

Intent

The Geography curriculum at The Duston School aims to inspire a curiosity and fascination about the world, and its people, that will remain with the children for the rest of their lives. We intend to encourage all children to develop a critical understanding of the diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The Primary Knowledge Curriculum is used to plan The Duston School Geography curriculum and is well-sequenced and knowledge is valued and specified. Substantive and disciplinary knowledge are intertwined and revisited to ensure that children have a firm understanding of key concepts.

Discrete Geography lessons are taught, recognising the identity of the discipline and fostering a love for subject content that will flourish as children move through the curriculum. Links are made across the curriculum so that children can make connections to further embed their learning.

Implementation

Detailed unit plans are provided, which support teachers with their subject knowledge and sequence learning progressively.

Geography lessons are blocked into three half terms in Key Stage 1 and weekly lessons are taught in Key Stage 2. Lessons take a structured approach with all lessons starting 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 includes: introducing, orally rehearsing, and engaging with key vocabulary. Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new language.

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. Throughout lessons, teachers assess/monitor pupil responses and provide effective feedback. Assessment tasks are undertaken at the end of each unit and can include: multiple choice quizzes and written tasks.

Curriculum Map, Key Knowledge Goals and Key Vocabulary

Local	
British	
European	
World	
Disciplinary	Disciplinary

Curriculum Map and Key Knowledge Goals						
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me To know where my school is. To know where I live.	Transport – Past and Present To know that there are different types of transport. To know that there are different types of land/water transport around the world.	Space To know that we live on Earth.	Growing and Changing To know that people and places change over time.	Kings and Queens To think about how we could improve our school or local area.	Stories From the Past To know that the Anansi stories came from West Africa.
	<u>Key Vocabulary:</u> Classroom, hall, playground, Duston, Northampton, near, next to, further, far, past, over, alongside, transport.	<u>Key Vocabulary:</u> Transport, river, journey, vehicle, goods, bus, car, train, taxi, ferry, plane, roads, boat, ship, car, river, canal, sea, ocean.	<u>Key Vocabulary:</u> Earth, planet, land, ocean, gravity, sun, daylight, night time, orbit	<u>Key Vocabulary:</u> Change, time, past, pre-sent, buildings, roads, developments.	<u>Key Vocabulary:</u> Adult, (grown up), job, home, travel, various types of jobs.	<u>Key Vocabulary:</u> Folk Tales, West Africa, Anansi, wise, mischievous, falcon, Nyame.
Key Stage 1						
	Autumn		Spring		Summer	
Year 1	Spatial Sense To know that an aerial view means to look at something from above. To understand that maps tell us the location of places. To describe location. To know that Compass points can be used to show direction.		The United Kingdom To understand that the United Kingdom is a union of four countries. To recognise England as the country in which we live.		The Seven Continents To know that continents are very large areas of land. To know that oceans are large areas of water. To identify the poles and the equator. To know that the continents are diverse.	
	<u>Key Vocabulary:</u> Above below aerial view Perspective map satellite Information place location atlas continent ocean country world locality left right north south east west direction		<u>Key Vocabulary:</u> England Northern Ireland Scotland Wales union United Kingdom Edinburgh Cardiff Belfast London		<u>Key Vocabulary:</u> Earth Globe Asia Europe Africa North America South America Australia Antarctica Pacific Arctic continen	
Year 2	Spatial Sense To know what is located on the site of my school. Maps show us information about a Location. To recognise and locate physical and human features of the local area. To use a map to plan a route To identify locations on a globe or world map.		The British Isles The British Isles are a group of islands that include Britain and Ireland. To recognise the counties of the British Isles. To compare my local area with Cape Town in South Africa		Northern Europe To identify the countries in Northern Europe. To identify physical and human features of northern Europe. To describe the climate in northern Europe. To know that Roald Amundsen reached the South Pole.	
	<u>Key Vocabulary:</u> Represent key symbol location map compass north south east west directions landmarks route navigate left right navigate		<u>Key Vocabulary:</u> British Isles island surround Coastline England Ireland Wales Scotland Edinburgh Cardiff Belfast London		<u>Key Vocabulary:</u> Northern Europe Denmark Finland Norway Sweden Iceland Scandinavia climate weather	

	Lower Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Spatial Sense To know that a compass shows us direction. To know that symbols give us information about locations on a map. To know grid references help us to locate places on a map. To identify physical similarities and differences between two locations.	Settlements To know a settlement is a place where people live. To know that there are different types of settlements. To compare and contrast rural and urban areas. To examine population density. To identify the reasons for the location of Settlements.	Rivers To know that rivers have a source and journey to the sea. To identify rivers in Europe. To identify rivers in Africa. To identify rivers in Asia. To recognise major rivers in North America, South America and Australia.	The South West of England To identify the region of South West England. To know some coastal areas of the South West experience erosion. To know tourism is important in the South West. To know the climate of the South West helps farmers to grow crops and farm animals.	Western Europe To know the countries located in Western Europe. To know that Western Europe has a temperate climate. To know that trade means buying and selling goods. To locate and describe France. To find and interpret information.	Asia: India & China To know that India and China are both countries in the continent of Asia. To understand that India's landscape is diverse. To recognise physical and human features of China. To know the Indus and Ganges Rivers are important Indian Rivers.
	<u>Key Vocabulary:</u> Map symbol Key compass North South East West North east South east South west North west Cartographer	<u>Key Vocabulary:</u> Settlement town City services urban rural Hamlet city town village suburban urban population rural dense sparse	<u>Key Vocabulary:</u> Urban rural river Sea fresh water transport trade Source stream Tributary estuary mouth	<u>Key Vocabulary:</u> Western Southern county city Cornwall Devon Dorset Somerset Wiltshire Gloucestershire Tourism coast	<u>Key Vocabulary:</u> France Germany, The Netherlands Belgium Austria Switzerland climate temperature rainfall	<u>Key Vocabulary:</u> Asia China India Continent Country New Delhi Beijing Relief Political climate desert human physical rainfall
Year 4	Spatial Sense To recognise geographical tools on a globe. To know that scale tells us the distance between places on a map. To use four figure grid references to locate places on a map. To know how our local area has changed over time.	Mediterranean Europe To know that Mediterranean Europe is located in southern Europe. To know that the Mediterranean climate is warm and dry in the summer, cool and wet in the winter. To know that there are many mountain ranges in Europe.	Eastern Europe To locate Eastern Europe on a map. To describe the climate of Eastern Europe. To describe the physical features of eastern Europe. To compare and contrast physical features of Russia to the UK.	Northern Ireland To identify the key features of Northern Ireland. To know Northern Ireland is a popular tourist destination. To understand the reasons for the partitioning of Northern Ireland and the Republic of Ireland.	London and the South East of England To identify the region of South Eastern England on a map of the UK. To know that London has changed over time. To identify key features of Canterbury. To know that Brighton is a seaside town in the South of England.	Asia: Japan To locate Japan on a map of the world. To know that air masses from land and from sea create a varied climate in Japan. To recognise physical geographical features of Japan. To know Tokyo and Kyoto are important cities in Japan.
	<u>Key Vocabulary:</u> Tropic of Cancer Tropic of Capricorn Equator Longitude Latitude scale distance grid reference location population	<u>Key Vocabulary:</u> Mediterranean coastline southern Atlantic Latin Northern/North East/Eastern South/Southern West/Western climate	<u>Key Vocabulary:</u> Mediterranean Coastline southern Atlantic Latin northern/north eastern/east southern/south western/west Balkans Atlantic	<u>Key Vocabulary:</u> Ireland Belfast counties Londonderry Lough Neagh Tourism Partition border independence unionists nationalists	<u>Key Vocabulary:</u> eastern region county city London Surrey West Sussex Kent climate trade human physical population	<u>Key Vocabulary:</u> Japan Tokyo Land of the Rising Sun Hokkaido Honshu Shikoku Kyushu weather climate volcano earthquake

	Upper Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Spatial Sense To understand that cartographers draw imaginary lines to divide the world into sections. To know there are Eastern and Western hemispheres. To use coordinates to locate places on a map.	Mountains To know a mountain is a large landform that rises high above the land around it. To know the Alps are a mountain range in Europe that crosses into several countries. To know that Mount Everest, is the world's tallest mountain.	East Anglia, Yorkshire and the Midlands To know East Anglia is a region of the UK that is very flat. To know that Birmingham is a large city in the Midlands. To know that Yorkshire is a large area to the North of England.	Australia To know Australia is a large, diverse country in the Southern Hemisphere. To know that Captain James Cook was a British explorer who travelled to Australia in 1770. To know that Canberra is the Capital City of Australia.	Local Study To understand that councillors are elected to represent the views of residents. To know that Geographers think about problems in local areas and suggest ways they can be solved. To know that data can be used to identify and solve issues.	New Zealand and the South Pacific To know that New Zealand is located in the South Pacific Ocean. To know that New Zealand Experiences earthquakes because it is located on a plate boundary. To know that many small islands are located in the Pacific Ocean.
	<u>Key Vocabulary:</u> Equator Parallel Prime meridian Eastern hemisphere Western hemisphere Longitude Latitude coordinates distance	<u>Key Vocabulary:</u> Landform Mountain Peak Range Summit Slope Valley sea level altitude erosion	<u>Key Vocabulary:</u> County topography Sea level Crops Marshland Wetland Fertile Oppose Midlands Settlement Population Density	<u>Key Vocabulary:</u> Australia southern ocean diverse colonise Biome Temperate grassland Tropical forest Savannah Desert Deciduous	<u>Key Vocabulary:</u> Local Councillor Ordnance Survey location orientation fieldwork Qualitative Quantitative	<u>Key Vocabulary:</u> Southern Hemisphere Biome climate Polynesia Commonwealth tectonic plate
Year 6	Spatial Sense To know the lines of longitude and latitude divide the world into sections. To know that the Arctic and Antarctic circles are regions close to the Earth's Poles. To know that the world is divided into 24 hourly time zones.	British Geography The air in many UK cities contains pollution. To know that climate change causes more frequent and severe flooding in the UK. To know that in UK we produce millions of tonnes of waste.	North America To know that North America is a continent. To know that North America has many contrasting Biomes. To know that Urbanisation in North America's cities can create problems.	South America To know that South America is a continent located in the Western Hemisphere. To know the Incan Empire was located in South America. To know that the Andes mountains have varied terrain. To know that deforestation is a major threat.	Africa To know that Africa is a diverse continent. To know what desertification is. To understand what food security is. To know that Kenya is a diverse African country with varied environments.	Globalisation To know that globalisation is a process of interaction among people, companies and governments around the world. To understand that economic globalisation can create wealth but can also lead to exploitation.
	<u>Key Vocabulary:</u> Longitude Latitude rotate Parallel axis Meridian Co-ordinates	<u>Key Vocabulary:</u> Air Pollution Fossil Fuels Pollutant Allergy Emissions World Health Organisation Consumption sustainable	<u>Key Vocabulary:</u> coniferous deciduous tropical tundra savannah temperate grassland semi-desert irrigation source mouth urbanisation	<u>Key Vocabulary:</u> Urbanisation Favela Dense Sparse Tectonic Plate Proximity Subduction Geological Economy	<u>Key Vocabulary:</u> Diverse Savannah Indicators Commodity population conflict poverty food security	<u>Key Vocabulary:</u> Integrate Interact Labour Manufacturing Industry Trade Globalisation profit social production Cultural

Impact

When we reviewing the impact of the Geography curriculum, we assess against the Knowledge Goals laid out in the curriculum, which enables us to check whether children can remember what we set out for them to learn. Multiple choice quizzes are carried out the end of each unit and children have opportunities to write, at length, what they have learnt in their Geography lessons. We carry out subject-specific monitoring and curriculum reviews to assess impact and use these to plan for future development. Children talk enthusiastically about what they have learned, in their Geography lessons, using ambitious geographical vocabulary in context.

Values

Children demonstrate the Primary Phase values of Care, Challenge and Succeed through their Geography learning.



Care:

Care is threaded throughout the Geography curriculum. Children show care by understanding the impact that humans have on the environment and the importance of taking care of our community and the wider world. They learn about settlements and why these were created in specific places. This leads on to children understanding their place within the community that they are part of and the challenges faced locally. Although not in the National Curriculum, we have chosen to include a unit on Africa in Year 6 to ensure that our curriculum reflects our children and families. While learning about different regions of the United Kingdom and the world, children begin to have an understanding that places change over time and the effect of humans especially farming and industry. Year 6 children study units on British Geography which focus on pollution and its effect on the world and Globalisation in which children learn about the effects on economic globalisation of wealth which can lead to exploitation. Significant people who have shown care for the world are included in our Geography curriculum. Some of these are Former President Bill Clinton (Global economy Year 6) and Kofi Annan (Globalisation Year 6)



Challenge:

Children are challenged to learn new knowledge throughout the Geography curriculum. All children have the opportunity to challenge themselves with a 'step for depth' task in all Geography lessons. Threaded throughout the curriculum are significant people who have, themselves, faced and overcome challenges: Tenzing Norgay (Mountaineer Year 5), Edmund Hillary (Mountaineer Year 5), Gerardus Mercator (Cartographer Year 6), Major General William Roy (Surveyor Year 3), Roald Amundsen (Explorer Year 2).



Succeed:

Children have opportunities to succeed in all their Geography learning. Scaffolding and assessment for learning is used effectively so that all children can succeed in their Geography lessons. Throughout the Geography curriculum, children have opportunities to apply their knowledge and to succeed in geographical fieldwork, multiple choice quizzes and in explaining their learning either through talk or written work.