

2021-2022

A Guide to Geography at Carlinghow Academy



This document outlines the expectations of how we teach and monitor Geography at Carlinghow: progression across year groups and consistency across school.

The Teaching of Geography

Progression/Programme of Study

Knowledge Organisers

Assessment

Differentiation

Think Pinks/Next Steps

Working Walls

Resources

Monitoring

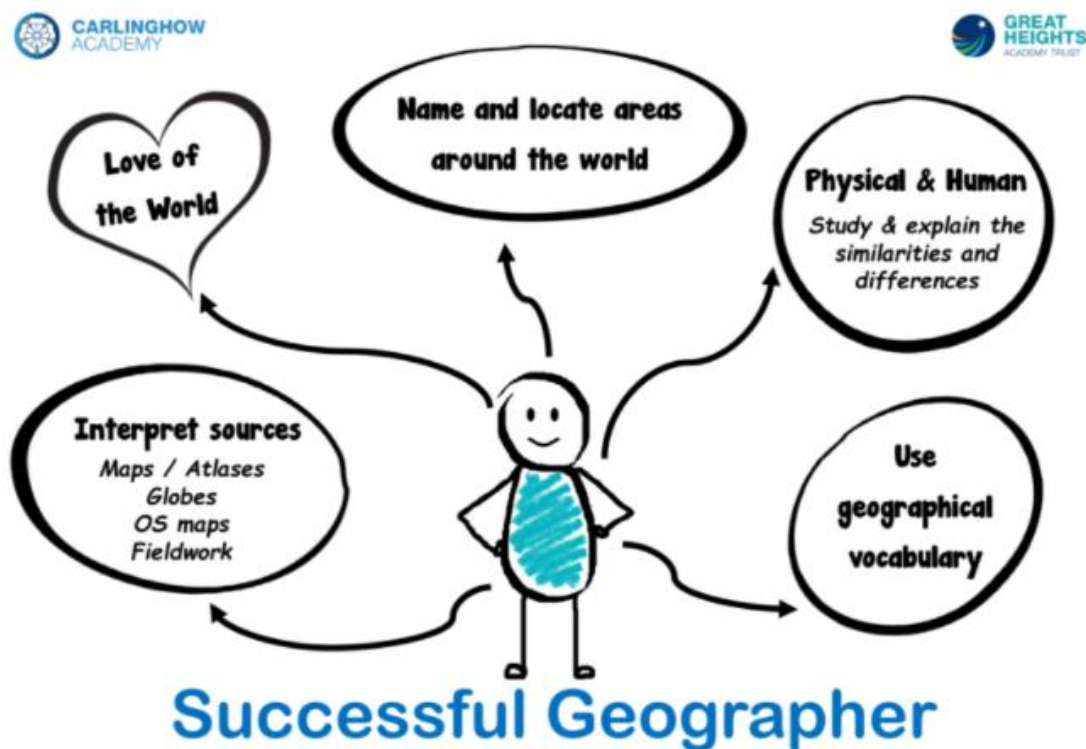
Teaching Geography at Carlinghow

The Geography curriculum at Carlinghow Academy has been designed in accordance with the Early Years Foundation Stage and the National Curriculum. Our geography curriculum is designed to equip pupils with the knowledge and understanding about places, people and resources within the natural and human environment. Pupils will develop their geographical skills in order to carry out effective geographical enquiries.

Intent

The aim of teaching geography in our school is:

- To inspire pupils and develop their curiosity about their environment and the world around them.
- To know about the locations of the world's continents, countries, cities, seas and oceans.
- To teach children the skills of interpreting a range of geographical information; including maps, diagrams, globes, aerial photography and geographical Information Systems.
- To help children understand how the human and physical features of a place shapes the location and can change over time.



In Early Years we follow the Early Years Framework. Aspects of geography are taught through 'Understanding the World'. Children learn about their immediate environment and begin to develop their curiosity about the world around them.

In Key Stage 1 and 2 we follow the National Curriculum. Geography is taught through a topic. At the start of each topic an engage/visit/ workshop should take place to ignite and hook the children into their topic.

Autumn 1 is a geography half term; however, elements of geography should be taught throughout the year.

Key Stage 1- Children investigate their local area and begin to learn about the wider world.

Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Food Glorious Food!	Panic on Pudding Lane	Rumble in the Jungle	Planes trains and Automobiles	If you go down to the woods...	Our wonderful Town
Year B	Shiver me timbers!	Toy Time Travellers	To infinity and beyond.	Amazing Australia	We're all going on a summer holiday	Secret Garden

Key stage 2- Children investigate their local area and contrasting areas around the world, finding out about different environments and the people that live there.

Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Route 66	Stone Age Rocks! (Stone Age)	Scrapheap Challenge or Robots	Urban Pioneers	Survival of the fittest	Clash of Crowns (1066)
Year B	Water Worlds	I want my mummy! (Egyptians)	Me, myself and I	Potions	Beast Creator	Smashing Saxons (Anglo Saxons)

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Ready, Steady Sow!	Who let the gods out? (Greeks)	Journey to Space or Cosmic	Scream Machine	Dragons Den	The Mysterious Maya' (The Mayans)
Year B	Living on the edge!	Lest we forget	Inside out	Light it up!	Endangered!	Ruthless Romans

Progression of skills throughout the school

EYFS	<ul style="list-style-type: none"> • I can draw information from a simple map. • I can recognise some similarities and differences between life in this country and life in other countries. • I can describe what I see, hear and feel whilst outside. • I can explore the natural world around me, making observations and drawing pictures of animals and plants. • I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. • I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.
Year 1	<p>As above plus:</p> <ul style="list-style-type: none"> • I can use world maps, atlases and globes. • I can name and locate the world's seven continents and five oceans. • I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • I can identify seasonal and daily weather patterns in the United Kingdom. • I can use basic geographical vocabulary. • I understand geographical similarities and differences • I can use simple compass directions. • I can 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. • I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.
Year 2	<p>As above plus:</p> <ul style="list-style-type: none"> • I can 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. • I can name and locate the world's seven continents and five oceans. • I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. • I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. • I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • I 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. • I understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. • I use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.
Year 3	<p>As above plus:</p> <ul style="list-style-type: none"> • I can identify where countries are within Europe; including Russia. • I can use the 8 points of a compass. • I can use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features Road Trip USA. • I can understand the effect of landscape features on the development of a locality.

	<ul style="list-style-type: none"> • I can understand why there are similarities and differences between places. • I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. • I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences. • I can identify the physical characteristics and key topographical features of the countries within North America.
Year 4	<p>As above plus:</p> <ul style="list-style-type: none"> • I understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • I know how rivers erode, transport and deposit materials. • I know about the physical features of coasts and begin to understand erosion and deposition. • I understand how humans affect the environment over time. • I can explain about key natural resources e.g. water in the locality. • I know about the physical features of coasts and begin to understand erosion and deposition. • I can explain about key natural resources e.g. water in the locality. • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • I can describe and understand key aspects of 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.
Year 5	<p>As above plus:</p> <ul style="list-style-type: none"> • I understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • I Understand how humans affect the environment over time. • I can explain about key natural resources e.g. water in the locality. • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • I can describe and understand key aspects of 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. • I can 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. (where our food comes from). • I can 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
Year 6	<p>As above plus:</p> <ul style="list-style-type: none"> • I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. • I understand about weather patterns around the world and relate these to climate zones. • I understand how humans affect the environment over time.

	<ul style="list-style-type: none"> • I understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • I can ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? • I can describe and understand key aspects of 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. • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can 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.
--	--

What is expected to be seen when teaching geography?

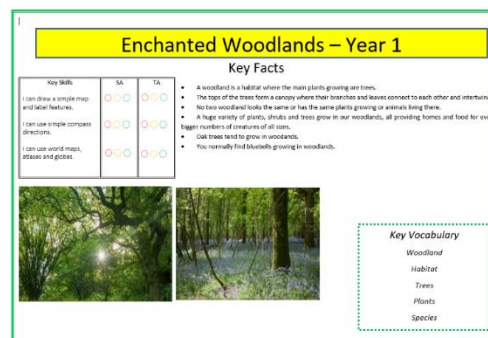
- Geography lessons should be engaging and there should be a good balance between written and practical activities.
- Children should be taught key vocabulary and be encouraged to apply their geographical skills to a range of geographical enquiries.
- Photographs should be taken and added to Seesaw for practical activities and the QR codes should be printed and glued into children's books under the relevant learning objective.
- There should be evidence of at least one piece of cross-curricular work each term and this should be uploaded to Seesaw.
- Children should be asked opened ended questions which promote curiosity and develops children's reasoning skills.

Examples of questioning:

- Where is it located?
- Why is it there?
- What is the significance of the location?
- What if...?
- How has it changed?

Knowledge Organisers

Knowledge organisers should be placed in the children's geography books at the beginning of each topic. These will be available on the 'StaffShare' before the start of each topic; they include the title of the topic, the learning objectives that are going to be covered, key information and key vocabulary. Children should be given time to complete the self-assessment section after they are taught each objective.



Differentiation in Geography

Lessons should be adapted to meet the needs of the children in your class. This may be done by; differentiating the activity, learning objective or success criteria or providing a higher level of scaffolding to achieve the objective (this should be indicated on the Learning Objective).

For the children who are not yet ready to access their year groups learning objective, where possible they should still be taught the core skills linked to the topic, but taught the objectives of the previous year or the year that is the most appropriate for them.



Assessment

- Learning objectives should be placed at the top of each piece of work. At the end of the lesson children should be given the opportunity to assess their own learning by colouring or ticking in the relevant self-assessment circles.
- All marking should be up to date and the pyramid should be completed showing whether the learning objective has been met or the child is working towards.
- Teachers should fill in the assessment sections on the knowledge organisers after teaching each objective. This should then be used to inform your judgements when completing assessments on Target Tracker.
- Target Tracker should be updated at the end of every term (Autumn 2, Spring 2 and Summer 2).

Think Pink

Think Pinks should be linked to the learning objectives and can be used to aid, clarify or to promote children's thought process, see appendix 1 for examples of questioning.

	A	WT	WT	WT
W1
W2
W3
W4
W5



Ensure that next steps link to the learning objective, success criteria targets.

Working Walls

Working walls should be changed every half term to reflect the topic and should show a journey of learning. They should include key vocabulary and examples of children's work.



Resources

Geography resources are kept in a central area up in the mezzanine. If you are aware of any resources, you need that are not in school please speak to the geography lead and they will try to source them if possible.

Monitoring

The monitoring of Geography will take place through:

- Book scrutiny- to look at the coverage, progression and the variety of activities provided to the children.
- Seesaw - for evidence of practical and cross-curricular activities.
- Target Tacker- to monitor the children's progress and support future planning to address gaps in learning.
- Pupil interviews/voice questionnaires.

Appendix 1

Examples of questions

	is	did	was	could	if
What	<u>What is</u> the structure of a tropical storm?		<u>What was</u> the path of typhoon Haiyan?	<u>What could</u> the Philippines have done to prepare more effectively for the typhoon?	<u>What if</u> climate change makes typhoons more frequent and powerful in the future?
Where	<u>Where is</u> a place which experiences tropical storms?	<u>Where did</u> typhoon Haiyan cause the most damage?	<u>Where was</u> the typhoon expected to make landfall after the Philippines?		
Who	<u>Who is</u> most at risk from the effects of tropical storms – LICs or HICs?		<u>Who was</u> affected economically?		
Why	<u>Why is</u> a tropical storm's 'eye' calm?	<u>Why did</u> the government respond in the way that it did?	<u>Why was</u> it difficult to evacuate the whole population?		
How	<u>How is</u> a tropical storm tracked and monitored?		<u>How was</u> international aid used after the typhoon?	<u>How could</u> the government have managed the situation more effectively?	<u>How</u> could settlements have a problem in rescuing survivors <u>if</u> damage was severe?