

## Geography Overview KS2

### Curriculum Intent:

At Northstar New School geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at NNS has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

- to inspire pupils' curiosity to discover more about the world
- to enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help children understand how the human and physical features of a place shapes its location and can change over time
- to provide opportunities to study mathematics across the curriculum through geography lessons .

### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

### Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At NNS, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The geography curriculum at Northstar New School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching geography the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces

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At Northstar Primary School we provide a variety of opportunities for geography learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Northstar New School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies in our local area. Local museums also provide an opportunity to further geography learning.

### Impact:

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

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	TERM 1	TERM 2	TERM 3
<p><b>Year 3</b></p> <p><i>Expectation that during year 3, key learning from KS1 is revisited as and when necessary to ensure solid foundation for KS2 Geography.</i></p>	<p><b>Olá Brazil (Brazil and England)</b></p> <p><b>Continent Focus: South America</b></p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</li> <li>- understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</li> <li>- describe and understand key aspects of human geography, including: economic activity including trade links</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Walk Like an Egyptian (Climate Zones)</b></p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle</li> <li>- describe and understand key aspects of physical geography, including: climate zones</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the <i>four points</i> of a compass, use symbols and a key to build their knowledge of the wider world</li> </ul>	<p><b>Cross-Curricular Geography Links to Stone Age topic</b></p>

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<p>Year 4</p>	<p><b>Incredible Journeys (Rivers)</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- describe and understand key aspects of physical geography, including: rivers and the water cycle</li><li>- name and locate key topographical features of the UK (including rivers)</li></ul> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>- use the eight points of a compass, symbols and a key to build their knowledge of the United Kingdom and the wider world</li></ul>	<p><b>Our Wonderful World (Rainforests)</b></p> <p><b>Continent Focus: Oceania</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- identify the position and significance of lines of latitude and longitude and the Tropics of Cancer and Capricorn</li><li>- describe and understand key aspects of physical geography, including: biomes and vegetation belts</li></ul> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>	<p><b>The Amazing Americas (North America)</b></p> <p><b>Continent Focus: North America</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</li><li>- understand a number of geographical similarities and differences between region of the UK and a region within North America</li></ul> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"><li>- 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.</li></ul>
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<p>Year 5</p>	<p><b>Volcanoes and Earthquakes</b></p> <p><u>Knowledge</u></p> <p>-describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p> <p><u>Skills</u></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>The Vikings (Scandinavia and England)</b></p> <p><b>Continent Focus: Europe</b></p> <p><u>Knowledge</u></p> <p>- locate Europe's countries (including the location of Russia), their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>- identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Skills</u></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four 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</p>	<p><b>Mountains</b></p> <p><b>Continent Focus: Asia</b></p> <p><u>Knowledge</u></p> <p>- describe and understand key aspects of physical geography, including: mountains</p> <p>- name and locate key topographical features of the UK (including mountains and hills)</p> <p><u>Skills</u></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four 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</p> <p><u>Fieldwork</u></p> <p>- 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.</p>
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<p><b>Year 6</b></p> <p><i>Expectation that during year 6, key concepts from KS2 is revisited as and when necessary to ensure solid foundation for KS3 Geography.</i></p>	<p><b>Victorians (United Kingdom and Local Area)</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</li></ul> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>- use the eight points of a compass, 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</li></ul>	<p><b>World War Two (United Kingdom and Coasts)</b></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>- describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water</li><li>- name and locate key topographical features of the UK (including coasts)</li></ul> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>- use the eight points of a compass, 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</li></ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"><li>- 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.</li></ul>
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