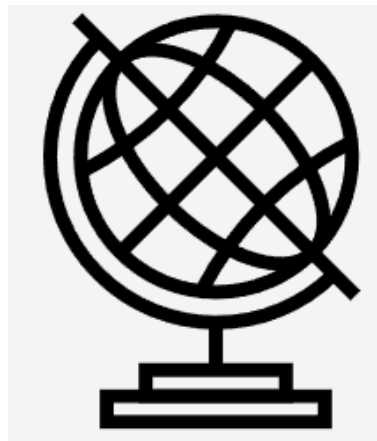




# Geography



*With God, everything is possible*

# Our School Vision

*For with God, everything is possible*  
(Matthew 19:26)

*#everythingispossible*

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible.  
(Matthew 19:26)

In our geography curriculum, we ensure that children recognise and respect the uniqueness and diversity of people and cultures all around the world. They are exposed to a myriad of different countries to develop an understanding of the wider world and they know it is there for them to explore. For with God, anything is possible.

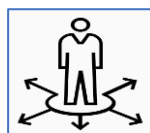
# Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

*Our five Crown Principles drive our Geography curriculum.*

*With God, everything is possible*

# Rationale for our Geography Curriculum

## Challenge

Through the 'challenge' curriculum driver we want our children *relish challenges that being a geographer can bring*. We ensure that children experience challenges in all Geography disciplines, within the 4 strands of geography: locational knowledge, place knowledge, environmental, human and physical and map skills and fieldwork.

## Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in geography*. The children will overcome adversity through certain topics such as *natural disasters and environmental issues*. Field work is an essential part of each year group's learning and children must show resilience when collecting, analysing and communicating their geographical data. We strive to ensure children are resilient and determined to *look after and respect the world they live in*.

## Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. Through careful planning, we invite visitors into school who have careers in geography to inspire the children. We are passionate about global citizenship and give ample opportunities for children to communicate with their friends around the world. "Geography is learnt through the soles of our feet" is our key phrase and we ensure every child experiences fieldwork each year.

## Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. *In geography, we ensure children appreciate the*

*With God, everything is possible*

big concepts of environmental impact, sustainable development, cultural awareness and cultural diversity. Our geography curriculum ensures children have an appreciation of the world around them and feel a sense of place as well as feeling a sense of connectedness to their friends around the world. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

### kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in geography is crafted by our curriculum leader and geography subject leader to ensure that all pupils achieve secure subjective and disciplinary knowledge in geography. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



"Geography is learned through the soles of our feet"



"We are a small part of a big, wide world"

Being a geographer means that disciplinary and substantive knowledge complement each other harmoniously. Geography disciplines such as reading maps to automaticity, interpreting a range of sources of geographical information are high profile within our geography curriculum. Through disciplinary literacy, all children read like geographers: reading data, reading maps and using quality non-fiction texts. Reading is the 'beating heart' of our geography curriculum.



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# Intent

## Geography Long Term Plan

<p>Having faith in God, ourselves, and each other as we strive to reach our potential</p> <p><b>Geography Long Term Plan</b></p>			
<p>Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum</p>			
Year Group	Challenge Resilience Opportunities Wellbeing Knowledge		
NC Geography strand	Map skills and Field Work	Locational and place knowledge	Human and Physical
EYFS	Me on the Map	My World, Your World	Weather and Seasons
Year One	Where do I live? Local Area - From Queen's Park to Cambridge Road	Where do I live?	Seasonal changes - covered in science Why can't we build a snowman in the summer? Why can't a penguin live near the equator? Location of hot and cold places in the world
Year Two	Local Area - How do I get to Taylor Park? Where in the world do I live?	Comparative study: Queen's Park and Arise School in Tanzania	What would _____ find exciting about Taylor Park?
Year Three	How to guide an alien from St Helens to Liverpool	City < County < Country Comparative study: Land use in Merseyside and Wiltshire	Ain't No Mountain High Enough River Nile or River Mersey? Comparative study: Nile and Mersey
Year Four	All aboard QP Airways! A tourist guide of Chester (European countries - Greece, Italy & Russia) Comparative study: North West Region of UK, Lazio region of Italy	(European countries - Greece, Italy & Russia) Comparative study: North West Region of UK, Lazio region of Italy	What makes the Earth angry? (Earthquakes & Volcanoes) Wonderful Water (The Water Cycle - taught in Science) & tourist guide of Chester
Year Five	Oh I do like to be beside the seaside! A coastal study (covers map skills, field work and human and physical)	Amazing Americas - North America Comparative study: The Great Lakes of North America and The Lake District	Comparative study: Changes of coast / town over time
Year Six	Why is the East Lancs Road a lifeline to St Helens?	Why was Liverpool so significant in WW2? Comparative study: trade links and economy and how features have changed over time	Amazing Americas - South America and The Rainforest

Together we believe, achieve and enjoy.

Geography is taught three times throughout the year with a key focus on one of the geography strands.

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# Progression in Geography

## Progression documents

Our progression documents have been created by the Curriculum Leader and Geography Subject Leader to ensure clear progress in the 4 strands of geography we focus on at Queen's Park: map skills and field work, locational knowledge, place knowledge and human and physical geography.

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS – Year 6.

Progression of knowledge, vocabulary, skills and suggested assessment outcomes				
Locational and place knowledge	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
EYFS – My World Your World	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences and similarities they have seen from stories and photos.</li> <li>Recognise some environments that are different to the one in which they live</li> </ul>	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>Map</p> <p>Where</p> <p>Place</p> <p>town</p>	<ul style="list-style-type: none"> <li>Exploring countries on our class globe.</li> <li>Talk about the holidays we have been on and how they are different from where we live.</li> <li>Building different structures in the construction area based on <u>buildings from</u> around the world.</li> </ul>	Children can demonstrate key knowledge, vocabulary and skills within provision when working with an adult
Year 1 – Where do I live?	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> <li>I live in St Helens and I know my address. (Revise from previous work) St Helens is in the county of Merseyside and in the country of England.</li> <li>The 4 countries of the UK are England, Scotland, Wales and Northern Ireland.</li> <li>The seas that surround the United Kingdom are The English Channel, North Sea, Irish Sea, Celtic Sea.</li> <li>I know the capital of England is London.</li> <li>I know the capital of Scotland is Edinburgh.</li> <li>I know the capital of Wales is Cardiff.</li> </ul>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>London (proper noun)</p> <p>Edinburgh (proper noun)</p> <p>Cardiff (proper noun)</p> <p>Belfast (proper noun)</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>address, country, capital, sea, county, house, street, road, town, city, county, country, terraced house, semi-detached, detached, England, Ireland,</p>	<ul style="list-style-type: none"> <li>I can explain where I live and tell someone my <u>address</u>. (Recap)</li> <li>I can name and locate the four countries of the United Kingdom and locate them on a map. (Including capital cities)</li> <li>I can name the seas that surround the United Kingdom.</li> </ul>	Children can locate the countries in the UK and can locate the capital cities.

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# Vocabulary

## Vocabulary is V.I.T.A.L in Geography

### Valued

We value vocabulary in *geography* and in everything we do.

### Identified

*Geographical vocabulary* is identified by the *geography subject leader* and is explicitly planned for.

### Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for *key geographical vocabulary* and the *geography medium term plans* include additional vocabulary to be taught.

### Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment *outcomes in geography*.

### Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, *children revisit and relearn key geographical vocabulary*.

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## Early Years Foundation Stage

Through an 'explosion of experiences', our youngest geographers are exposed to the foundations of their geography learning. Carefully planned geography knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our geography curriculum in EYFS. Geographical vocabulary is planned for. Staff are role models in demonstrating geographical vocabulary and this is further enhanced in our excellent provision. The foundations of geography learning in EYFS is linked to Year 1 and beyond.

### Year 1 to Year 6

Year on year, children will build upon their geographical knowledge, skills and vocabulary. The curriculum leader and geography subject leader have created a meaningful, sequential learning journey through geography. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.





# Implementation

## Pedagogy



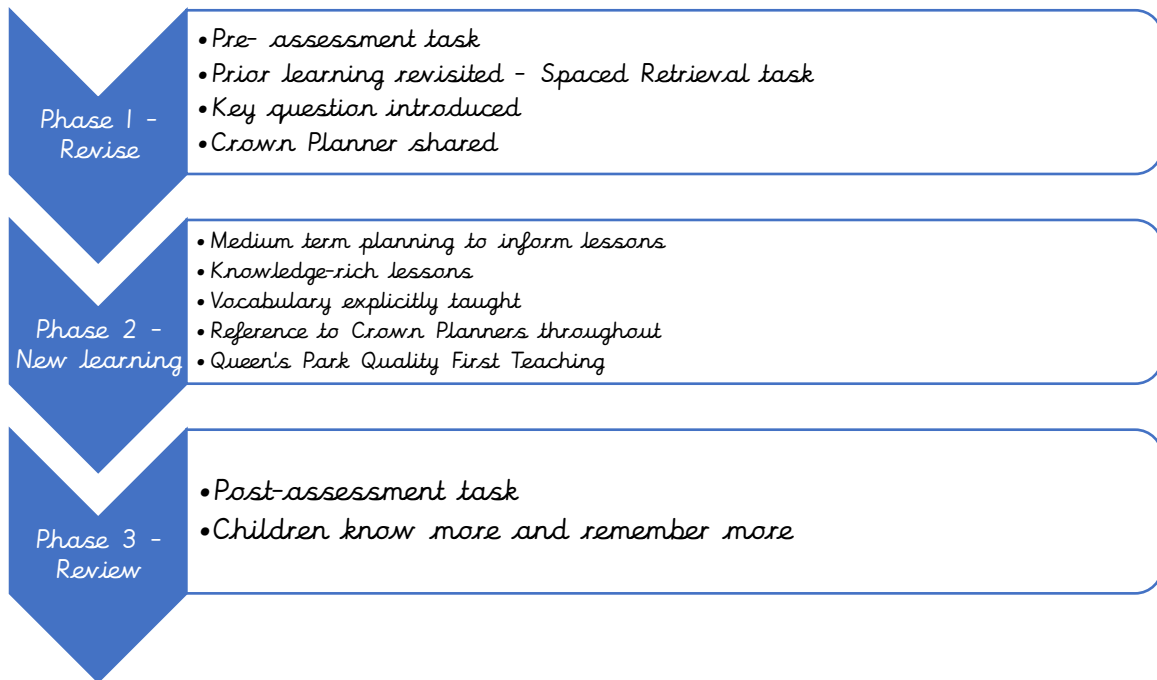
Both our staff and children are enthusiastic about geography. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the geography they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our Geography curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children

# Lesson Structure

The sequence of lessons across geography follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

### Phase 1 - Revise

- Spaced Retrieval Lesson Starter - key knowledge revision
- Reference to key question
- Vocabulary (some will be tier 3 - subject specific words)
- Crown Planner shared

### Phase 2 - New Learning



- Queen's Park Quality First Teaching
- New knowledge taught
- New skills taught
- Crown Planners to be used as a point of reference

### Phase 3 - Review

- Revise and review - knowledge and vocabulary
- Formative assessment / low-stakes quiz

## Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

Crown Planner - Year Three Geography Week Map Skills & Field Work																										
Year group: 3	Subject: Geography	Term: Autumn 1																								
Topic Title: How to guide an alien around St Helens		Hours: 6 hours teaching time																								
Key vocabulary:		Key Knowledge:																								
direction (noun)	A <b>direction</b> is the general line that someone or something is moving or pointing in.	<ul style="list-style-type: none"> <li>• I know how to complete a traffic survey</li> <li>• I know how to plot symbols on a co-ordinates grid</li> <li>• I know how to link landmarks to symbols</li> <li>• I know St Helens is a town, in the north-west of England</li> <li>• I know St Helens is in Merseyside</li> </ul>																								
landmark (noun)	A <b>landmark</b> is a building or feature which is easily noticed and can be used to judge your position or the position of other buildings or features.	<b>Traffic Survey</b>																								
city (noun)	A <b>city</b> is a large town. The definition of a <b>city</b> in the UK is a place which has been granted <b>city status</b> by the monarch. There are 65 <b>cities</b> in the UK - 10 in England, five in Wales, 8 in Scotland and 8 in Northern Ireland.	<table border="1"> <tr> <td>cars</td> <td>buses or coaches</td> <td>vans</td> <td>lorries</td> <td>motorbikes</td> <td>bicycles</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tally</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	cars	buses or coaches	vans	lorries	motorbikes	bicycles							Tally						Total					
cars	buses or coaches	vans	lorries	motorbikes	bicycles																					
Tally																										
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county (noun)	A <b>county</b> is a region of Britain, Ireland, or the USA which has its own local government.	<b>Prior Learning:</b>																								
town (noun)	A <b>town</b> is a place with many streets and buildings, where people live and work. Towns are larger than villages and smaller than cities.	I must revise all the OS symbols learnt in Y1-Y2																								
co-ordinates (noun)		<b>Year 3 OS symbols for this unit of work:</b>																								
		<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Public House</td> <td>Sport and Recreation Centre</td> <td>Place of worship with tower</td> <td>Car Parking</td> <td>Monument</td> </tr> </table>						Public House	Sport and Recreation Centre	Place of worship with tower	Car Parking	Monument														
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# Impact

We understand that we may not see the true impact of our *geography curriculum* on our children as our *geography curriculum* is just the beginning of a lifetime of learning.

Our well-constructed and well-taught *geography curriculum* leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our *geography curriculum*. Through disciplinary literacy in *geography lessons*, the impact of reading on the children's *geographical learning is paramount*.

The impact of Queen's Park *geography curriculum* is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate