



# How we teach Geography



This document outlines: the intent and rationale behind our Geography curriculum, how it is delivered it and how we measure pupil progress.

**At Godmanchester Bridge Academy, the Geography curriculum is aligned with our school values:**

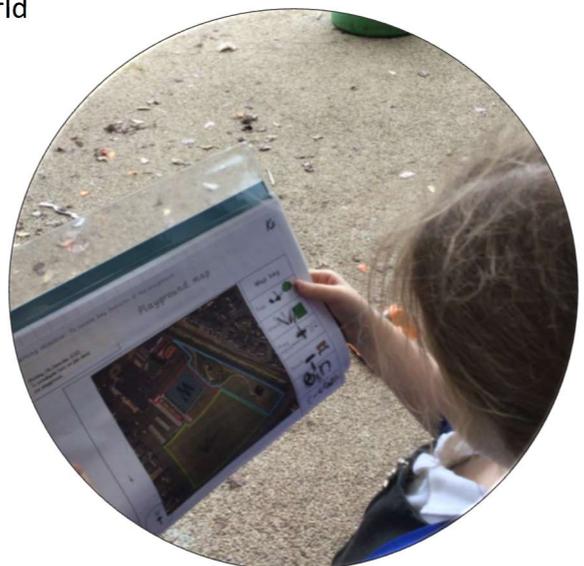
Inspire	Enjoy	Achieve
Children work with a clear purpose, addressing both real and imagined problems. There are opportunities to work both collaboratively and independently. Children learn about meaningful Geography in their locality.	Children have opportunities to develop both their geographical skills, fieldwork, and knowledge. There are opportunities for critical thinking, supporting the ability to ask perceptive questions and explain and analyse evidence.	Children will develop their fieldwork skills across each year group. Pupil's will create a deep interest and knowledge of their locality and how it differs from other areas of the world. They will have a growing understanding of geographical concepts, terms, and vocabulary.

At Godmanchester Bridge Academy we follow the Kapow Primary Geography scheme of work, which aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to encourage children to become Active Global Citizens.

We want pupils to develop the confidence to question and observe places, measure, and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time.

At our school, we want to nurture caring and compassionate pupils, who will be sustainable in their mindset to contribute to and improve the world around them.

For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.



# Implement

The National curriculum organises Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. We monitor progression of skills and knowledge, the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely, this helps develop a deeper understanding and recall of the key concepts.

The Geography scheme of work covers the four types of Geographical knowledge:

- Substantive knowledge ('knowing about').
- Geographical concepts
- Disciplinary knowledge ('ways of knowing')
- Procedural knowledge ('knowing how to')

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

These questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret, and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

### All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- Experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

### Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

### Specific Pupils Need:

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.

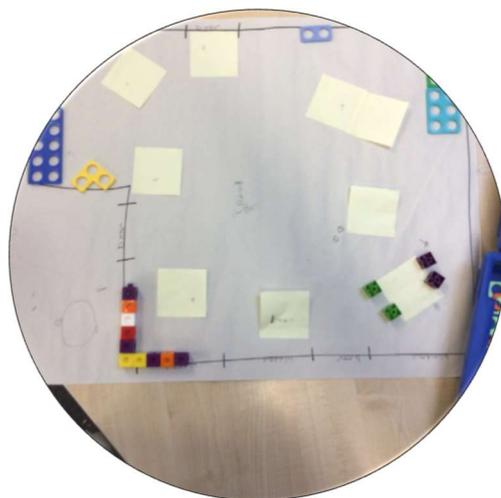


# Impact

The impact of our Geography scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which is used at the start and/ or end of the unit.

After the implementation of the Geography curriculum, pupils should leave Godmanchester Bridge Academy equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. The expected impact of following the Geography scheme of work is that children will:

- Compare and contrast human and physical features.
- Understand the use of land for economic and trading purposes
- Understand how various elements of our globe create positioning, including longitude, latitude, hemispheres, and time zones.
- Understand climate, biomes, natural disasters, and the water cycle.
- Develop a sense of location and place around the UK and some areas of the wider world.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS
- Meet the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.



# Subject Map

Year	Unit 1	Unit 2	Unit 3
<b>R</b>	<b>Exploring Maps</b>	<b>Outdoor adventurers</b>	<b>Outdoor adventurers</b>
<b>Enrichment</b>	<p><b>Development matters</b> Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p> <p><b>Early learning goals</b> <b>ELG: Understanding the World – People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>ELG: Understanding the World – The Natural World</b> 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.</p>	<p><b>Development matters</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Early learning goals</b> <b>ELG: Understanding the World – People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>ELG: Understanding the World – The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>Development matters</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Early learning goals</b> <b>ELG: Understanding the World – People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>ELG: Understanding the World – The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Enrichment</b>	<i>Walk around the local area</i>		<i>Visit to a farm</i>
<b>1</b>	<b>What is it like here?</b>	<b>What is the weather like in the UK?</b>	<b>What is it like to like in Shanghai?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	To Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live, make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground	To Name and locate the four countries on a map of the UK, identify the country they live in and identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK.	Give examples of human and physical features and identify features they see on a local walk around Godmanchester. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map and draw compass points. Name the continent they live in and use an atlas to locate the UK, Europe, Asia and China on a world map. To identify China's physical and

	and find out how others feel by looking at the results of a survey. The children will then draw a design to improve three areas of the playground using the results from the survey.	Suggest appropriate clothing and activities for each season.	human geography, Sort physical and human features using photographs, identify physical and human features in images of Shanghai, Compare Shanghai to their locality. Identify similarities and differences between human and physical features.
<b>Enrichment</b>			<i>Walk around local area looking at physical and human features.</i>
<b>2</b>	<b>Would you prefer to live in a hot or cold place?</b>	<b>Why is our world wonderful?</b>	<b>What is it like to live by the coast?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map and describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	Identify and locate characteristics of the UK on a map and identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.	Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is and locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.
<b>Enrichment</b>			<i>Follow a map around the community</i>
<b>3</b>	<b>Why do people live near volcanoes?</b>	<b>Who lives in Antarctica?</b>	<b>Are all settlements the same?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate	Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.	Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi and state some similarities and differences between land use and features in New Delhi and the local area.

	boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	
<b>4</b>	<b>Why are rainforests important to us?</b>	<b>Where does our food come from?</b>	<b>What are rivers and how are they used?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.
<b>Enrichment</b>		<a href="#">Visit an allotment</a>	<a href="#">Visit river in Godmanchester</a>
<b>5</b>	<b>Why does population change?</b>	<b>Why do oceans matter?</b>	<b>Where does our energy come from?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate	Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data	Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources.

	the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	Design and use interview questions. Plot points on a sketch map.
<b>Enrichment</b>		Anglian water visit	
<b>6</b>	<b>What is life like in the Alps?</b>	<b>Would you like to live in the desert?</b>	<b>Can I carry out an independent fieldwork enquiry?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.	Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.
<b>Enrichment</b>			Fieldwork in the local community

### GBA Adaptations