



Geography at The Curzon

Intent

The Curzon geography curriculum is knowledge-rich. This means the knowledge children will gain has been carefully specified, ordered coherently, and builds over time. As children work through our geography curriculum they will know more and understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment, and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as: what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will discover explorers such as Ibn Battuta, Roald Amundsen, and Captain James Cook. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

Implementation

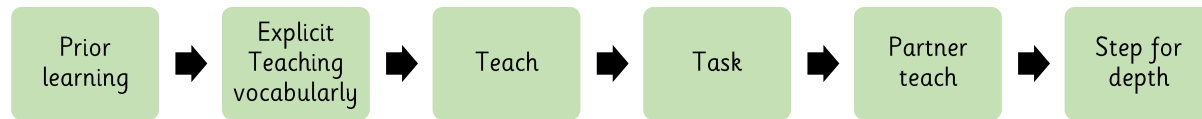
Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places, and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year. In Key Stage One, the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Year 5, children will study a further unit on local geography where they undertake fieldwork to observe, record and present the human and physical features in the local area, focussing on an issue that the local area faces. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps, and geographical data with ease to answer questions they may have about the world.

Every year, children will study at least one unit of British geography. As with the rest of the geography curriculum, children's knowledge and understanding of British geography builds incrementally from year to year. Beginning with general understanding of the countries of the UK, children then study units that focus more closely on areas of the UK including the South-West, the South-East, Yorkshire and Humberside, the Midlands, and Northern Ireland. When studying these areas, children look at the defining physical and human characteristics of the regions, key topographical features such as hills, mountains, coasts, and rivers, how the landscapes and environments have formed over time, and how they are used today.

In years two, three and four, children will study units of European geography that introduce regions of Europe, climate, trade, industry, landmarks, physical features and contrasting environments. Children will interpret a range of geographical information including maps, diagrams, and climate graphs. Comparisons will be made between places in Europe and the local area. Areas studied include: Mediterranean Europe, Eastern Europe, and Western Europe. Studying Europe in detail will not only help children to understand the people, places, and environment in the regions, but will provide foundational knowledge for their studies in other subject areas, for example their studies of the Vikings in History.

Alongside their study of the UK and Europe, children will extend their knowledge beyond these regions to study world geography. When studying world geography, children will focus on places such as North and South America, Asia, Africa, Australia, New Zealand and the South Pacific Islands. Applying their knowledge and understanding of the globe, latitude, longitude, the hemispheres and time zones, children will describe and understand physical geography of countries and continents including biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. They will consider a range of human geographical features such as settlements, land use, trade links and natural resources. At the end of the curriculum, in the summer term of

Year 6, children will study globalisation, a unit that requires children to apply knowledge from the geography curriculum they have studied throughout their primary education. Children will use data from around the world, including from Geographical Information Systems, to understand social, economic and political globalisation. Children will have many opportunities to reflect upon the advantages and challenges globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world.



Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new words. Our teachers enact our intended curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained, and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently.

Learning is evidenced in the children's enquiry books/ floor books. Knowledge organisers are displayed in the classroom/ stuck in their books and knowledge assessments are used to review learning.

Term	Definition	Image	Description
settlement	a place where people live		
urban	an area where a large number of people live near to each other. urban areas have lots of buildings and roads		urban area
rural	an area located outside of towns and cities, sometimes called the countryside. people often live far apart in rural areas		rural area
suburban	an area on the edges of towns and cities where people live. suburban areas often have green spaces and homes often have gardens		
population	the number of people living in an area		
dense population	many people living in an area, homes are close to one another		
sparse population	few people living in an area, homes are spread out		
suburbanisation	an urban area that has developed when the suburban areas of several towns or cities merged		
hamlet	a small settlement with a very small number of homes and no services		
village	a group of houses in the countryside, sometimes with a church and small shop		
town	a place where there are lots of houses and shops. towns have a local council that makes decisions for the people who live there		
city	a city is a large urban area where lots of people live close to each other. there are often lots of shops and services in a city		

Impact

Approaching primary geography with a knowledge-rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe, and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Goals laid out in the intended curriculum, enabling us to check whether children can remember what we set out for them to learn.

Our geography curriculum equips pupils with knowledge about diverse places, people, and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.

1. Australia is located in:	A the Southern Hemisphere	<input type="checkbox"/>
	B the Northern Hemisphere	<input type="checkbox"/>
	C the Atlantic Ocean	<input type="checkbox"/>
	D England	<input type="checkbox"/>
2. 'Aboriginal' means:	A for a while	<input type="checkbox"/>
	B from the end	<input type="checkbox"/>
	C from the middle	<input type="checkbox"/>
	D from the beginning	<input type="checkbox"/>
3. The capital of Australia is:	A Brisbane	<input type="checkbox"/>
	B Canberra	<input type="checkbox"/>
	C London	<input type="checkbox"/>
	D New Zealand	<input type="checkbox"/>
4. There are a variety of biomes located in Australia, including:	A temperate grassland, semi-desert, savannah and tropical forest	<input type="checkbox"/>
	B ice, mountains, tundra, coniferous forest	<input type="checkbox"/>
	C oceans, seas, marshland	<input type="checkbox"/>
	D insects, mammals, fish	<input type="checkbox"/>
5. Threats to Australia's biodiversity include:	A native species, cold weather	<input type="checkbox"/>
	B the changing seasons	<input type="checkbox"/>
	C invasive species, climate change, urbanisation	<input type="checkbox"/>
	D rabbit-proof fences	<input type="checkbox"/>