



Geography Curriculum Rationale

Long Term Planning – Our Curriculum Map

As Geography is a broad-ranging subject with endless possibilities for children inside and outside the classroom. Therefore, the leadership team at Woodlands Park have carefully selected the content to include in our geography curriculum.

The progression of the four forms of geographical knowledge have been mapped through our curriculum by leaders and are outlined in our curriculum map. This map outlines the core content (substantive knowledge) and how we teach the children to think like a geographer (disciplinary knowledge).



By mapping the school curriculum against the four areas of the geography curriculum separately, the progression can be clearly mapped and the curriculum can spiral. This will enable the children to make connections by building on prior learning and apply this new learning successfully whilst building their Woodlands geography schema.

For example, in the Spring Term in Year 1, children are introduced to the KS1 locational knowledge objective for the first time relating to the UK. However, initially, the children are only taught the names and relative positions of the four countries in the UK. As the curriculum spirals in KS1 and the objective is retaught, the children have the opportunity to recap prior knowledge, build new knowledge and ultimately leave KS1 with a complex and connected schema that will facilitate fluent retrieval in future learning:

Year Group / Term	Objective
Year 1, Autumn 2	To know that we live in Ivybridge which is small town in England.
Year 1, Spring 1	To know that we live in England which is part of the UK. To name and locate the four countries in the UK.
Year 1, Summer 2	To name and locate the four countries, their characteristics and capital cities in the UK.
Year 2, Autumn 2	To name and locate the four countries and capital cities in the UK.
Year 2, Spring 2	To know and identify the four countries that make up the United Kingdom and name their capital cities on a world map and atlas.

Medium Term Planning

Minnie Sweeney, our Geographer leader develops medium term plans for the teaching teams. This ensures that the core knowledge from the curriculum overviews is taught at appropriate depth. Teachers and leaders track prior and future learning of Geography core objectives so that our curriculum is taught progressively and we can make connections. Teachers develop the objectives in the medium term plans into full lesson plans that are well pitched for the learners in their classes. The implementation of the curriculum is monitored by school leaders through lesson observations, books scrutinies and pupil conferencing.

Medium Term Planning Principles:

Enquiry Questions

All units are shaped from enquiry questions. The questions give meaning to the geographical content and supports pupils to engage with that content with disciplinary rigour.

Vocabulary Development

The understanding and acquisition of subject specific vocabulary is set out by the subject leader on the medium term planning document. This vocabulary is taught and revisited during the sequence of lessons. The understanding and acquisition of vocabulary for all children, especially children with SEND, is supported by class displays, word banks and other strategies (e.g. pre-teaching).

Components and Composites

Core knowledge outlined in the curriculum map is taught during the unit of work as stated in the curriculum map or broken down into smaller, clearer objectives. These objectives are the component learning objectives for learning sequence. These objectives are connected by a composite objective. The aim of the composite objective is to clarify the main objective(s) of a unit of work.

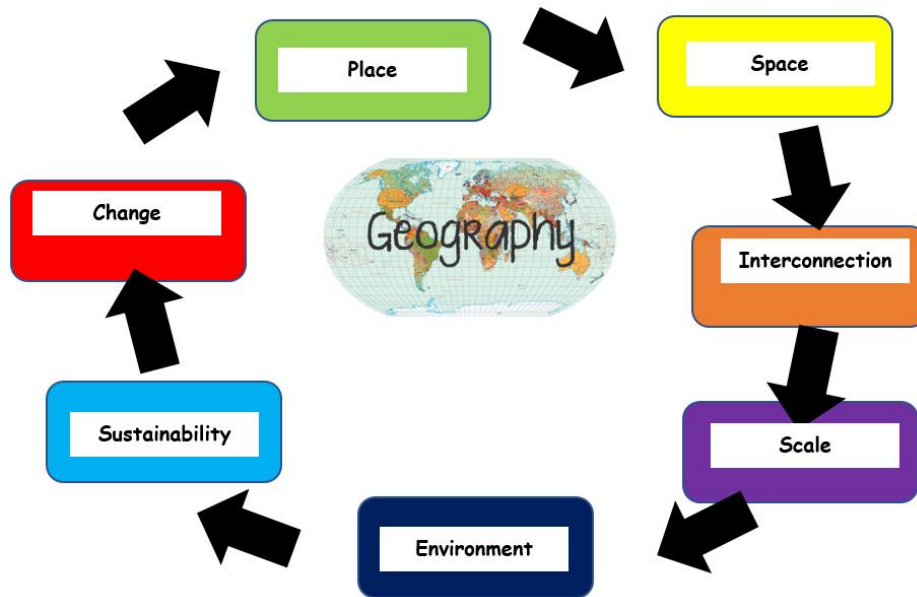
Discrete Geography Teaching Sequences

To ensure that the National Curriculum is taught progressively, the Geography curriculum is taught as discrete units of learning. This ensures that the objectives in the national curriculum spiral effectively and progressively and that core learning is embedded in the long term memory.

Disciplinary Concepts

The construction of our curriculum is centred around seven disciplinary concepts. The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question, guide an investigation and teach children to think geographically.

Place, space and scale are embedded in all learning sequences across the school with an additional concept included the vast majority of units of learning from Year 2 upwards.



Disciplinary Concept	Geographical Definition	Developed Through...
Place	The concept of place is about the significance of places and what they are like.	<p>Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, scenic quality and culture.</p> <p>Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.</p> <p>The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.</p> <p>The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.</p> <p>The places in which we live are created, changed and managed by people.</p> <p>Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.</p>
Space	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.	<p>The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.</p> <p>The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.</p> <p>Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.</p>
Scale	The concept of scale is about the way that geographical phenomena and	Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage maybe the main factors at the local scale.

	problems can be examined at different spatial levels.	Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.
Environment	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.	<p>The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.</p> <p>Culture, population density, economy, technology, values and environmental world views influence the different ways in which people perceive, adapt to and use similar environments.</p> <p>Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be managed but not eliminated by prevention, mitigation and preparedness.</p>
Interconnection	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.	<p>People and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.</p> <p>Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.</p>
Sustainability	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.	<p>Sustainability is both a goal and a way of thinking about how to progress towards that goal.</p> <p>Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).</p> <p>An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions.</p>
Change	The concept of change is about explaining geographical phenomena by investigating how they have developed over time.	<p>Environmental change can occur over both short and long-term time frames and both time scales have interrelationships with human activities.</p> <p>Environmental, economic, social and technological change is spatially uneven and affects places differently.</p> <p>An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.</p>

Disciplinary Concepts Coverage

	Place	Space	Scale	Environment	Sustainability	Interconnection	Change
R	✓	✓	✓				
1	✓	✓	✓	Spring 1 Summer 1 Summer 2			
2	✓	✓	✓	Spring 2 Summer 2			Autumn 2
3	✓	✓	✓	Autumn 1 Autumn 2			Summer 1
4	✓	✓	✓	Autumn 1 Autumn 2	Summer 1		
5	✓	✓	✓		Autumn 2	Summer 1	Spring 1
6	✓	✓	✓			Autumn 2 Summer 1	Spring 1

Substantive Concepts

Substantive Concepts	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Climate		✓		✓				✓		✓	✓	✓			✓	✓		✓
Biomes											✓	✓						
Trade								✓	✓								✓	
Hazards	✓	✓	✓							✓				✓				
Land-use	✓				✓	✓	✓	✓								✓	✓	✓
Distribution				✓								✓		✓	✓			
Inequality				✓													✓	
Population				✓			✓						✓					
Tourism			✓			✓		✓	✓									✓
Development	✓			✓			✓						✓					
Settlements			✓		✓	✓	✓		✓		✓		✓					✓
Cultural Diversity				✓	✓		✓	✓		✓	✓		✓				✓	

Rationale for Learning Sequences

Reception

Term	Overview	Rationale
Autumn 1	Composite Objective – To describe what they see, hear and feel when they are outside.	Children will develop a sense of <u>space</u> in their locality through exploring the school grounds and local park.
Autumn 2	Composite Objective – To describe their immediate environment and draw information from a map and create their own.	The children will develop a sense of <u>place</u> by extending their exploration of their locality to include local shops. Children use mapping tools to understand their locality from a range of viewpoints and images before creating their own map.
Spring 1	Composite Objective – To know that a globe is a model of the world and that we live in Ivybridge in England.	The children will further develop their understanding of <u>place</u> to know that Woodlands is a part of Ivybridge which is a part of England. Children will learn that there are hot and cold places in the world and that penguins live in cold places.
Spring 2	Composite Objective – To describe their immediate environment using knowledge from observations.	In this unit, the children will consolidate their sense of <u>place</u> within the wider Woodlands locality.
Summer 2	Composite Objective – To know that there are different countries that make up the World.	The children will build on their understanding of <u>space</u> and <u>place</u> through comparisons drawn from their own life in the UK to the lives of others that live in other countries.

Year 1

Term	Overview	Rationale
Autumn 2	Composite Objective – To describe human and physical geography in Ivybridge.	The children will build on from their learning in Foundation Stage to further their understanding of <u>space</u> and <u>place</u> . They will explore the difference between human and physical features and identify these on their local trip around Ivybridge. Children will learn that the globe is a model of the World which shows the position and size of places in the World.
Spring 1	Composite Objective – To identify seasonal and daily weather patterns in the UK and to know where hot and cold places are in the World.	Children will develop their understanding of <u>place</u> from foundation where children were taught that Ivybridge is part of England, to knowing the names of the countries in the UK and locating the equator and north and south poles. Children will develop their understanding of climate by learning about seasonal weather in the UK and hot and cold places in the World.
Summer 1	Composite Objective – To use fieldwork and observational skills to study the local environment and construct a map with a key.	Children will build on geographical skills and fieldwork from local studies in foundation and the autumn term in Year 1 and develop their understanding of physical features of our local coastline.
Summer 2	Composite Objective – To name and locate the four countries and capital cities in the UK using maps, atlases and globes.	This mini unit of geography provides the children with the opportunity to consolidate and develop key learning from Year 1. Children recap the 4 countries that make up the UK from the spring term in Year 1 and learn key characteristics and the names of the capital cities of these countries.

Year 2

Term	Overview	Rationale
Autumn 1	Composite Objective – To identify characteristics of countries in the UK and know the 7 continents and 5 oceans.	Children will develop their locational knowledge of the UK by recapping Year 1 knowledge. Children will use maps, atlases and globes to significantly develop their sense of <u>space</u> and <u>place</u> to learn the names and locations of the 7 continents (including characteristics) and 5 oceans.
Autumn 2	Composite Objective – To use aerial maps of London to recognise human and physical features and changes over time.	Children will review their learning from Year 1 including that London is the capital of England. They will then review their understanding of the terms human and physical geography to further their knowledge of <u>place</u> . The children will use this knowledge to recognise human and physical features of London.
Spring 2	Composite Objective – To describe similarities and differences between Ivybridge and Banjul (The Gambia).	For the first time, children will work at depth to compare their locality with a contrasting locality outside the UK (Banjul, The Gambia). During this unit, the children develop their understanding of human and physical geography through the disciplinary concept of environment for the first time.
Summer 2	Composite Objective – To describe the features of our local national park as part of a local study of Dartmoor.	This unit of geography provides the children with the opportunity to carry out a local study of Dartmoor. The children will develop their geographical skills and fieldwork whilst understanding land use on Dartmoor and why the moor is used for recreation and by tourists.

Year 3

Term	Overview	Rationale
Autumn 1	Composite Objective – To develop an understanding of how Ivybridge is part of Devon which is in the South West of England.	Children will develop their understanding of the UK (<u>space</u>) from KS1 to include its countries and regions. Children will learn the neighbouring counties of Devon as well as other counties that are of personal significance. In addition, the children will compare Devon to the West Midlands.
Autumn 2	Composite Objective – To describe similarities and differences in terms of human and physical geography (Devon and Brittany).	The children recap their knowledge of the South West region of England (From Autumn 1) before studying the countries of Europe and then study Brittany in France. Children will then compare the similarities and differences that exist between Brittany and Devon in terms of their human and physical features.
Summer 1	Composite Objective – To describe the physical features of the River Erme through a local study.	This unit of geography provides the children with the opportunity to carry out a local study of the River Erme. During the unit, the children will develop their geographical skills and fieldwork. The children will learn through the disciplinary concept of change for the first time as part of their river study.

Year 4

Term	Overview	Rationale
Autumn 1	Composite Objective – To be able to locate the Equator and the Tropics of Cancer and Capricorn on a world map. To describe the climate in the Caribbean by making links to its location.	The children will develop their understanding of seasonal weather from KS1 to understanding the climate in a tropical location. The Caribbean has been chosen to develop the children's <u>space</u> (locational) knowledge of the relative position of the UK, Atlantic Ocean, North America and South America. They will also develop an understanding of the Equator (KS1), tropics and the two hemispheres. This learning will be consolidated and extended later in the year as part of their rainforests unit.
Autumn 2	Composite Objective – To list a range of biomes across the world and compare the physical and human geography of the UK to the Arctic (Tromso).	Children will extend their experience of comparing locations by comparing the Arctic to the UK. (The Gambia to the UK in KS1 and Devon to Brittany in Year 3). Children will develop their understanding of physical geography developed in Year 1 (e.g. rivers, beaches etc...) to more abstract concept such as biomes.
Summer 1	Composite Objective – To describe the impact of human geography on the sustainability of the rainforest and to describe the position of rainforest across the World in relation to the tropics of Cancer and Capricorn.	In this unit, children will recap and extend their understanding of the Caribbean's tropical climate (Year 4 Autumn 1) and their understanding of biomes (Year 4 Autumn 2). Children will be exploring tropical locations in the Caribbean and add across the World. Children will study the disciplinary concept of sustainability for the first time to evaluate the impact of human geography on the rainforest.

Year 5

Term	Overview	Rationale
Autumn 2	Composite Objective – To describe how settlements change over time and to be able to argue how megacities impact on the sustainability of the world compared to other settlements.	Having grasped the disciplinary concept of sustainability in Year 4 (Rainforests), the children will be revisiting this concept again in the context of the impact of a megacity on the sustainability of the World. The children will compare megacities to a range of settlements to consider their respective impact on our World.
Spring 1	Composite Objective – How do volcanoes and earthquakes change the world around us?	The children revisit biomes to consolidate and extend learning from The Arctic sequence in Year 4. The disciplinary concept of change runs through all learning so that the children develop an understanding of our changing world.
Summer 1	Composite Objective – Do all the mountain ranges of this world have the same features?	Children will recap their locational knowledge from KS1 and develop as part of studying mountain ranges in the UK and across the world.

Year 6

Term	Overview	Rationale
Spring 1	Composite Objective – To use 6 figure grid references to investigate topographical features of the UK.	The children will consolidate their ability to use 4 figure grid references in Year 3 to using 6 figure grid references in order to investigate the topographical features of the UK. As part of this, the children will be developing their knowledge from KS1 of the characteristics of countries in the UK. They will also use their knowledge of the regions of the UK from Year 3 to explore their agricultural features (human).
Spring 2	Composite Objective – To name and locate Ecuador and other South American countries on a World map and to compare industry in the UK to Ecuador.	The children will use their knowledge of the Equator and tropics (Cancer and Capricorn) from Year 4 to locate ten countries near the Equator that grow cocoa beans. The children develop an understanding of economic activity and the distribution of natural resources in Ecuador.
Summer 2	Composite Objective – To evaluate how the climate and environment in Devon affects our connectivity to the UK and wider world.	The children will consolidate existing knowledge of physical geography in Devon from Year 3 to study the climate and environment. Through the disciplinary concept of Interconnection, the children will explore how the physical and human geography of our locality provides both opportunities and challenges in terms of interconnectivity.