



Geography Subject Leaders' Sequence and Progression Document

INTRODUCTION

The purpose of this document is to outline the approach and method that has been adopted to implement the geography curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the geography curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

AIMS

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

LIFESKILLS WE DEVELOP

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

END POINTS IN THE CURRICULUM

The geography curriculum at St. Andrew's inspires curiosity and fascination about the world and its people. It strives to nurture our children's curiosity and to provide children with skills and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. High quality teaching will ensure that as children progress throughout the school, their knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Teachers will equip children with an increasing understanding of

the world around them and deepen their Geographical knowledge and skills to explain how the Earth's features at different scales are shaped, interconnected and change over time. This knowledge will remain with them for the rest of their lives.

INTENT

- Knowledge and skills St Andrew's wants our pupils to achieve at each stage
Children will meet the national curriculum expectations in Geography which will be taught by highly-qualified, enthusiastic staff who will support children to develop concepts and inspire enthusiasm and interest in the subject. The skills and concepts to be taught in geography are outlined in the St. Andrew's skills and progression document. These skills and concepts include; locational and place knowledge, human and physical geography, geographical skills and fieldwork. The document outlines our intent to develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. Pupils build on prior knowledge as they move through the school.
- How we will build towards those end points
Our geography curriculum is progressive and has been devised to ensure that children build upon and extend on knowledge that has been taught in previous years (with the Early Years Stage building the foundations). A spiral curriculum teamed with high quality planning, teaching and resources ensures that children's knowledge and understanding is developed with the end point in mind. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. The curriculum offers a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. Children's knowledge is assessed regularly throughout the year through retrieval quizzes and activities which seek to inform the teacher of any gaps in knowledge and to ensure that key concepts are embedded on children's long term memory.
- How my subject is planned and sequenced so that new knowledge and skills build on what has been taught before
In order to sequence the curriculum, the long term plan was developed and reviewed during staff meetings and broken down into skills and key content for each year group. The geography content and skills were then mapped across the school in a progressive way and develops on skills that have been taught in previous year. We also ensured that there was no overlap. The head teacher and deputy head teacher then completed an audit to check this. With a thorough knowledge of the intent of other year groups, teachers are able to plan for progression making links to, and revisiting, elements already taught whilst moving learning on appropriately.
- How it reflects the local context
Opportunities exist for children to experience learning beyond the classroom and reflect the local context. This allows pupil to enrich their knowledge by, for example, visiting places they may not normally consider or places of geographical interest or conducting geographical surveys within the local area to gain relevant information that will contribute to the curriculum vehicle. Children learn about the local area in year 1 and build on this knowledge in year 3 where they learn about the geographical location of Boothstown and learn about the human and geographical features of the local area.

How we ensure high academic ambition and that disadvantaged pupils and SEND pupils don't get a reduced curriculum

All children are provided with a high quality education and all children are taught the same curriculum, at St. Andrew's. Information regarding our high expectations are outlined in our knowledge organisers which provide children with the information and skills that they are expected to know at the end of each topic. This information continues to be reviewed through retrieval quizzes throughout the year and continue to be reviewed in following years. Our high expectations are reflected in our whole school outcomes. Target Tracker demonstrates high

expectations with 96% of children achieving expected or above expected across the school in 2018-2019. Information from children's work and planning scrutinises suggest that work is challenging for all and children have also informed me that their work is challenging. Furthermore, lesson observations show high expectations and challenge. SEN children are supported through IEP's, where they are taught the same but some work may be differentiated where needed.

CULTURAL CAPITAL

- What essential knowledge pupils need to be educated citizens
Children learn about areas of significant geographical interest. In addition, they will learn about famous geographers such as Charles Francis Richter and the knowledge about physical geography about earthquakes shared through his work. Meeting and talking to geography specialists including secondary teachers and University professors. Fieldwork to a place of local interest (Year 3 Boothstown). Use of computer software identify places in the world and understand their key physical and human characteristics. Children have the opportunity to go on residential trips where they will learn about the geographical features of the land and learn map reading skills. Children learn about famous events, for example, year 6 learn about famous volcanic eruptions such as the eruption that occurred in Vesuvius in 79AD.
- How do you equip pupils with essential knowledge and cultural capital?
Life skills are taught and embedded in geography. Children are taught to be resilient, assertive and to be confident learners. They develop their communication and social skills through debates and discussion within the classroom. Communication skills are also developed through talk partners. They also learn to problem solve and manage time through providing children with task and challenges. Map skills are taught.

IMPLEMENTATION

- CPD/Research in my subject
The staff at St. Andrew's have spent the last 12 months focussing on the curriculum. Staff have been introduced to new content and have attended staff meetings which have informed staff of changes to our curriculum. Staff have been introduced to knowledge organisers and have been given time to update medium term plans, develop knowledge organisers and create retrieval quizzes. Curriculum cluster meeting are arranged with schools in Salford. These allow curriculum leaders to share good practice and collaborate ideas.
- How are key concepts taught?
Knowledge organiser's outline the knowledge and vocabulary that all children are expected to know by the end of each topic. Teachers follow the curriculum document plan to carefully plan lessons for profession and depth. In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.
- How teachers check understanding and correct misunderstandings?

High quality teaching responds to the needs of children. Spiral learning is a key focus of all formative and summative assessment with teachers actively marking work in lessons in order to identify misconceptions early. Children's knowledge is assessed through regular retrieval quizzes which seek to inform the teacher of children's understanding and to inform future planning. Misconceptions are identified through these retrieval quizzes. Data is added to Target Tracker termly and these results are analysed to inform teacher's future planning.

- How do teachers embed key concepts to long term memory?
The curriculum is revisited regularly. Prior knowledge is assessed through retrieval quizzes (based on information from knowledge organisers). These quizzes occur frequently. Key concepts are reviewed regularly following the topic and continue to be reviewed through quizzes over the year.
- How has the design of the curriculum ensured knowledge is transferred to long-term memory?
Children take part regularly in short retrieval quizzes to ensure that knowledge becomes embedded into their long term memory. The curriculum has been designed to build on prior knowledge so that key facts and concepts are continually reviewed and then developed. Geographical study sheets provide children with information about the countries that they are learning about. They revisit key concepts such as location, topography and human and physical features each topic and refer back to prior learning. Topics are revisited through a carefully planned out calendar of assemblies throughout the year where younger pupils are exposed to lessons and concepts yet to be taught whilst older ones revisit past learning.
- How you use assessment information?
Assessment informs future planning. Assessment from retrieval quizzes, pre and post learning data, marking of books and tests inform the teacher of how they are going to assess each child using the statements in Target Tracker. Target Tracker is updated every half term and this data can be analysed to inform future planning. Whole school attainment in Geography can then be analysed by the curriculum lead.

IMPACT

- General statement about outcomes are like in your subject? inc disadvantaged and SEND
- *Target Tracker demonstrates high expectations with 96% of children achieving expected or above expected across the school in 2018-2019.*
- *% of SEN were working at expected or above expected. We have low numbers of SEN children so the figures are distorted.*
Children will experience a wide range of learning challenges within the subject and know appropriate responses to them, such as informed choices regarding current environmental issues e.g. limiting the use of plastics. Visits within Geography have enriched the lives of the children and they are able to discuss how the experience impacted their knowledge and understanding. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will develop an understanding of real world examples of: floods; earthquakes etc within their lifetime. Through this exposure, children will produce work that is influenced by the best of the best. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

- How pupils are being taught to be ready for the next stage of their education
High quality input from experts and educational resources complement the delivery of specialist learning admirably. Children understand how Geography is used in the wider world including careers.

Knowledge and skills that pupils are to learn

Substantive knowledge sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:

- locational knowledge
- place knowledge
- human and physical processes (the geography community also includes ‘environmental’ as part of this)
- geographical skills.

Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

Geography Long Term Plan - Updated to new EY Framework

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4	Different countries in the world and talk about the differences experienced or seen in photos. Occupations Develop positive attitudes about the differences between people Use a wider range of vocabulary (C&L)					
Reception	Talk about members of their immediate family and community. Maps Places are special to members of their community People have different beliefs and celebrate special times in different ways Similarities and differences between life in this country and life in other countries Environments that are different to the one in which they live Name and describe people who are familiar to them					
Year 1		Boothstown- Local Area				United Kingdom (Seaside)
Year 2			Around the world	Kenya		
Year 3			Greater Manchester	Greater Manchester		
Year 4					Spain	Spain
Year 5	Brazil	Brazil				
Year 6			Natural Disasters	Natural Disasters		

National Curriculum Content - Geography (Understanding the World in EY) updated EY

EY	Understanding the World
Nurs 3-4	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Use a wide range of vocabulary (C&L).
Rec	Talk about members of their immediate family and community. Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live Name and describe people who are familiar to them

Coverage	Autumn	Spring	Summer
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KS1	NC Skills	<p>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</p> <p>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</p> <p>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</p> <p>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.</p>		
Y1	NC Content	<p><u>Local Area (History & Geography)</u></p> <p>Place Knowledge</p> <p>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</p>		<p><u>British Isles</u></p> <p>Locational Knowledge</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human & Physical</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>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Y2			<p><u>Around the World</u></p> <p>Locational Knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>Place Knowledge</p> <p>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</p> <p>Human & Physical</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>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>	

			<p>valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
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KS2	Coverage	Autumn	Spring	Summer
	NC Skills	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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.</p>		
Y3	NC Content		<p><u>Boogie Around Boothstown</u></p> <p>Locational Knowledge</p> <p>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</p> <p>Place Knowledge</p> <p>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</p>	
Y4	NC Content			<p><u>Viva Espana</u></p> <p>Locational Knowledge</p> <p>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</p> <p>Place Knowledge</p> <p>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</p>
Y5	NC Content	<p><u>Brilliant Brazil</u></p> <p>Locational Knowledge</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North</p>		

		<p>and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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)</p> <p>Human and Physical Geography 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</p>		
Y6			<p>Survival Human and Physical Geography physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes, tsunamis</p>	

Skills (Disciplinary Knowledge)					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOGRAPHY					
Locational Knowledge					
<p>*name and locate world's seven continents and five oceans *know that the world extends beyond their locality *locate hot and cold areas, poles and Equator</p>	<p>*name and locate the four countries and capital cities of the UK and its surrounding seas *begin to use contents/index to locate a country in an atlas *identify where places are in relation to other places *use 4 points of the compass *identify rivers and mountains on maps & globes</p>	<p>*name and locate the counties and cities of the UK *describe where these places are *use contents/index to locate a country in an atlas *use letter and number co-ordinate to locate features</p>	<p>*locate the world's countries and major cities (focus on Europe, North and South America and Russia) *use 8 points of the compass</p>	<p>*identify position of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Greenwich/Prime Meridian and time zones (including day/night time)</p>	<p>*locate the world's countries and major cities *use 8 points of the compass *identify position of longitude, latitude, Equator, Hemispheres, Tropics, Arctic & Antarctic Circle and time zones *use 6 figure grid references, symbols and map keys</p>
Place knowledge					
<p>*understand geographical similarities and differences through studying the human and physical geography of School and the locality</p>	<p>*understand geographical similarities and differences through studying the human and physical geography of area of a non-European country</p>	<p>*understand geographical similarities and differences through studying the human and physical geography of a local UK region</p>	<p>*understand geographical similarities and differences through studying the human and physical geography of a region of a European Country - Spain</p>	<p>*understand geographical similarities and differences through studying the human and physical geography of a region of North or South America - Brazil</p>	<p>*understand geographical similarities and differences through studying the human and physical geography of a region of North or South America</p>
Human and Physical Geography					

<p>School and the locality *describe what places in the locality are like *recognize where things are in relation to other things in the locality *think how the school environment may be improved *use simple labelled sketches and plans *identify seasonal and daily weather patterns in the UK *with support read a thermometer</p>	<p>Area of a non-European country *recognize differences in human features of a contrasting locality *make observations about seasonal weather changes (of chosen area) *describe places far away from home and compare with home *make observations about where things tend to be located (chosen area) *know how places are linked to other places *follow a route on a map *draw a map of a real route and record as a simple route map with key</p>	<p>Region of local UK *make observations about patterns made by human features *make observations about patterns made by nature *recognize changes in physical features e.g. effects of drought *recognize how a place fits within a wider geographical context *draw maps from plan view *use rain gauge/anemometer</p>	<p>Climate Zones *describe how human processes can lead to similarities & differences in the environments of different places and in the lives of the people who live there *offer explanations about patterns made by human features and know how these can change places *recognize some of the links & relationships that make places dependent upon each other *draw a simple sketch map with key</p>	<p>*understand geographical similarities and differences through studying the human and physical geography of a region of North or South America</p>	<p>*recognize and explain patterns in physical and human features in several different localities *know about a number of physical and human processes, their importance and how they can cause change *recognize how people can improve & sustain their environment *explain different views in relation to an issue *analyse evidence & draw conclusions (eg population data for two localities) *use detailed field sketches</p>
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