

# 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

## Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of Geography, and will be able to have a secure understanding of British human and physical geography. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated. It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the Geography curriculum. They will know and remember key learning of Geography from their primary years.

## Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources. This Geography guide explains how the Geography curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

## Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They

demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

### 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.



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-

Autumn 1 is the designated geography half term and a wow event should take place to ignite and hook the children into their topic. Staff should be mindful-however that elements of geography should be still 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
<b>Year A</b>	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
<b>Year B</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
<b>Year A</b>	Route 66	Stone Age Rocks! (Stone Age)	Scrapheap Challenge or Robots	Urban Pioneers	Survival of the fittest	Ruthless Romans
<b>Year B</b>	Water Worlds	I want my mummy! (Egyptians)	Me, myself and I	Smashing Saxons (Anglo Saxons)	Beast Creator	Potions

Year 5/6

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

## **Progression of skills throughout the school**

<b>EYFS</b>	<ul style="list-style-type: none"> <li>• I can draw information from a simple map.</li> <li>• I can recognise some similarities and differences between life in this country and life in other countries.</li> <li>• I can describe what I see, hear and feel whilst outside.</li> <li>• I can explore the natural world around me, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</li> </ul>
<b>Year 1</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• I can use world maps, atlases and globes.</li> <li>• I can name and locate the world's seven continents and five oceans.</li> <li>• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>• I can identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• I can use basic geographical vocabulary.</li> <li>• I understand geographical similarities and differences</li> <li>• I can use simple compass directions.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Year 2</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can name and locate the world's seven continents and five oceans.</li> <li>• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>• I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</li> <li>• 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.</li> <li>• 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.</li> <li>• I understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>• 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.</li> </ul>

<b>Year 3</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• I can identify where countries are within Europe; including Russia.</li> <li>• I can use the 8 points of a compass.</li> <li>• I can use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features Road Trip USA.</li> <li>• I can understand the effect of landscape features on the development of a locality.</li> <li>• I can understand why there are similarities and differences between places.</li> <li>• 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.</li> <li>• I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</li> <li>• I can identify the physical characteristics and key topographical features of the countries within North America.</li> </ul>
<b>Year 4</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I know how rivers erode, transport and deposit materials.</li> <li>• I know about the physical features of coasts and begin to understand erosion and deposition.</li> <li>• I understand how humans affect the environment over time.</li> <li>• I can explain about key natural resources e.g. water in the locality.</li> <li>• I know about the physical features of coasts and begin to understand erosion and deposition.</li> <li>• I can explain about key natural resources e.g. water in the locality.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Year 5</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I understand how humans affect the environment over time.</li> <li>• I can explain about key natural resources e.g. water in the locality.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul>

<b>Year 6</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</li> <li>• I understand about weather patterns around the world and relate these to climate zones.</li> <li>• I understand how humans affect the environment over time.</li> <li>• 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.</li> <li>• 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?</li> <li>• 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.</li> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>
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### **What is expected to be seen when teaching geography?**

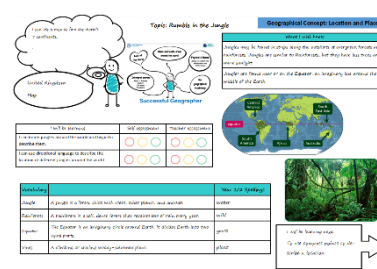
- Geography lessons should be engaging and there should be a good balance between written and practical activities.
- Children should be taught key vocabulary and be encouraged to apply their geographical skills to a range of geographical enquiries.
- Photographs should be taken and added to Seesaw for 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?
- Each learning objectives should display the key vocabulary for the lesson.

## 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; adapting 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.



## Flashbacks

Flashback 4s should be used at the start of every geography lesson and shown in the planning. The flashbacks should include questions that allow children to recap sticky knowledge taught in previous lessons.


### Flashback 4 - Lesson 1

1. What can you use to help you find a place?

2. How many continents are there?

3. Which continent do we live in?

4. Describe what you can see.




Reception
Year 1/2
Last Lesson
Further back!


## End of Unit Quiz

A quiz should be used at the end of each topic to assess children's knowledge of the topic. The quiz should be evidenced in books showing the progression of the child's learning journey of the given topic.





 I know and can remember ...

What is the capital of Germany?	A large settlement where lots of people live is called a ..... ?
Name 3 things you may find in a city.	Name one difference between Batley and Berlin.
Name one similarity between Batley and Berlin.	What is a capital city?

 I can use this vocabulary:

Settlement
Urban
Monument
Residential





You may want to visit these cities!

## 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 Arbor. Arbor should be updated at the end of every Geography unit (or lesson if preferred).

Formative and summative assessments are recorded on Arbor.

Formative assessments are completed using learning objectives and knowledge organisers in books.

Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in Geography at a particular point in.

Assessments will be completed by the class teachers.

Cycle A and B			
Subject Assessments	KS1	LKS2	UKS2
Aut 1	Arbor Formative Statements- Cycle A – Food Glorious Food!	Arbor Formative Statements- Cycle A – Route 66	Arbor Formative Statements- Cycle A – Ready, steady, Sow!
	Arbor Formative Statements- Cycle B - Shiver my timbers	Arbor Formative Statements- Cycle B - Water worlds	Arbor Formative Statements- Cycle B - Living on the edge
Aut 2	Arbor Formative Statements- Cycle A – Panic on Pudding Lane	Arbor Formative Statements- Cycle A – Stone age Rocks	Arbor Formative Statements- Cycle B - Lest we forget
	Summative Assessments on Arbor	Arbor Formative Statements- Cycle B - I want my Mummy	Summative Assessments on Arbor

		Summative Assessments on Arbor	
<b>Spr 1</b>	Arbor Formative Statements- Cycle A - Rumble in the Jungle		
<b>Spr 2</b>	Arbor Formative Statements- Cycle B - Amazing Australia  Summative Assessments on Arbor	Arbor Formative Statements- Cycle A – Urban Pioneers  Arbor Formative Statements- Cycle B - Smashing Saxons  Summative Assessments on Arbor	Arbor Formative Statements- Cycle A – Scream Machine  Summative Assessments on Arbor
<b>Sum 1</b>	Arbor Formative Statements- Cycle B - We're all going on a summer holiday	Arbor Formative Statements- Cycle B - Beast creator	Arbor Formative Statements- Cycle B - Endangered
<b>Sum 2</b>	Arbor Formative Statements- Cycle A – Our Wonderful Town  Arbor Formative Statements- Cycle B - Secret Garden  Summative Assessments on Arbor	Arbor Formative Statements-Cycle A – Ruthless Romans  Summative Assessments on Arbor	Arbor Formative Statements- Cycle A – The mysterious Maya  Arbor Formative Statements- Cycle B - Our local area  Summative Assessments on Arbor

### **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. Each think pink should be specific to each child and their individual learning process and be LO specific to Geography.

	A	B	C	D	E
W1	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?
W2	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?
W3	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?
W4	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?
W5	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?	What is the capital of the UK?



**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. Knowledge organisers should be displayed on the working wall.

Children's previous learning should be displayed on the working wall and sticky knowledge information should be added as it is taught.



Key vocabulary and examples of children's work should also be added.



## **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.

See appendix 3 for useful links.

## **Monitoring**








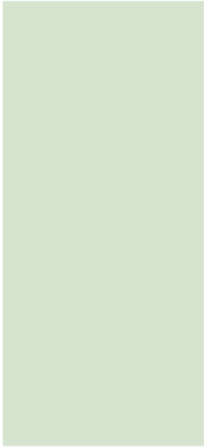
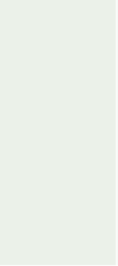
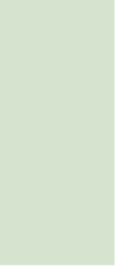



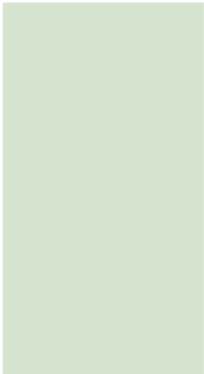

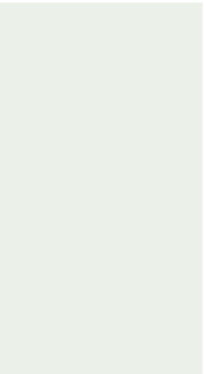
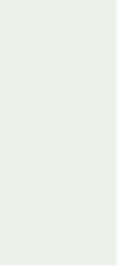

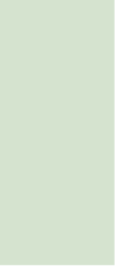
The monitoring of Geography will take place through:

- 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.
- Arbor- 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
<b>What</b>	<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?
<b>Where</b>	<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?		
<b>Who</b>	<u>Who is</u> most at risk from the effects of tropical storms – LICs or HICs?		<u>Who was</u> affected economically?		
<b>Why</b>	<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?		
<b>How</b>	<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?

	I know and can remember ...	 I can use this vocabulary:
		
		
		
		
		
		
		
		

## **Recommended Resources- Geography**

<b>Year 1/2</b>
<a href="#"><u>Climate - BBC Teach</u></a>
<a href="#"><u>Oceans Quiz! - National Geographic Kids (natgeokids.com)</u></a>
Continents song- <a href="https://youtu.be/K6DSMZ8b3LE"><u>https://youtu.be/K6DSMZ8b3LE</u></a>
<a href="https://world-geography-games.com/world.html"><u>https://world-geography-games.com/world.html</u></a>

<b>Year 3/4</b>
Town, cities and villages- <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p"><u>https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p</u></a>
<b>Met Link</b> <a href="#"><u>MetLink - Royal Meteorological Society Teaching Resources</u></a>
OS Map- <a href="https://www.ordnancesurvey.co.uk/mapzone"><u>https://www.ordnancesurvey.co.uk/mapzone</u></a>
<a href="https://world-geography-games.com/world.html"><u>https://world-geography-games.com/world.html</u></a>

<b>Year 5/6</b>
OS Map- <a href="https://www.ordnancesurvey.co.uk/"><u>https://www.ordnancesurvey.co.uk/</u></a>
<a href="https://world-geography-games.com/world.html"><u>https://world-geography-games.com/world.html</u></a>