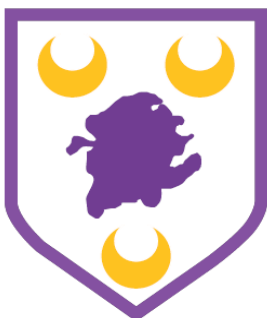


Our Geography Curriculum

Newcomen Primary School

I wish the world
was twice as big
and half of it was
still unexplored

-Sir David Attenborough



NEWCOMEN

scientia potentia est

Intent

Newcomen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment. All children are provided with equal opportunities and equal access to the curriculum. At Newcomen Primary, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio – economic background. This document is a statement of our Intent for, and the Implementation and Impact of the teaching and learning of Geography skills and knowledge at Newcomen Primary School.

At Newcomen Primary School, we provide a high-quality geography education through our curriculum that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We 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 at Newcomen Primary School, 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.

Our curriculum brings the wider world to our children; teaching them valuable and transferrable life skills which might otherwise not become part of their everyday life experiences. It also opens our children's interest up to a wide variety of key concepts and themes which will support them in making valuable career decisions in the future.

At Newcomen Primary School our intent is:

- To follow the key aims of the National Curriculum and customise learning opportunities to meet the needs of our children linked to their locality and demographics.
- To provide a logically planned and progressive curriculum which embeds key geographical concepts and skills.
- To enable children to make sense of their own surroundings through learning about their own locality and the interaction between people and their environment.
- To develop our children's receptive and expressive vocabulary through repeated exposure and curriculum enrichment.
- To enrich our children's geographical knowledge through the use of high quality, age-appropriate literature.
- To inspire children's interest, knowledge and understanding of contrasting localities across Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world and to respect the beliefs, attitudes and values of others.
- To formulate appropriate questions, develop research skills and evaluate material to help inform opinions.
- To provide a range of fieldwork opportunities that enable the application of geographical skills and provide enrichment through first-hand experiences of the world.
- To recognise and understand issues concerning the environment, sustainable development and current affairs that will impact on our children's lives.
- To embed the development of basic skills throughout our Geography curriculum to ensure we address the impact of social disadvantage on our children's literacy and maths skills.

Our Geography curriculum draws upon several powerful sources of knowledge. It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge.

1. **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against accurate content.
2. **Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through processes, evidence, pattern seeking, reasoning and explaining change. We call it 'Thinking Geographically'.

Geography Overview

Year			
1	<ul style="list-style-type: none"> • Continents • Oceans • Countries of UK • Seas around UK • Equator 	<ul style="list-style-type: none"> • North and South Poles • Hot and cold places • School study (maps) 	<ul style="list-style-type: none"> • Revisit - continents, oceans, countries of UK, capital cities
2	<ul style="list-style-type: none"> • Human and Physical features 	<ul style="list-style-type: none"> • Compare a small part of the UK to a non-European location (Nairobi) 	<ul style="list-style-type: none"> • Local Study - Fieldwork and map skills • Compare a different non-European location to our locality (Amazon Rainforest)
3	<ul style="list-style-type: none"> • Fieldwork – human and physical features 	<ul style="list-style-type: none"> • UK Study – Study counties and regions of UK. 	<ul style="list-style-type: none"> • Revisit - human and physical features • OS maps and scale
4	<ul style="list-style-type: none"> • Rivers • Latitude and longitude 	<ul style="list-style-type: none"> • Water cycle 	<ul style="list-style-type: none"> • Revisit - Rivers • Fieldwork and mapping
5	<ul style="list-style-type: none"> • 4 and 6 figure grid references 	<ul style="list-style-type: none"> • World countries – biomes and environmental regions 	<ul style="list-style-type: none"> • Revisit - world countries – biomes and environmental regions • OS maps and fieldwork
6	<ul style="list-style-type: none"> • Comparison study – UK, Europe and North or South America 	<ul style="list-style-type: none"> • Physical processes: Earthquakes, mountains and volcanoes 	<ul style="list-style-type: none"> • Human geography -economic, settlements and trade links • Maps and orienteering

Early Years

In Early Years, children are encouraged and guided to use investigation and exploration to develop their understanding of the world. Our curriculum is designed to enable children to make sense of their physical world and their community. Children are encouraged to:

- Show curiosity and interest in the features of objects and living things
- Describe and talk about what they see
- Show curiosity about why things happen and how things work
- Show understanding of cause-effect relations
- Notice and comment on patterns
- Show an awareness of change
- Explain own knowledge and understanding, and ask appropriate questions of others
- Investigate objects and materials by using all of their senses as appropriate
- Find out about, and identify, some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work .



We closely follow the revised EYFS framework to ensure that children develop a good understanding of the natural world around them:

- making observations and drawing pictures of animals and plants
- knowing some similarities and differences between the natural world around them and contrasting environments
- drawing on their experiences and what has been read in class
- understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area of Learning Understanding the World	ELG 14 People, Culture and Communities	How this is achieved in EYFS
	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • Where we live and our local area. • What type of house do we live in? Comparisons between the town and the country. Story of the Town Mouse and the Country Mouse/Harry's Home. • Looking at different countries when exploring animal habitats. • Looking at how we have different countries in the world – look at differences in photographs. • Stories looking at different parts of the world (Africa, Antarctica, Arctic, India) – Handa's Surprise, The penguin who wanted to Fly • Story of Captain Green - understanding recycling and protecting the oceans. • What type of transport can we use for different destinations. • Role play – visiting different countries e.g. getting on a flight to Spain. • Topic week – Spain or France including foods, homes, school, music. • Comparisons of Redcar seaside to that of another country. • Making maps. This is introduced through stories such as We're Going on a Bear hunt and Traditional Tales. • Learn to draw information from a simple map. • Observations of the natural world.

Narrative

KEY STAGE 1

The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features.

Children learn about the purpose and use of sketch maps as well as the key features they need to include. Map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

Our curriculum gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.



- Children study the **Orientation of the world** through acquiring and making locational sense of the **7 continents and 5 oceans of the world**.
- They extend their knowledge and study the **Countries and capital cities of the United Kingdom**, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.
- Throughout KS1, pupils enhance their locational knowledge by studying and identifying **Human and physical features** of places.
- To deepen this understanding and transfer concepts, pupils study **Contrasting locations** throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a **non-European location in Africa**, such as Nairobi. This is also complemented by a study of an **Indigenous tribe in the rainforests of Brazil and Venezuela**. These two studies also offer rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.
- **Fieldwork and map skills** are further developed with a study of the local area, using cardinal points of a compass. Pupils retrieve and apply knowledge about human and physical features in their local context. Pupils investigate their locality by exploring the street names in local area as they are named after rivers.
- **OS maps** are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale.

LOWER KEY STAGE 2

- As pupils begin KS2, **Fieldwork and map skills** are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography.
- This study demands analysis and pattern seeking to identify the **Features of the UK**. Further retrieval studies are designed to support fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits.
- Pupils elaborate and expand their understanding of human and physical features and apply it to the study of **Rivers**. Pupils investigate their locality by exploring the street names in the local area as they are named after rivers. Pupils use this as a basis for a holiday homework project.
- To enable accurate location of places around the globe, pupils study positioning through **Latitude and longitude**. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. Latitude and longitude knowledge is used and applied by pupils throughout KS2.
- Complementing studies on location and position is the focus on the **Water cycle**. It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations.
- Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River.
- Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. **Cultural awareness** and diversity are taught specifically within learning modules where applicable.

UPPER KEY STAGE 2

- In upper KS2, the study of **4 and 6 figure grid references** supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions.
- The study of **Biomes and Environmental regions** builds upon world locations, latitude and longitude studies.
- **World countries and major cities** are located, identified and remembered through deliberate and retrieval practice.



- **More advanced mapping skills** using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.
- Pupils take part in **geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations**. This abstract concept is made concrete through studying and comparing a selected region in the United Kingdom, Europe and South America. Physical processes such mountain formation and glaciation are acquired to explain significant change over long periods of time.
- The concept of physical process is revisited through a study of **Earthquakes, mountains and volcanoes**. This study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.



Concept and Content Map

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Continents, oceans, countries of UK and seas			Latitude and longitude		
Place knowledge	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 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		Comparison of a non-European location with small area of UK (London and Nairobi)	UK Study			Comparison study of North America, Europe and UK.
Human and physical geography	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants 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 and changing states of matter	Hot and cold locations	Compare an alternative non-European locality (Village in a rainforest)		Rivers	Biomes and environmental regions (+ revisit module)	Physical processes
		Human geography	Human geography	Human geography (+ revisit module)	Water cycle		Settlements
		Physical geography	Physical geography	Physical geography (+ revisit module)			
Skills and fieldwork		Local area map work skills	Local area map work skills and introduction to scale	OS maps and scale	Fieldwork and mapping	4 and 6 figure grid references OS maps and fieldwork	Maps and orienteering

Implementation

We take immense pride in the fact that our ambitious and appropriate curriculum is underpinned by evidence informed research and cognitive science. Our exciting and informative modules are deliberately sequenced for robust progression with a strong emphasis placed on oracy and vocabulary acquisition, retention and use. This is key to breaking down learning barriers and accelerating progress. A rich diet of language and vocabulary is deliberately planned for and specific skills are discreetly taught and practised so that they become transferrable. We ensure that our learning modules activate prior learning, build on skills and deepen knowledge AND understanding. We strongly believe that this approach, alongside exciting experiential learning, offers the best opportunity for our pupils to flourish. This is the Newcomen Way!

“Memory underlines knowledge which underlines intelligence” – Dr Pitor Wozniak.

Modular Approach

At Newcomen Primary School, our ambitious and appropriate Geography curriculum is taught across each year group in series of stimulating modules. Enhancing key geographical understanding, skills and vocabulary is a key component of this. We place great importance in ensuring each module aims to activate and build upon prior learning to ensure better retention. The more you remember, the more you know! Each module is carefully sequenced to enable pupils to purposefully layer previous learning to ensure the retention of key geographical knowledge. Modules are also revisited to ensure pupils retain key knowledge and information. We strongly believe this helps our pupils retain what they have been taught more effectively.

***We recognise and appreciate that repetition is the mother of learning –
‘repetitio est mater studiorum’ - Zig Ziglar***

Subject Skills

As well as ensuring our pupils are taught key knowledge, we take great pride in ensuring each module is designed to offer our pupils the opportunity to develop their skills as a geographer! This includes asking questions, planning and carrying out fieldwork, collecting and analysing information and drawing conclusions. Ensuring our pupils have the key skills and appropriate knowledge, enables them to flourish as geographers.

Cumulative Quizzing

Cumulative Quizzing forms an important part of our curriculum offer. We strongly believe that this method of assessment enables all our pupils to secure their knowledge and skills. This ensures that all our children have the opportunity to show us just how much they know! Throughout each module pupils continually revisit previous content to reinforce key knowledge and vocabulary. Continually teaching and then testing affords us the opportunity to assess how secure pupils are with their retention. At the end of the module, pupils take a final quiz to check their understanding and knowledge. This approach allows all pupils to utilise effective cognitive load and ensure retention. All quizzing is recorded in each child's personal quiz book. They are all extremely proud of this book and take great pride documenting the progress they are making!



Planning

All of our inspiring modules are clearly and purposefully sequenced. Each module highlights prior learning, key concepts, knowledge and vocabulary. This enables all our skilled teachers to plan and deliver stimulating lessons that support the needs of all pupils in the classroom which ensures all of our children flourish as a result.



Knowledge Organisers and Knowledge Notes

Our well-designed Knowledge Organisers play a fundamental role in helping all our children know and remember more. They contain key vocabulary, information and concepts which all pupils are expected to understand. Knowledge Organiser are sent home to families to support with home learning.

Our Knowledge Notes play a pivotal role in helping our children acquire and retain new knowledge and vocabulary. They support vocabulary and concept acquisition through a well-structured cumulative sequence. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. They are an essential tool for helping to not overload working memory and give real clarity to what we expect children to know.

Knowledge Organisers and Knowledge Notes are dual-coded to provide pupils with visual calls to aid understanding and recall. This helps all our children access the curriculum by empowering them with a very tight set of key knowledge, skills and vocabulary, which gives them the confidence to use and apply effectively.

Projects

Our subject enhancement homework projects include a variety of home learning tasks connected to our geography learning modules. They encourage our pupils and their families to extend and deepen learning beyond the school curriculum. We are always so impressed with the quality of the projects the children create! Time within school is also afforded for the children to develop their oracy skills by talking about their projects to their peers using and applying the knowledge they have acquired.



Geography and English

Reading: At Newcomen Primary School, we are passionate about reading! Our geography curriculum ensures all pupils have to access high quality texts from a wide range of sources to support their learning and develop their skills. Shared reading is implemented to help our pupils acquire knowledge and deepen their understanding of the subject.

“Think before you speak. Read before you think.” – Fran Lebowitz

Vocabulary: At Newcomen Primary School, we are passionate about vocabulary! Vocabulary acquisition, retention and application forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated into each module and pupils document and commit these to memory to expand their geography vocabulary repertoire. All children have their own vocabulary knowledge book for Geography. This documents the key vocabulary the children are expected to learn.

Oracy: At Newcomen Primary School, we are passionate about oracy! When discussing their findings or presenting information, pupils are encouraged to speak using full and coherent sentences, and incorporate the key subject vocabulary. Pupils are supported to develop their oracy skills across the school where adults and children can ask each other about aspects of their learning. We want all are pupils to be articulate and well-informed members of society.

Writing: At Newcomen Primary School, we are passionate about writing! Pupils take great enjoyment from writing across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Where appropriate, pupils are encouraged to apply their knowledge of the Writing Checklist. Pupils use their vocabulary knowledge book and knowledge notes to support their writing. The children are all extremely proud of their work and take great pride in combining their talent for writing with the excellent subject knowledge.



Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs."

- Nelson Mandela

Resources

All of our Geography modules are underpinned by high-quality texts which support wider curriculum reading. This is something we are extremely proud of as reading is at the heart of all that we do at Newcomen Primary School. Our use of digital texts from 'Curriculum Visions' ensure a wide range of inspirational resources can also be accessed at home. This enables our children to enthusiastically share what they have been studying with their parents and carers. As well as our own school library, extensive site and online resources, we also access, local organisations and the local library to enable children to broaden their geographical understanding and curiosity. This is an essential part of the curriculum and one that we are very proud of. It is a wonderful world out there and it is essential our children get to see and experience it!

Personal Development



At Newcomen Primary School, Geography contributes to the children's personal development as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens.

We recognise that education for sustainable development and global citizenship prepares children for life in the 21st Century. This is embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on a local, national and global scale.

We strongly believe that our curriculum design encourages pupils' development socially, morally, spiritually and culturally.

Spiritual, moral, social and cultural development

Children will develop an understanding about other cultures, races and backgrounds around the world; they will learn about different time periods and further develop cultural capital by learning about the lives and experiences of others through the varied modules, language rich progressive texts and resources that are used within school.

Visitors into school and visits, both within the local area and further afield, also enhance the cultural capital offer.

Spiritual development:

- Through helping pupils to recognise the beauty and diversity of the world.
- A geographical awareness helps children understand their place in the world.
- Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development:

- Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future.
- Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment and the effects this can have on the surrounding area.

Social development:

- Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment.
- Work on a locality in a less economically developed country provides an opportunity to discuss social issues.
- Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development:

- By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Equal Opportunities

At Newcomen Primary School we are committed to ensuring equality of opportunity for all our pupils. We are determined to maintain a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. Mutual respect and tolerance for all cultures is promoted through the study of Geography.

At Newcomen Primary School, we aim to encourage all children to reach their full potential through the provision of varied quality opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.



SEND/Inclusion: Newcomen Primary School is committed to ensuring that all pupils achieve their full potential. Barriers to learning are quickly identified and the school is committed to closing any gaps in achievement.

Each child is unique and within every school there will always be a number of children, who for a variety of reasons, are classed as having special educational needs or disabilities (SEND). The school identifies children with a suspected Special Education Need early so that interventions are swift and immediate.

All children receive quality first teaching and activities are differentiated appropriately. Every teacher at Newcomen is a teacher of every child in our school, including those with SEND. When identified pupils require additional support, proven intervention programmes, booster classes and 1-1 support are provided. Small, focused groups are also provided for children who may require additional support within lessons. The needs of children with English as an additional language will be met through targeted support in the classroom and additional 1-1 focused support.

More Able Learners: More able learners will be identified as part of our assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including: greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning.

Continuous Professional Development

All staff members keep up to date with subject knowledge and use quality resources to support their delivery of our ambitious and stimulating curriculum. All teachers and support staff attend all staff training. Training needs, based on the local and national initiatives, are identified, planned and delivered by the Geography Team. All staff have undergone CPD in Spaced Practice Retrieval Theory. In addition, staff have been trained in evidence informed reading pedagogy which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology (origin of words) and morphology (formation of words).

Teachers are encouraged to develop their subject knowledge by accessing resources and disseminating good practice in school and online.

Home School Partnership

All parents receive a laminated Year Group Curriculum Overview detailing information about the curriculum at the beginning of each academic year. This explains in detail the curriculum. The Geography curriculum map is also available on our website for our parents and carers to refer to.



Impact

Assessments are undertaken in line with our school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what needs to be done to achieve the next steps. Group and individual targets are discussed and set accordingly.

Cumulative Quizzing

At the start of each module, pupils undertake a short quiz in Years 3-6 or a verbal assessment (Years 1-2), to establish prior knowledge and understanding of the module content. Throughout each module, pupils continually revisit previous content and quizzing to reinforce key knowledge and vocabulary. At the end of the module, pupils take another quiz to check their understanding and knowledge. Baseline scores are compared with end of module results with an aim for 80% retention by most pupils. We believe this is a really effective way for helping our children know and remember more.

Pupil Book Study

Senior leaders and subject leaders undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

Ongoing Teacher Assessment

Teachers use formative and summative assessments to monitor pupils and inform planning for subsequent sessions. Pupils who are identified as needing support are supported either during post teaching interventions or in the following session as appropriate. Pupils working above the expected standard will also be identified and challenged appropriately to extend their learning.

Consultations and Open Afternoon

Consultations with parents and carers take place each term and an annual written report is shared in the last term of the school year. Open afternoons occur on a termly basis where parents and carers are invited into school to celebrate and enjoy children's work in books and the learning environment. Parents and carers are warmly welcomed into school and actively encouraged to contact school should the need ever arise. Teachers also contact parents/carers to discuss the progress of a child and to celebrate achievement.

