

Geography Curriculum Overview 2024-25

Curriculum Intent

Geography at Whittingham is built on six key principles: entitlement, coherence, mastery, adaptability, representation and education with character. Using the National Curriculum as guidance and to support our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and cross-link this between other subjects.

The United Curriculum for geography provides all children, regardless of their background, with: Relevant and coherent substantive knowledge of the world that is built gradually using subject-specific pedagogy from EYFS to Year 6 and beyond. Substantive knowledge is selected to build pupils' understanding of three geographical vertical concepts:

- **Location and place**

The location of the world's continents, countries and places, and the key physical and human characteristics of each

- **Geographical scale**

Considering the local, national and global scale and understanding how causes and effects occur at all scales

- **Interconnections**

How do you ensure consistent delivery across all key stages?

To ensure consistent delivery across all key stages, the United Curriculum for geography provides a clear framework with well-defined learning objectives and progression statements. This ensures that students' understanding of geographical concepts, such as location and place, geographical scale, and interconnections, is built upon progressively. The curriculum also emphasizes a balanced view of the world and the importance of explicit teaching of core disciplinary knowledge. By sequencing geographical enquiry skills across year groups and providing opportunities for fieldwork, the curriculum aims to foster a deep and meaningful understanding of geography. Additionally, the curriculum's focus on subject-specific pedagogy and its alignment with relevant knowledge from other subjects helps to ensure a coherent and effective learning experience for all students. To further support consistent delivery, we implement strategies such as professional development for teachers in geography pedagogy, using Rosenshine's principles of effective instruction, incorporating small-step teaching and questioning techniques, and conducting ongoing assessment throughout lessons.

How does the curriculum cater for disadvantaged, SEND and minority group students?

Our geography curriculum aims to be inclusive and accessible to all students. By incorporating relevant content, real-world examples, and experiential learning opportunities, our curriculum caters to the needs of disadvantaged students. For SEND students, differentiated instruction, assistive technology, and inclusive learning environments helps to ensure their success. To cater to minority group students, the curriculum incorporates diverse perspectives, promotes cultural sensitivity, and highlights role models from various backgrounds. By implementing these strategies, our geography curriculum is more equitable and ensures that all students have the opportunity to learn and succeed.

How does the curriculum embed prior knowledge and aid long term retention of knowledge?

To adopt a mastery approach, pupils will revisit prior knowledge during weekly retrieval practise and pre-learning quizzes at the start of each unit and apply their understanding

<p>How are the human and physical worlds connected? How are different locations connected at different scales?</p> <p>A balanced view of the countries of the world, to address misconceptions and negative stereotypes. Explicit teaching of core disciplinary knowledge, and the ability to approach challenging, geographically valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is first taught in mathematics or science, such as interpreting line graphs or setting hypotheses. Opportunities to undertake fieldwork, outside the classroom and virtually. Fieldwork is purposeful, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.</p>	<p>in new concepts to ensure that foundational knowledge, skills and concepts are secure. Additionally, incorporating visual aids, hands-on activities, and collaborative learning using Kagan strategies helps students engage with the material more deeply and solidify their understanding. The knowledge and understanding of pupils is developed further through outside of school with trips and workshops the children take part in school.</p>
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Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><i>In the Early Years Foundation Stage, children will have numerous opportunities to explore geography in the continuous provision. By the end of Reception, they will be able to begin to name and describe contrasting environments, such as the difference between a forest and a beach. They will also have a basic understanding of the seasons and how they affect their environment, including the changes in weather and the growth of plants. Additionally, children will learn about animals and their habitats, as well as the importance of caring for the environment.</i></p>					
1	Here I am (features of local area)	My family history	Where we are (countries of the United Kingdom)	History of transport	There you are (understanding where we live on a global scale and comparing features of an area in the UK with an area in Kenya)	Homes through time
2	Mini mappers	Local history	Hot and cold deserts	The Great Fire of London	Rivers, seas and Oceans	Explorers: Sacagawea and Michael Collins
3	The United Kingdom	Prehistoric Britain	Volcanoes	Ancient Egypt	Looking at Europe	Ancient Greece
4	Brazil	Ancient Maya	Tropical rainforests	Early Islamic civilisation	Earthquakes and settlements	Local history
5	Investigating world trade	Ancient Rome	Looking at North America and water	Roman Empire in Britain	Climate across the world	Quest for knowledge
6	Improving the environment	Anglo-Saxons	On the move (migration to and from the UK)	Viking age	I am a geographer (field work in local area)	Power, empire and democracy