

# GEOGRAPHY



## SUBJECT GUIDES

Phoenix Academy | Odell Road, Walsall, West Midlands WS3 2ED

*'We see you, we hear you, we are with you'*



## **CURRICULUM INTENT**

The topic curriculum at Phoenix Academy is designed to be both vibrant and creative and places children at its heart, it encompasses history, geography, art and DT, as well as science that works alongside our discreet science lessons and, when appropriate, based on the individual units covered. We believe that our curriculum provides an educational experience that excites children's imaginations, inspires them to learn, extends their horizons, deepens their understanding, and meets both their intellectual and personal needs.

Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich provision of exciting and motivating learning activities that make creative links between all aspects of our children's learning and that allows them to revisit, consolidate and use the skills that they learn.

To help address and support the needs of our pupils, we believe that our children learn better when they are encouraged to use their imagination and apply their learning in engaging contexts. Our curriculum provides not only learning challenges but also opportunities to develop social skills, build confidence and a sense of value by requiring the children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the topics that they cover.

The planning of these units provides a rigorous framework of 'essential skills' that outlines what is to be covered by each topic. These 'essential skills' have been identified from the wider expectations of the national curriculum and streamlined to identify those that will provide a strong foundation of understanding for our pupils. They are revisited and built upon a four-year cycle and allow for progression by providing activities that are both age-related and aimed at their level of attainment.

These are used to encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We understand that many of our children have barriers to their learning and we work hard to identify these barriers and break them down.

Our broad and balanced curriculum is designed to enable all children to become confident, enquiring and knowledge-thirsty learners, who will be prepared for each new stage of their education. Our curriculum provides children with a range of experiences to ignite curiosity, broaden cultural understanding and recognise their place individually, within the local area and the wider world.

Each topic starts with an introduction day or 'Wow' starter that is used to engage learners and build an interest right from the onset. Our implementation is adapted to the specific learning needs of our learners to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all.

Teaching is delivered through a balance of direct teaching and carefully planned, child initiated activities. Timely interventions from all adults are given to move individuals forward, while teaching staff track the children's progress against the objectives of each topic, allowing gaps in their knowledge to be addressed as they progress through the school.



## **GEOGRAPHY – INTENT**

At Phoenix our geography curriculum is designed to provide children with a knowledge and understanding of their local area, the United Kingdom and the wider world, enabling them to make connections with other curriculum areas and acquire skills for later life.

Our Geography curriculum has been designed with the aim of inspiring in pupils a curiosity, fascination, awe and wonder about the world and the people that live in it, that will remain with them for the rest of their lives.

We believe that a good Geography curriculum is fundamental in broadening our pupils' experiences, their understanding of the wonders of our world and giving them a broader knowledge that they can draw upon to help them achieve in other subjects and throughout their lives. Teaching equips children 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.

As children progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography lessons focus on developing geographical skills and concepts and are underpinned by our basic approach to the subject which promotes high quality teaching in which children are encouraged to act as geographers. Geography lessons are built upon these key ideas with units of work developing such knowledge and skills.

- Develop our pupils as geographical enquirers
- Develop an understanding of local, national, and international geography
- Develop the use of geographical sources
- Develop fieldwork skills to gather hands on geographical experiences
- Offer contrasts and comparisons across countries

We strive for our children to work as geographers by having real life experiences whilst they explore and enquire in an active and creative way. Links to History, Science and other subject areas are also explored. The planning of learning always begins with the skill and knowledge end goals in order to ensure that lessons are always moving children forward in their geographical understanding. However, we have also ensured that the geography curriculum is right for the children in our school in order to meet their needs and prepare them for their future learning and as adults.



## PROGRESS AND EVALUATION

Progress against these objectives is recorded at the end of each topic on the FFT Aspire tracking system and allows staff to identify gaps in learning and to plan accordingly in the future.

At the end of each topic an evaluation sheet is also completed with the children to identify what they enjoyed and learned from each topic and any areas in which they would like to learn more.

Example evaluation sheet:

The evaluation sheet is titled 'Traders and Raiders' and features a background illustration of a Viking longship. It includes the following sections:

- HOW I WOULD RATE MY UNDERSTANDING AND ENJOYMENT OF THE TOPIC...**: A row of five smiley faces ranging from a full smile to a frown.
- MY FAVOURITE LESSON OR ACTIVITY WAS...**: A large rectangular box with horizontal lines for writing.
- NEW WORDS I HAVE LEARNT DURING THIS TOPIC ARE...**: An oval-shaped box with horizontal lines for writing.
- THE SKILLS I HAVE DEVELOPED ARE...**: A rectangular box with horizontal lines for writing.
- TOPIC EVALUATION**: A central yellow box with the text 'TOPIC EVALUATION' in green.
- 3 FACTS THAT I HAVE LEARNT FROM THIS TOPIC ARE...**: Three circular boxes with horizontal lines for writing.
- TEACHER COMMENT**: A rectangular box with horizontal lines for writing.



## **PROGRAM OF STUDY - GEOGRAPHY**

Geography is taught over a four-year rolling cycle of engaging and varied topics, covering all objectives within the National Curriculum, and tailored to meet the needs of our pupils who are taught within mixed age classes. Objectives are covered at multiple points over each year and cycle, ensuring that they are revisited and built upon to develop not only the knowledge and skills of current pupils but also to support those pupils that join from other settings. At Phoenix we believe that geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Geography programmes of study: key stages 1 and 2 National curriculum in England**

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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



## **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
- 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.



## **Subject content - 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.



## **PROGRESSION OF SKILLS AND KNOWLEDGE - GEOGRAPHY**

<b>SKILLS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Geographical enquiry</b>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations</p> <p>photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale;</p> <p>contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
<b>Direction/Location</b>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Follow simple directions</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. coordinates to locate features on a map.</p>	<p>Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.</p>	<p>Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Use 8 compass points</p> <p>Use 4 figure to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>





SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing maps</b>	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
<b>Representation</b>	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.
<b>Using maps</b>	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)



<b>Scale/Distance</b>	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Perspective</b>	Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
<b>Map knowledge</b>	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
<b>Style of map</b>	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.



## Cultural Capital

**Cultural capital** is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural awareness, knowledge and competence**; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. At Phoenix Academy we work tirelessly to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities and trips.

We recognise that there are six key areas of development that are interrelated and contribute to building a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Where possible, each of these areas is covered over the course of individual topics



## TEACHING STAFF

All lessons are delivered and supported by class specific staff:

	ELM CLASS	ASH CLASS	PINE CLASS	CEDAR CLASS	ELDER CLASS	RAINBOW CLASS
TEACHER	A. Holmes	D. Crowther	C. O'Connor	S. Elcock	L. Tasker	G. Satchwell
CLASS SUPPORT	C. Stanyer	G. Sammonds & O. Maxwell	J. Marshall	J. McDevitt-Smith	S. Beck	G. Aldridge

Cover provided as needed by S. Lea

