Broken Cross Primary Academy and Nursery
Geography Curriculum 2023-2024

Intent

Geography plays a central role within the curriculum at Broken Cross Primary Academy and Nursery. Our knowledge-rich geography curriculum is finely sequenced, cohesive and progressive, which ensures that knowledge builds on knowledge. Broken Cross' Geography curriculum has nine unifying themes or golden threads: **boundaries, cartography, change, climate, interdependence, movement, physical geography, resources** and **settlements**. Our curriculum will equip students with a diverse knowledge and understanding of people, places, natural, human and physical geography. The curriculum progression will expand outwards from the immediate locality to the global but with a comparison and contrast to the touchstone of the local at each step. Pupils will secure a range of geography skills, learn how to ask, and answer geographical enquiry questions, know the connections between locations and understand human and physical features of these places. Throughout the school, pupil's learning includes curiosity provoking ideas such as, the Earth's layers and how tectonic plates slowly move over a long period of time. This understanding of the world in a physical sense, in combination with an awareness of societies, cultures and environmental issues around the world, enables pupils Broken Cross to become true global citizens with the confidence to use, and build on, their cultural capital, learning and experiences – both inside and outside of the classroom.

Design

Pedagogy: How the curriculum is taught

Within our Geography curriculum, there are four main elements that underpin how the curriculum is taught.

- Oracy, vocabulary, and verbalisation are embedded sequentially throughout the geography curriculum to ensure the appropriate scope and depth. Teachers explore vocabulary explicitly using Word Aware strategies, deliberately practiced, and rooted through retrieval practice. As a result, pupils are confident in their oral use of words in multiple oral and written contexts.
- Map and graph skills are explicitly taught. This includes reading a range of maps, globes and atlases (e.g political, aerial , topographical and climatic) and graphs (e.g population and climate). Pupils will also sketch their own maps on clipboards when out on fieldwork and use maps for orienteering.
- Field work – this includes trips to the school field, walking through our community and local rivers and streams. Pupils use compasses to incorporate orienteering skills into all fieldwork.
- Geographical Enquiry and Communication – Pupils will ask and answer geographical enquiry questions and complete geographical comparative reports and presentations, which include their own opinions about the world.

Assessment

We use a multi-faceted approach to assessment within geography:

- Pre- and post-unit quizzes are built within every unit to ascertain existing and newly acquired knowledge.
- Retrieval practice takes place at the beginning and end of every lesson. As the unit progresses, staff introduce retrieval activities specifically designed to encourage spaced retrieval, thus helping children to remember more over time.
- Assessment for learning is used within each lesson through skilful use of questioning, live feedback and use of hunting not fishing sheets.

- Pupil voice to support the evidence that pupils know and remember more over time.
- Teacher judgements based on how pupils perform in lessons, including their response to questions and engagement with key ideas.

Implementation

At the end of Early Years Foundation Stage at Broken Cross, pupils will:

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.
- 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.
- Recognise some environments that are different from the one in which they live.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

At the end of Year 1 at Broken Cross, pupils will:

- Know what the route from their classroom to other areas of the school looks like on a floor plan.
- Know the school looks like from above and what the surrounding grounds look like.
- Know the route from school to Tesco looks like on a map.
- Know how to give instructions to get from one place to another.
- Some examples of human and physical features in the school and local area.
- Know what the school looks like from above and what the surrounding are
- Know where Macclesfield is on a map and some facts about Macclesfield.
- Know some examples of human and physical features in Macclesfield and London.
- Know London is on a map and some facts about London.
- Know that Macclesfield is a town and London is a city.
- Know some similarities and differences between Macclesfield and London.
- Know what the weather is like in our country.
- Understand the different seasons in a year.

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- Describe the weather and understand how the weather can affect us.
- Understand what hot and cold countries are like.
- Use map skills to locate hot and cold places.
- Ask and answer geographical questions in their fieldwork.

At the end of Year 2 at Broken Cross, pupils will:

- Know that the food we eat comes from either plants or animals.
- Know farm is an area of land and buildings where those plants and animals are produced.
- Know that our food comes from around the world.
- Know that the climate affects the worlds food production.
- Know the difference between a country and a continent.
- Know the name and locate on a map the seven continents.
- Know that coastal regions in different parts of the world have similarities and differences.
- Know the hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language.
- Name the seven continents.
- Know where India is located on a map and that is much larger in size than the UK.
- Know some human and physical features of India.
- Know the capital city of India.
- Be able to use 4 points of the compass.
- Ask and answer geographical questions in their fieldwork.

At the end of Year 3 at Broken Cross, pupils will:

- Know the UK is divided into regions (name the regions).
- Know we live in the NW of England.
- Know a city is an urban settlement and discuss some features.
- Use 4 figure grid referencing on an OS maps and recognise symbols and keys.
- Use 4 points of the compass.
- Name some of the landmarks of the world and which country they are in.
- Describe the difference between human and physical landmarks and be able to name some of each.
- Know or begin to identify some of potential problems caused by tourism.
- Know and be able to describe some of the main physical features of a rainforests.
- Describe some of the effects humans are having on rainforests.
- Know that a smaller river or stream that joins a river, contributing to its flow is called a tributary.
- Know that deforestation of the Amazon rainforest is contributing to climate change.
- Begin to identify the position and significance of longitude (Equator, Tropic of Cancer and Tropic of Capricorn).
- Ask and answer geographical questions in their fieldwork.

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At the end of Year 4 at Broken Cross, pupils will:

- Explain the difference between weather and climate.
- Be able to describe the climate in the UK.
- Know what a biome is.
- Know that maps can have different projections/orientations.
- Identify the position and significance of longitude (Equator, Tropic of Cancer and Tropic of Capricorn).
- Know the structure of Earth - inner core, outer core, mantle, crust.
- Know how tectonic plates create fold mountains/earthquakes.
- Know what causes a volcanic eruption.
- Be able to discuss why people might choose to live in 'disaster' areas.
- Know the water cycle and its features.
- Name and locate on a map key UK rivers.
- Identify types of settlement and land use including distribution of energy, food, and water.
- Relate location to settlement and trade links.
- Ask and answer geographical questions in their fieldwork.

At the end of Year 5 at Broken Cross, pupils will:

- Identify the major mountain ranges on earth.
- Explain the formation of mountains.
- Use atlases, globes and digital mapping to locate countries and describe features studied.
- Use the eight points of the compass and six figure grid reference with growing confidence.
- Discuss how humans are impacting the natural environment and physical geography.
- Describe how decisions made about places and environments can impact on the lives of the people who live there.
- Talk about and describe how people's actions can damage and improve the environment.
- Talk about and describe the ways in which groups try to manage an environment's sustainability.
- Identify and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Use atlases, globes and digital mapping to locate countries and describe features studied.
- Use the eight points of the compass and six figure grid reference confidently.
- Use key vocabulary to describe and understand aspects of geography.
- Ask and answer geographical questions in their fieldwork.

At the end of Year 6 at Broken Cross, pupils will:

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.
- Discuss geographical similarities and differences through the study of human and physical geography of the 3 regions studied.
- Describe and understands 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.

- Ask and answer geographical questions in their fieldwork.

Personal Development

The geography curriculum at Broken Cross has been mapped out to ensure that it incorporates British Values and the different aspects of spiritual, moral, social and cultural education. The table below provides more information.

SMSC
Spiritual Education • Looking for meaning and purpose in natural and physical phenomena • Wonder about what is special about life • An awareness of the scale of living things from the small micro-organism to the largest • The interdependence of all living things and materials of the Earth. • Emotional drive to know more and to wonder about the world • Wonder at the vastness of space and the beauty of natural objects **Moral Education** • Pupils to become increasingly curious • Development of open mindedness to the suggestions of others • Scientific developments may give rise to moral dilemmas • Considering the environment **Social Education** • Group practical work • Team working skills and to taking responsibility • Taking responsibility for their own and other people's safety • Understanding that science has a major effect on the quality of our lives • Consider the benefits of scientific developments and the social responsibility involved **Cultural Education** • Scientific discoveries as a part of our culture • Scientific discoveries of other cultures • Scientific discoveries by a wide range of men and women in many different cultures • Environmental issues are central to science
British Values
Democracy • Take the views and opinions of others into account • Take turns and instructions from others **The rule of law** • Understand the importance of safety rules when working scientifically • Know that there are consequences in rules are not followed **Individual liberty** • Make choices when planning an investigation • Others may have different points of view as to where to start **Tolerance** • Scientific discoveries have come from other cultures • Religious beliefs often compete with scientific understanding **Mutual respect** • Work as a team • Discuss findings • Offer support and advice to others

The long-term plan shows how our geography progression is built upon through knowledge and understanding, skills, vocabulary creativity and personal development.

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Impact

The impact of our geography curriculum is that children are encouraged to understand the relevance of what they are learning in geography. It relates to everyday life and travel and ensures the pupils are aware of how it can support them in as they progress with their education. Teachers foster an enjoyment of the arts through a variety of learning experiences including interactive, singing and role play. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary. Evidence is kept of children's work in books and working walls. Ideas and information will also be presented orally to a range of audiences.

The quality and impact of the geography curriculum will be monitored on a regular basis by the subject lead, who will also assess the extent to which pupils know more and remember more. Throughout the year, the following information will be used to evidence the impact of the geography curriculum:

- Pupil voice
- Assessment data in line with the school data drop.
- Learning walks
- Pupil and staff questionnaires
- Regular use and monitoring of hunting not fishing sheets
- Planning and timetable checks
- Book looks
- Discussions during staff meetings
- Check-ins with staff
- Knowledge and skills audit for teachers in the autumn and summer terms.