



ST ANNE'S RC PRIMARY SCHOOL

GEOGRAPHY CURRICULUM HANDBOOK



Geography Prayer

Father in heaven,

Thank you for the beautiful world that you have created for us. Thank you for the birds and animals, the flowers and the trees, the lakes and the streams, and the sun that rises and sets over them each day. Help us to care for all life that grows around us. You created us in your image, each of us unique and special. Help us to celebrate our differences. We pray for peace and love in all the nations. Help us to spread world peace in your name.

Amen

Psalm

*"I praise you because I am fearfully and wonderfully made;
your works are wonderful, I know that full well."*

Psalm 139:14

National curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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
- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

Intent

Our Catholic values and wonder of God's creation underpins all we do. At St Anne's students are encouraged to develop a knowledge and curiosity of the world they live in and their place in it. The curriculum is strategically built upon; pupils will learn about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. In doing so, children will learn about diverse places, people, resources and natural and human environments whilst growing a deeper understanding of the Earth's human and physical features and their relationship with human processes. This includes, looking at the formation and use of landscapes and environments and how they have evolved over time. Pupils will be taught specified geographical vocabulary to enable them to fully engage with lessons and be able to articulate their understanding coherently. Our lesson design has been adapted with inclusion in mind, using our 'St Anne's 5 a day' adaptive teaching strategies to provide a purposeful means for exploring, appreciating and understanding the world we live in.

Implementation

EYFS

Geography is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities facilitated by continuous provision. The children are given the opportunity to find out about people, cultures and communities. In the Foundation stage Geography makes a significant contribution to developing a child's understanding of the world .

Nursery (Three and four year olds,	EYFS – Geography
	People, Culture and Communities (links to Geography)
	People, Culture and Communities

Development matters)	• Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world talk about the differences they have experienced or seen in photos.
Reception (Development matters)	People, Culture and Communities • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • 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 the effect of changing seasons on the natural world around them.
Reception ELG (EYFS Framework)	ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key stage 1 and 2

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery	Where is my school? Guy Fawkes' big bang Seasons	China Seasons	Seasons The seaside Journeys to different places London – Paddington and Peru
Reception	My school area Guy Fawkes' big bang Seasons	China Antarctica Seasons	The seaside Journeys to different places Seasons
Year 1	UK - local area	The UK and seas	Continents and oceans
Year 2	London	UK comparative study with Kenya	UK Coasts
Year 3	UK – Rivers and peaks	Polar regions	Europe – Italy
Year 4	UK - Water Cycle and Rivers	Europe – Scandinavia	Trade
Year 5	UK – North West (Mini unit linked with History)	Europe - Natural Disasters	South America – Amazon Rainforest
Year 6	North America – Texas	UK – National parks	South America – The Galapagos - Biomes and Vegetation Belts (full term)

Geography is taught once per term. All classes have 3 units in total throughout the year. During the half term that geography is taught, it will be timetabled as one afternoon per week. All year groups follow this same structure.

The curriculum has been meticulously planned to ensure full coverage of the national curriculum guidelines (see coverage document).

Following our 'St Anne's 5 a day' cornerstones, the lessons are designed to have explicit instruction (I do, we do, you do model created by Doug Fisher and Nancy Frey (2007)), as well as metacognitive approaches to learning through 'chunking' of new information, with short bursts of activity to ensure that new knowledge is embedded. We also make use of scaffolds to support learning where needed, so that our pupils can become independent learners.

We teach subject specific vocabulary each lesson, with the use of dual coding for deeper understanding. We also use quizzing as reflective practice, (a metacognitive strategy that involves purposeful recall of prior knowledge or vocabulary).

We have taken an enquiry based approach to learning in Geography, to encourage our pupils to become 'geographers' who question, ponder and investigate aspects of Geography. The WALT for each lesson is a question to ponder. In each lesson, there is also at least one 'enquiry question' weaved in, this question may encourage further research or a deeper thinking/consideration of geographical matters.

Assessment

Summative assessment

Summative assessment is formed in two parts. Firstly, to assess retention of substantive knowledge we use an end of unit quiz to check for understanding and enables the teacher to address any common misconceptions. Secondly, at the end of each unit, the pupils are asked to complete a disciplinary task such as creating a non-chronological report, act out a Newsround report or label a blank map etc. These tasks will be varied throughout the year. Teachers will use both of these assessments combined to make a judgement on whether pupils are making age related expectations, exceeding expectations or working towards expectations. This judgement will be recorded on Insight so that the subject leader will have an overview to assessment in Geography.

Feedback and formative assessment

In accordance with our marking policy, we prioritise instant feedback during lessons. Teachers will actively monitor understanding during the lesson and share feedback conversations with pupils individually where needed. We mark 'WA' (WALT achieved) in the pupils books to signify that they have met the requirements of each lesson, we mark a dot if the WALT has not been met, this ensuring the pupils are aware of their progress.

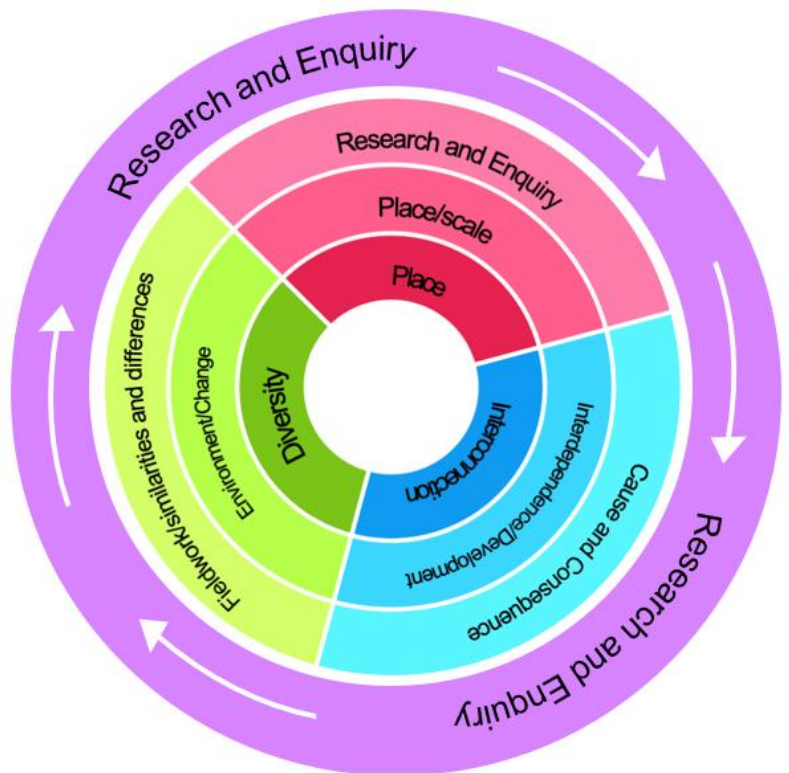
If a common misconception is identified within a lesson, the teacher can instantly address this in class or if further time is needed on this matter, it can be addressed during the recap of the subsequent lesson.

At the end of each lesson, the children will be quizzed on their understanding of that lesson. Again, any common misconceptions can be instantly addressed during peer marking.

Geographical Concepts

Geographical concepts	Disciplinary concepts
Place – continents, oceans and seas, regions Environment – Physical features, landscape, biomes, climate, rivers, volcanoes, diversity, landforms. Scale – continents, maps. Interdependence – trade, resources, sustainability, settlement, landform, fertile. Development – human features, settlement, population, sustainability. Change – settlement, population, sustainability.	Map skills Fieldwork Similarities and differences Research and enquiry Cause and consequence
Curriculum threads	
Place: Locate continents, oceans, regions, countries and cities. Use and interpret a variety of maps. Identify position (compass directions, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones) Weather/Climates Diversity: Understanding geographical similarities and differences through the study of human and physical geography of their own local area and others around the world. How people and places are different and diverse, even across one country or continent. Interconnections: The difference between human and physical geography and their key features. How physical features impact the lives of people (e.g. Settlement and factors that influence it) How people impact on the physical environment around them. Identifying cause, impact and response	

"This diagram illustrates how the three core curriculum themes—Place, Diversity, and Interconnection—form the foundation of both geographical and disciplinary concepts, all framed within a research- and inquiry-based approach to learning geography."



Substantive knowledge:

The substantive knowledge has been specified for each lesson. This knowledge is based on 'to know what?', what is it that we want our pupils to know?

Disciplinary knowledge : The disciplinary knowledge has been specified for each lesson. This is a combination of 'to know how?', how do we know this? (Procedural knowledge), as well as enquiry; 'to consider why?'. The aim of this line of enquiry is to encourage the children to question, ponder and form their own informed opinions of geographical matters – becoming a 'geographer'.

Geographical concepts: There are many geographical concepts but at St Anne's we focus on the above 6 concepts which run throughout the curriculum and are revisited throughout the year groups to ensure pupils have a clear understanding of them, making meaningful connections and enable them to be held within long-term memory. The curriculum threads run throughout the curriculum and are build upon to ensure secure understanding

Disciplinary Concepts:

Disciplinary concepts in geography include key skills and analytical frameworks essential for understanding the subject. **Map skills** involve reading and interpreting various types of maps, while **fieldwork** entails collecting real-world data through observations and measurements. The concept of **similarities and differences** encourages children to compare geographical features, fostering critical thinking. **Research and enquiry** focus on gathering and analysing information to explore geographical issues, promoting independent learning. Lastly, **cause and consequence** examines the relationships between events, highlighting the interconnectedness of human actions and environmental impacts. Together, these concepts enhance children's geographical skills and deepen their understanding of the world

Lesson design

At St Anne's RC Primary School, we are committed to providing a high-quality education that meets the diverse needs of all our children. Our adaptive teaching approach is underpinned by our core values of love, responsibility, and respect and our St Anne's 5 a day.

Each lesson will use the key knowledge provided in the curriculum. Following our 'St Anne's 5 a day' adaptive teaching cornerstones, the lessons are designed to have explicit instruction (I do, we do, you do model created by Doug Fisher and Nancy Frey (2007)), as well as metacognitive approaches to learning through 'chunking' of new information, with short bursts of activity to ensure that new knowledge is embedded. We also make use of scaffolds to support learning where needed, so that our pupils can become independent learners.

By breaking the lesson into manageable chunks, teachers help students process information incrementally, reducing cognitive overload and enhancing retention.

To check the children are retaining the information taught during the lesson we will:



Enough correct	Practise, consolidate, move on
Not enough correct	Re-explain. Questioning, further chunking, modelling, further scaffolding, re-check for understanding

All topics start with a topic cover page

All lessons follow the same structure for a consistent approach:

1. Recap – This is to recall previous learning.
2. Introduce WALT – What overarching question are we pondering today?
3. Vocabulary – New vocabulary as well as vocabulary from previous lessons are revisited. We use dual coding for a deeper understanding.
4. Quizzing of vocabulary – we quiz to check the understanding of new vocabulary.
5. Substantive/procedural knowledge/enquiry – New learning information is given in 'chunks' with short bursts of activity. Enquiry questions are also weaved into each lesson.
6. Quizzing – consolidation of new learning
7. Present – children to work in pairs to discuss what they have learnt and present learning to their peers.

To further support vocabulary development, we employ dual coding strategies, which combine visual and verbal information to enhance understanding and retention. This approach helps children make connections between words and their meanings, facilitating deeper learning. Additionally, we utilise a variety of engaging activities, including our 'word wall' initiative, where key vocabulary is displayed and revisited regularly. This purposeful planning ensures that vocabulary is not only taught but also reinforced, allowing children to remember and use new words confidently in different contexts.

Knowing more and remembering more

At St. Anne's RC Primary School, we recognise the critical role of retrieval practice in enhancing children's ability to remember and apply knowledge. Retrieval practice involves actively recalling information from memory, which has been shown to strengthen neural connections and improve long-term retention. By regularly engaging children in activities that require them to retrieve previously learned material, we not only reinforce their understanding but also help them develop essential skills for independent learning. This approach allows children to identify gaps in their knowledge, address misconceptions and build a more interconnected understanding of the curriculum.

Beginning of unit	Beginning of every lesson	End of the lesson	End of the unit
At the beginning of a unit children write down what they know about that topic to recall and strengthen relevant prior knowledge. It also allows teachers to identify and address gaps in prior knowledge so they can adapt their teaching to ensure that children build a strong knowledge of the required content.	At the beginning of every lesson, the children complete a recap which refers to the previous lessons within the sequence of learning. This provides children opportunity to recall prior knowledge and make connections between this and new learning in the lessons	At the end of the lesson, a low stake quiz is used to assess the children's understanding of the content taught in that lesson.	At the end of the unit, the teacher will present the children with a quiz which will assess the children's substantive knowledge of the required content in each unit. These questions are pre planned and can be found in the curriculum documents. Additionally, there will be a task to assess conceptual or disciplinary knowledge.

Geography literature spine

Year 1



Year 2



Year 3



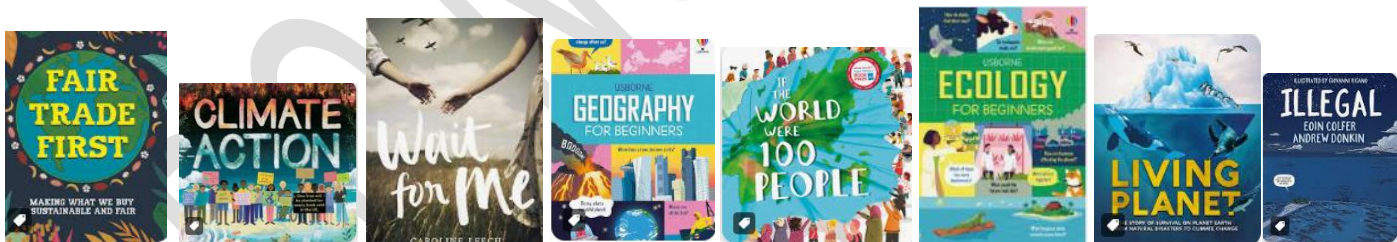
Year 4



Year 5



Year 6



Appendix 1: National curriculum coverage

National Curriculum Coverage

KS1 National Curriculum Coverage

Locational knowledge	National Curriculum Coverage	
	Year 1	Year 2

Name and locate the world's 7 continents	Sum	Spr
Name and locate 5 oceans	Spr	Spr
Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas	Spr	Aut
Identify characteristics of the United Kingdom and its surrounding seas	Spr	Aut/Sum

Place knowledge	Year 1	Year 2
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country		Spr

Human and Physical Geography	Year 1	Year 2
Identify seasonal and daily weather patterns in the United Kingdom	Aut	
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Spr
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	Aut	Spr/Sum
Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Aut	Aut/Sum

Geographical skills and fieldwork	Year 1	Year 2
Use world maps, atlases and globes to identify the United Kingdom and its countries	Spr	Aut
Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage	Spr/Sum	Spr
Use simple compass directions (north, south, east and west)		Spr
Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map		Spr
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Aut	Aut/Sum
Devise a simple map; and use and construct basic symbols in a key	Aut	

Use simple fieldwork and observational skills to study the geography of their school and its grounds	Aut	
Use simple fieldwork and observational skills to study the key human and physical features school's surrounding environment	Aut	Sum

KS2 National Curriculum Coverage

Locational knowledge	Year 3	Year 4	Year 5	Year 6
Locate the world's countries, using maps to focus on Europe (including the location of Russia)	Sum	Spr	Spr	
Locate the world's countries, using maps to focus on North America				Aut
Locate the world's countries, using maps to focus on South America			Sum	Sum
Know countries and major cities in Europe	Sum	Spr	Spr	
Know countries and major cities in North America				Aut
Know countries and major cities in South America			Sum	Sum
Know key physical and human characteristics of locations in Europe	Aut/Sum	Aut/Spr/Sum	Aut/Spr	Spr
Know key physical and human characteristics of locations in North America				Aut
Know key physical and human characteristics of locations in South America			Sum	Sum
Concentrate on environmental regions in Europe	Aut/Sum	Aut/Spr/Sum	Aut/Spr	Spr
Concentrate on environmental regions in North America				Aut
Concentrate on environmental regions in South America			Sum	Sum
Name and locate cities in the United Kingdom	Aut	Aut	Aut	
Name and locate counties in the United Kingdom	Aut	Aut	Aut	Spr
Name and locate geographical regions of the United Kingdom	Aut	Aut	Aut	Spr

Identifying human and physical characteristics within the UK	Aut	Aut	Aut	Spr
Know key topographical features (including hills, mountains, coasts and rivers) within the UK	Aut	Aut	Aut	Spr
Understand land-use patterns within the UK	Aut	Aut	Aut	Spr
Understand how key topographical features (and land-use patterns) have changed over time	Aut/Sum		Aut	Spr/Sum
Identify the position and significance of latitude and longitude	Spr	Spr	Sum	Sum
Identify the position and significance of the Equator.	Spr/Sum	Spr	Sum	Sum
Identify the position and significance of Northern Hemisphere and Southern Hemisphere	Spr	Spr	Sum	Sum
Identify the position and significance of the Tropics of Cancer and Capricorn	Spr	Spr	Sum	Sum
Identify the position and significance of Arctic and Antarctic Circle	Spr	Spr		Sum
Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)	Spr	Spr		Sum

Place knowledge	Year 3	Year 4	Year 5	Year 6
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom , a region in a European country , and a region within North or South America	Aut/Sum	Aut/Spr	Aut/Spr/Sum	Aut/Spr/Sum

Human and Physical Geography	Year 3	Year 4	Year 5	Year 6
Physical geography, including climate zones	Spr	Spr		
Physical geography, including biomes and vegetation belts	Spr		Sum	Aut/Sum
Physical geography, including rivers	Aut	Aut	Aut	
Physical geography, including mountains	Aut		Aut	Spr

Physical geography, including volcanoes and earthquakes			Spr	
Physical geography, including the water cycle		Aut		
Human geography, including types of settlement and land use		Aut	Aut/Sum	
Human geography, including economic activity including trade links		Sum		
Human geography, including the distribution of natural resources including energy, food, minerals and water		Sum		

Geographical skills and fieldwork	Year 3	Year 4	Year 5	Year 6
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Aut/Spr/Sum	Aut/Spr/Sum	Aut/Spr/Sum	Aut/Sum
Use the 8 points of a compass	Spr	Spr	Aut	
Use 4- and 6-figure grid references			Aut/Sum	Aut/Sp/Sum
Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Aut	Spr/Sum
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			Aut	Spr