



IMPLEMENTATION

Children in Y6 use OS maps to plot their route around Whinlatter Forest.



Geography - Implementation

Modular Approach – Knowledge

At Beckstone Primary, Geography is taught across each year group in modules through our two year cycle curriculum.

This enables pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention.

Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key geographical knowledge.

Knowledge and skills are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.



IMPLEMENTATION

INTRODUCE

Y3 Map and fieldwork skills

Year 3
Autumn Term

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 (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

Previous learning: curriculum narrative

Y1 Name and locate continents, oceans, U.K. countries, capital cities and seas

+

Y2 U.K. and non-European location study

+

Y2 Local area fieldwork study

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
 Place and Space	 Scale & Connection (Relationship and interdependence)	 Physical and human geography	 Environment and sustainability	 Culture and diversity (Uniqueness)
Where is this place?	How does this place connect with other places locally?	What physical features can you see in this place? Describe their location using a compass.	In what ways does this place help the environment?	Why is the place we live special to us?
How can you describe this place using the points of a compass?	How is this place connected to other places? (Physical and human)	What human features can you see in this place? Describe their location using a compass.	Describe the waste recycling location using points of a compass.	Where does the sun appear to rise in this place?
Where do people live in this place?	How big is this place compared to other villages, towns and cities?	Are local places similar or different?	How does the place we live help recycling and sustainability?	What physical features are special to us? Describe their location using the points of a compass.
What is unique about this place?				What human features are special to us? Describe their location using the points of a compass.



Cumulative Quizzing and Questioning

At the start of a learning session, pupils answer questions to stimulate their prior knowledge and support recall. Throughout each module, pupils continually revisit previous content to reinforce key knowledge and vocabulary.

Planning

All modules have a sequenced overview outlining a recommended number of sessions, key concepts, knowledge and vocabulary to be taught. Teachers use this overview to plan individual sessions of approximately, 45-50 minutes in length.

Our planning format is developing to further implement our work on reducing cognitive load.

It will support children in recalling previous learning, teacher modeling and pupils practising and applying their knowledge.

GEOGRAPHY Locate world countries, biomes and vegetation belts Year ____ Term ____

Locate worlds countries study summary

Suggested lesson	Learning question	Cumulative questions from quiz				
1	Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator	1-9				
2	Where would you find some of the major cities of the world? Remember continents, lines of latitude, longitude, and the Equator	10-15				
3	What is a biome? (environmental region)			16-20		
4	How do biomes change across the world?					
5	What are the human characteristics that define Europe, North and South America?				21-24	
6	What are physical characteristics that define Europe, North and South America?					25-28

Combine if needed.

Lesson 3 – How do lines of latitude and longitude tell us what a place is like?

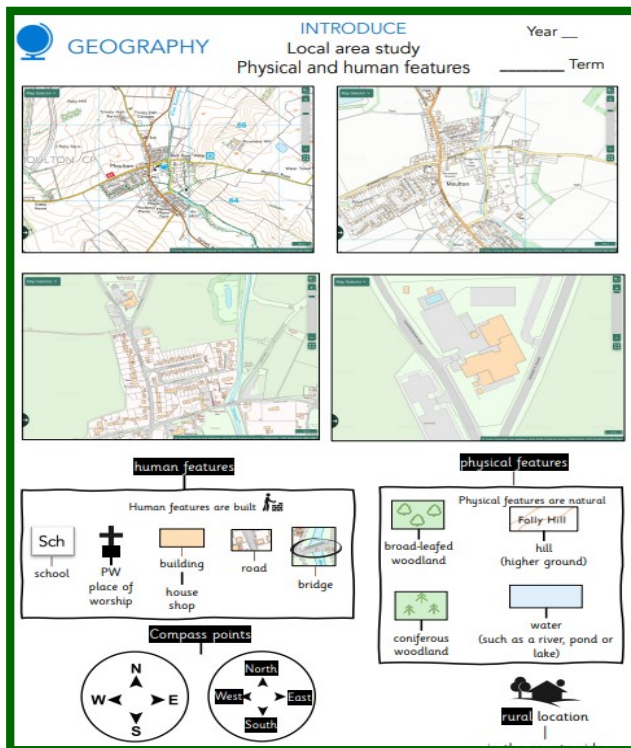
CONNECT	EXPLAIN and EXAMPLE	ATTEMPT	APPLY	CHALLENGE
<p>Vocabulary</p> <p>3 How do lines of latitude and longitude tell us what the location is like?</p> <p>analyse</p> <p>define climate</p> <p>weather of a region</p> <p>basic climate regions</p> <p>polar</p> <p>Children to complete the give 1 section based on learning from the previous 2 lessons. Then they check from their...</p>	<p>Latitude, longitude, climate, region</p> <p>Remember</p> <p>Introduce the word 'climate' with a worked diagram</p> <p>Model the use of the word quadrant</p> <p>analyse define</p> <p>connect use</p> <p>Introduce today's learning</p>	<p>1</p> <p>In pairs, pupils verbally rehearse using each section of the word quadrant.</p> <p>Explain what they know drawing on the KN as a point of reference.</p> <p>2</p> <p>My turn –</p>	<p>Pupils have a word quadrant using vertical and horizontal lines</p> <p>Complete and summarise word quadrant</p>	<p>Combine</p> <p>Children to write down 2 things they have learnt from today and share.</p> <p>If time allows, quiz questions 13 - 14.</p>

Knowledge Organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge Notes are the elaboration and detail that help children acquire the content of each module. They support vocabulary and concept acquisition through a well structured sequence that is cumulative.

Each Knowledge Note begins with questions that link back to the recall questions asked at the start of learning sessions.

Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.



GEOGRAPHY INTRODUCE Local area study Physical and human features Year ____ Term ____

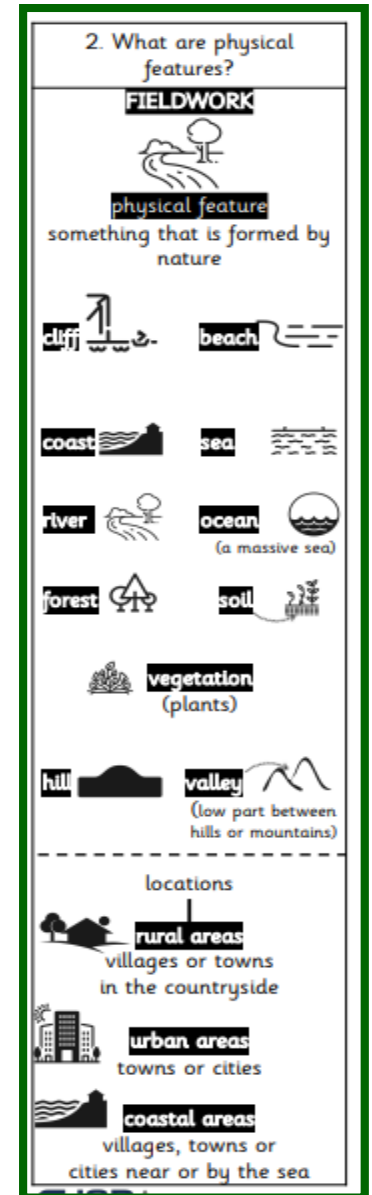
The image shows a grid of four maps of a local area, with labels for human features (school, place of worship, building, house, shop, road, bridge) and physical features (broad-leaved woodland, coniferous woodland, Folly Hill, water, rural location). It also includes a compass rose and a definition of human features as built and physical features as natural.

Knowledge Organisers and Knowledge Notes are referenced throughout learning.

Copies of Knowledge Organisers are sent home to families to support home learning.

In addition, pupils can access at home key learning platforms that are used in school.

e.g. Curriculum Visions



2. What are physical features?

FIELDWORK

physical feature
something that is formed by nature

cliff beach
coast sea
river ocean (a massive sea)
forest soil
vegetation (plants)
hill valley (low part between hills or mountains)

locations

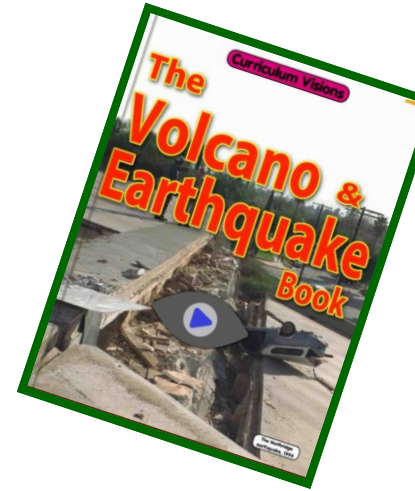
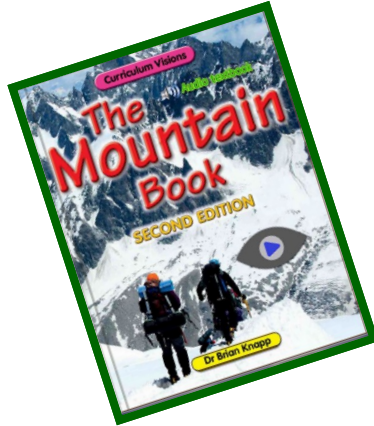
rural areas
villages or towns in the countryside

urban areas
towns or cities

coastal areas
villages, towns or cities near or by the sea

Geography and Literacy

In our geography curriculum, we encourage pupils to access high quality tests to support their learning and develop their skills in accessing information from a range of resources.



Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their geography vocabulary repertoire.

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating the key subject vocabulary. Pupils are supported to develop their oracy skills across the school with the use of oracy strategies such as talk tokens, talk partners and sentence stems.

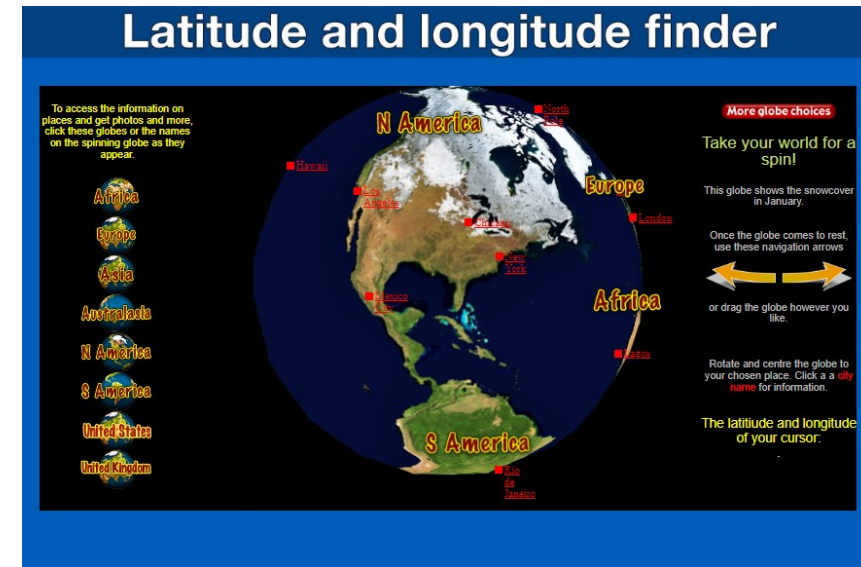
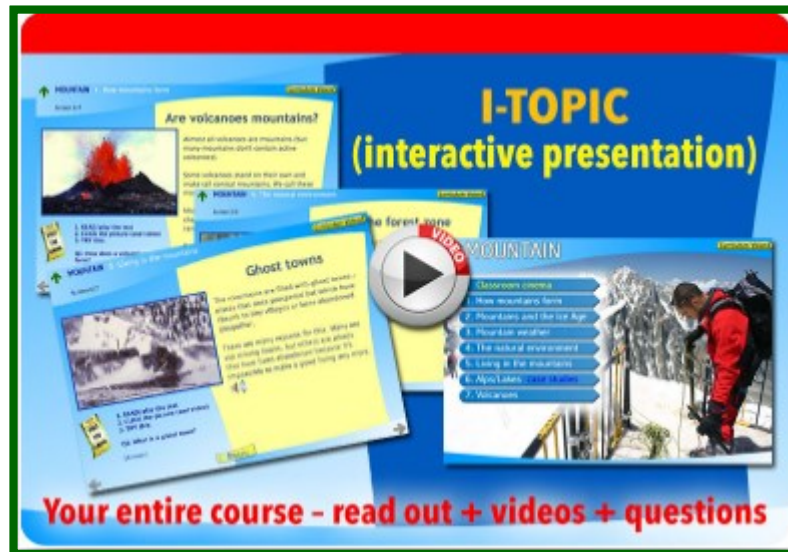
Writing

Pupils are encouraged to write across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Pupils are supported in this using Knowledge Organisers and Knowledge Notes.

Y2 Local area study – physical and human features			
Vocabulary Essentials: Teacher Guide			
Prior vocabulary knowledge			
Words I should know	Roots, prefixes, suffixes and spelling rules		
map, compass, location, vast	-ing, -al, -er		
Vocabulary for explicit instruction			
Tier 2	multiple meaning or high frequency	Tier 3	subject specific
contrast	comparing two or more things in order to show the differences between them	fieldwork	study that consists of practical activities that are carried out away from your school
record	writing or drawing that is an account of something that can be looked at in the future	settlement	the place people live, for example a village, town or city
surrounding	near or around something	coastal	near a coast
natural	existing in nature; not made or caused by humans	worship	an act of showing respect for a god
shelter	a structure built to give protection	location	a place where something exists
observe	to see or notice something	rural	rural places are far away from large towns or cities
Etymology and morphology for explicit instruction			
Prefix / Suffix / Root	Meaning	Examples	
trans	across	transport, transfer, transmit	
ward	direction	forward, backward, downward, eastward	
loc	place	local, locality, location	
Relevant idioms and colloquialisms			
country mile	A long distance		

Resources

All Geography modules are underpinned by high quality texts which support wider curriculum reading. Children use texts from our Library Service Topic Box loan scheme to read independently or in group reading. Curriculum Visions also provides high quality online texts and activities which pupils can access online in school or at home.



As well as our own school resources, extensive site and online resources, we also access, where possible local organisations to enable children to broaden their geographical understanding and curiosity through educational visits such as trips to Harrington Reservoir, Harrington shoreline and Whinlatter forest.