

A world map is shown in the background, with landmasses in light beige and oceans in dark grey. A network of thin, light-brown strings is stretched across the map, connecting various locations. Each connection point is secured with a small, dark, circular coin. The strings crisscross the globe, creating a complex web of lines that represent global connections or travel routes. The text 'GEOGRAPHY CURRICULUM' is centered over the map in a white, serif font.

GEOGRAPHY CURRICULUM

West Meadows Primary School

INTENT: KNOWLEDGE, SKILLS AND THE NATIONAL CURRICULUM





Our Geography curriculum identifies the substantive knowledge that is to be learned, which considers the 7 key concepts:

HCAT Key Concepts	
Human	Physical
Places and Locations	
Environments and Topography	
People and Settlements	
Weather, Climate and Seasons	
Map Work and Fieldwork	

Key Concepts outlined in our curriculum document

Our Geography curriculum is taught discretely through specific concepts and themes, which is underpinned by the accelerated learning approach to teaching and learning. To be successful geographers, our pupils are taught specific content as set out on our curriculum organisers. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are supported to grow and develop to succeed in 21st century Britain.

The Geography curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can easily be adapted for pupils with additional needs.

Planned, systematic encounters with substantive concepts in specific and varied contexts support pupils' progress. Many of these concepts feature regularly throughout the study of geography in a range of contexts. As a result, they are particularly important to pupils' understanding of new material.

At West Meadows, we have collated various substantive concepts into categories to consider when planning geographical units of work. Teachers might cover a range of key concepts during a specific focus and some of these will be revisited in children's later studies to ensure progression in geography.

YEAR 3

OH, I DO LIKE TO BE BESIDE THE SEASIDE

UNDERSTANDING THE U.K.

SIGNIFICANT PERSON:-

Sir William Hillary
Founder of the Royal National Lifeboat Institution



KEY TEXT:-



GEOGRAPHICAL ENQUIRY QUESTION:-

How do the physical features and human activities in coastal towns across different regions of the UK influence environmental changes?

DATE:

Week 1: What similarities and differences can we find among coastal towns in different regions of the UK?

Beginning
Achieved
Embedded

DATE:

Week 2: How do coastal towns in Scotland compare to those in England in terms of physical features?

Beginning
Achieved
Embedded

DATE:

Week 3: How do the human activities in coastal regions differ from those in inland areas?

Beginning
Achieved
Embedded

DATE:

Fieldwork Week 4: How can I use geographical instruments pinpoint an exact location on a map?

Beginning
Achieved
Embedded

DATE:

Week 5: How do human activities contribute to environmental changes?

Beginning
Achieved
Embedded

Week 1: I know how to name and locate countries and cities of the United Kingdom. I know how to find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.

Knowledge: There are many coastal towns within the United Kingdom as we are an island, popular ones include the following: Brighton, Aberdeen, Blackpool, and Scarborough in Yorkshire. Coastal towns have unique physical characteristics: beaches and cliffs. They also have unique human features: harbors, ports, beach facilities, tourist attractions and these can attract people to visit that location.

Vocabulary: coastal, popular, unique, tourist, facilities.

Week 2: I know how to use aerial photographs to help describe a location in greater detail. I know how to describe a place in terms of how economically developed it is.

Knowledge: Each city has characteristics, which identify how economically developed they are:

- Aberdeen has a bustling harbor and is surrounded by green spaces.
- Blackpool has economically developed areas such as a vibrant promenade with entertainment venues and the Blackpool Tower.
- Brighton has lively shopping streets, the Royal Pavilion and modern developments along the seafront.
- Scarborough has a busy harbor and seafront attractions.

As you venture further inland, the economic activity of the area may differ.

Vocabulary: characteristics, economically, promenade, developments.

Week 3: I know how to identify and describe key patterns and processes affecting the human environment.

Knowledge: Human population tends to be higher close to coastal areas due to the economic and leisure activities available. Fishing and tourism contribute to the growth of coastal towns and their economies. Urban areas near coastal towns are characterised by dense buildings, infrastructure and places for sports whereas rural areas may have agricultural fields or natural spaces.

Vocabulary: population, economic, economies, urban areas.

Week 4: I know how to draw simple maps and field sketches of areas I am studying and use basic symbols in a key. I can begin to use the four points of a compass, four figure grid references, symbols and keys.

Knowledge: A compass is a geographical instrument which shows the direction of magnetic north. Four-figure grid references contain four numbers and they allow specific locations to be pinpointed within a locality. A map symbol visually represents a real-world feature on a map. A key is a guide which explains what the symbols on a map mean. A field sketch is a simplistic drawing of a specific location that can be drawn by anyone.

Vocabulary: north, four-figure, grid reference, locality, symbols.

Week 5: I know how to identify and describe key patterns and processes affecting the human environment. I am beginning to describe a place using information I have found out using my geographical words well. I know how to describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.

Knowledge: Human activities can affect the environment: farming, construction and transportation and these can change the landscape. Human activities can lead to environmental changes such as pollution, deforestation and habitat destruction and this can negatively impact wildlife. Littering can cause an issue for coastal towns and this can have a negative impact upon the environment, animals and other people.

Vocabulary: environment, farming, construction, transportation, landscape, pollution.

A Year 3 example of our coherently planned geography units of work

The intent of our Geography curriculum is to inspire pupils' curiosity and fascination about the world and its people, fostering a deep understanding of diverse places, people, resources and environments. Our curriculum is designed around three key foci: Understanding the UK, Contrasting Locations to the UK around the world and Mapwork & Atlas Mastery.

Through the study of the UK, pupils will develop knowledge about their own locality and the broader national context, including both human and physical geography. By exploring contrasting locations worldwide, students will gain a global perspective, appreciating the similarities and differences between various regions and cultures. The focus on map-work and atlas mastery will equip pupils with essential geographical skills, enabling them to use aerial photographs, plan perspectives and create maps with symbols. This comprehensive approach aligns with the national curriculum guidelines, preparing pupils for the opportunities, responsibilities and experiences of later life while promoting their spiritual, moral, social and cultural understanding within the context of our interconnected world.

IMPLEMENTATION: ACCELERATED LEARNING





At West Meadows, lessons of Geography will be taught discretely to ensure depth and rigour in historical concepts and context. The curriculum is rich and varied and provides our pupils with the knowledge and skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi- sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Too much information at once can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. This helps pupils to pay attention to the content which they are expected to learn. Adaptations to support individual pupils will be recorded on personal school support plans.

Pupils specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Time is also planned to ensure pupils with SEND are pre-taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

IMPACT: ASSESSMENT





Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching.

Through this regular ongoing assessment, tasks are matched to the ability of each child through adapted activities and including adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.



	EYFS	Year 1	Year 2 (UK)	Year 3	Year 4 (UK)	Year 5	Year 6 (UK)
Location Knowledge	<p>I know how to question 'what is this place like?'</p> <p>I know the things I like and dislike about a place and can explain this to others.</p> <p>I know that there are different countries in the world and talk about the differences they have seen in photos.</p> <p>I know that some places are special to members of my community.</p>	<p>I know the name of the world's seven continents and five oceans (Antarctica, Europe, South America, North America, Asia, Africa, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean).</p> <p>I know where I live and can identify this on a map of the British Isles.</p> <p>I know the location of the school on a map of the local area.</p> <p>I know the location of the Equator and the North and South poles.</p>	<p>I know how to locate the United Kingdom on a world map, identify the four countries of the United Kingdom and their capital cities.</p> <p>I know the name of the four countries of the United Kingdom and its surrounding seas, and I can locate these on a map of the U.K (England, Scotland, Wales and Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Ocean).</p>	<p>I know how to use the contents and index pages of an atlas to find places and use my knowledge of the 7 continents to help me locate places in the contents.</p> <p>I know how to identify the location of hot and cold places around the world.</p> <p>I know how to describe the position of hot and cold places in relation to the Equator and North and South Poles.</p>	<p>I know how to locate the world's environmental regions.</p> <p>I know how to locate the United Kingdom's counties and cities, geographical regions and key topographical features.</p> <p>I know how to name and locate counties and cities of the United Kingdom, geographical regions, and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>I know how to 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.</p>	<p>I know how to locate the world's environmental regions and major cities.</p> <p>I know how to name and locate counties and cities of the United Kingdom, geographical regions, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>

Credits:

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