • Begin to use directional language.	• Use simple maps and plans. • Begin to understand basic map symbols. • Describe the features of a map. • Begin to create their own version of a map • Begin to use simple compass directions. • Begin to use locational and directional language • Begin to follow a route on a map of a familiar area, such as the classroom or school environment.	• Use maps and plans to locate places and features. • Understand and describe the aerial perspective of maps. • Begin to use and understand more complex map symbols, using keys • Explain the features of a map. • Create a map against a specific brief • Use compass directions accurately to 4 points • Use locational and directional language accurately • Use maps to describe the features of familiar environments.	• Begin to create sketches and plans of maps to support geographical learning. • Use maps and plans confidently. • Understand and interpret a wide range of map symbols. • Begin to use Ordnance survey maps, symbols and keys • Begin to interpret information presented on maps and plans to locate countries and describe features. • Begin to use compass directions to 8 points accurately. • Begin to use 4 figure grid references	• Create sketches and plans of maps to support geographical learning. • Use a select variety of maps and plans accurately. • Begin to use digital mapping and planning tools • use Ordnance survey maps, symbols and keys • Interpret information presented on maps and plans to locate countries and describe features • Use 4 figure grid references accurately • Use compass directions to 8 points accurately.	• Use a range of maps and plans effectively. • Begin to select / create the most appropriate map / plan according to scenarios. • Use digital mapping and planning tools • use Ordnance survey maps, symbols and keys with greater accuracy • Begin to analyse and evaluate information from multiple maps. • Begin to use 6 figure grid references accurately • Use compass directions proficiently in fieldwork.	• Use a wide variety of maps and plans accurately. • Select / create the most appropriate map / plan according to scenarios. • Create and interpret more complex maps to draw out information. • Use digital mapping and planning tools confidently • Analyse and evaluate information from multiple maps. • Expertly use compass directions in fieldwork. • Use 6 figure grid references accurately
Geographical Enquiry	• Ask and answer simple questions about the local environment • Begin to make comments on their local environment. • Begin to use simple vocabulary to support this.	• Ask and answer simple questions about the local environment • Begin to use simple Geographical vocabulary to describe. • Make simple comments about their environment based on their observations • Make simple comments over what is the same and what is different in localities studied.	• Children should ask and answer questions about places and locations • Begin to use taught geographical vocabulary to support their answers • Use basic Geographical vocabulary to describe and comment on local geography and regions studied. • Begin to compare and contrast different regions studied,	• Begin to ask and answer more complex Geographical questions about locations further afield, such as abroad. • Use taught geographical vocabulary to support their answers. • Begin to use Geographical resources to support their answers. • Begin to interpret simple Geographical data, such as simple charts, maps, diagrams and graphs. • Identify and understand the human and physical features of localities studied, • Simply describe the relationship between human and physical features. • Compare and contrast different regions studied, giving reasons for observations.	• Ask and answer more complex Geographical questions about locations further afield • Begin to select Geography tools and resources to answer these. • Use a range of Geographical resources and vocabulary to support their answers. • Interpret simple Geographical data, such as charts, maps, diagrams and graphs. • Begin to understand Geographical changes over time relating to places, giving reasons for why this has happened. • Compare and contrast human and physical features of different localities, beginning to explain how they influence each other,	• Select the most appropriate Geography tools and resources to answer questions posed. • Begin to form meaningful opinions on Geography studied, supporting these with accurate information, vocabulary and Geography sources. • Begin to create Geographical questions to answer. • Begin to use a range of sources, research and fieldwork to answer questions. • Begin to interpret and scrutinise Geographical data provided and collected to reach conclusions • Understand Geographical changes over time relating to places. • Begin to explain how human and physical features interact in various locations, and explain their influence on human activity	• Form accurate and meaningful opinions on Geography studied, supporting these with accurate information, vocabulary and Geography sources. • Independently create Geographical questions to answer • Use a range of sources, research and fieldwork to answer questions. • Independently interpret and scrutinise Geographical data provided and collected to reach conclusions • Understand simple Geographical changes over time relating to places. • Explain how human and physical features interact in various locations, and explain their influence on human activity
Fieldwork	**Observe** • Observe and describe simple geographical features around school. **Measure** • Begin to measure and record basic environmental data e.g. a weather chart. **Record & present** Start recording observations and learning through simple drawings.	**Observe** • Observe and describe simple geographical features around school and local area **Measure** • Begin to measure and record basic environmental data like temperature or rainfall, using equipment with support **Record & present** • Start recording observations and learning through simple drawings and labelling.	**Observe** • Observe and describe simple geographical features in the local area and further afield **Measure** • Measure and record basic environmental data, using equipment independently **Record & present** • Enhance recording skills, including sketching, labelling, and simple notes. • Create basic representations of findings, such as simple charts or diagrams.	**Observe** • Form simple geographical questions to answer with fieldwork **Measure** • Begin to collect and record simple data during field trips using basic equipment. **Record & present** • Organize and present data using simple tables, charts , diagrams and reports. • Create reports to present findings	**Observe** • Plan fieldwork studies, identifying variables to measure and control. • Make detailed observations **Measure** • Collect and record data during field trips using a wider range of equipment. • Begin to use ICT tools such as data loggers to collect data. **Record & present** • Organise and present a wider range of data, using tables, charts, diagrams and reports • Begin to use ICT to display data and conclusions. • Begin to draw detailed conclusions from findings	**Observe** • Begin to make complex observations, considering multiple variables and factors during fieldwork investigations. **Measure** • Begin to collect, record, and analyse data more comprehensively, using ICT for data presentation. • Use ICT tools such as data loggers to collect data. **Record & present** • Begin to select how collected and provided data is presented, using the most appropriate method. • Begin to communicate fieldwork findings effectively through comprehensive and well-structured reports and presentations/ • Use ICT to display data and associated conclusions • Begin to draw detailed conclusions from findings	**Observe** • Make complex observations, considering multiple variables and factors during fieldwork investigations. **Measure** • Collect, record, and analyse data more comprehensively, using ICT for data presentation. • Use ICT tools such as data loggers to collect data. **Record & present** • Select how collected and provided data is presented, using the most appropriate method. • Communicate fieldwork findings effectively through comprehensive and well-structured reports, presentations, and digital media. • Confidently use ICT to display data and associated conclusions, • Draw detailed conclusions from findings

Assessment within Geography

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Geography.

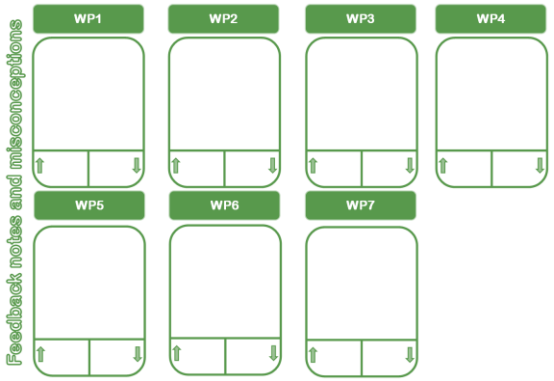
When assessing Geography, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the Geography units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children .

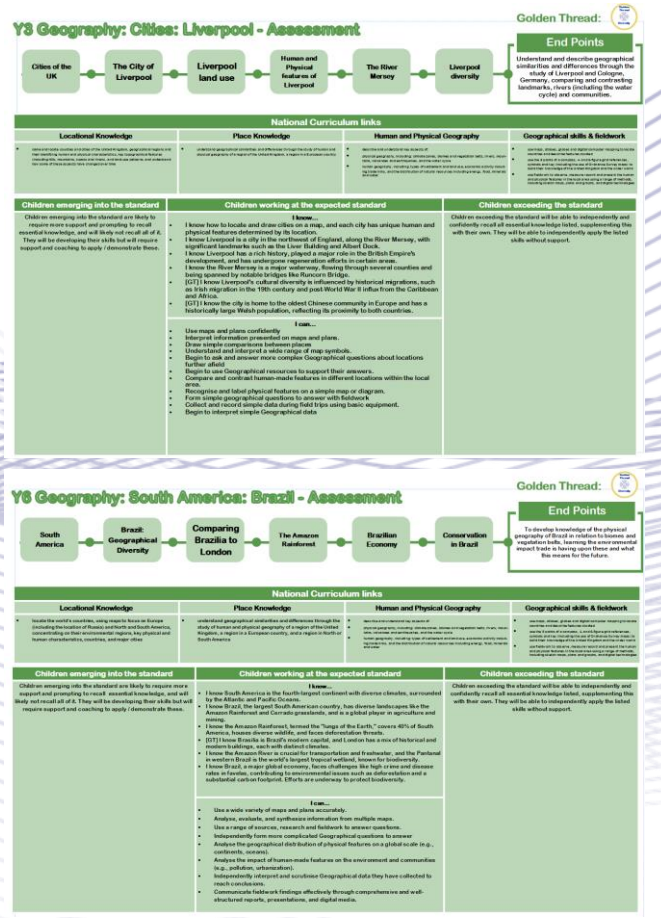
Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Geography, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.



Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.



We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.