Milefield Primary School Approach to teaching of Geography

Intent

Our Geography Curriculum at MFPS identifies the substantive knowledge that is to be learned, which considers the 5 interlinked concepts:

- Places & Locations
- Environments & Topography
- People & Settlements
- Weather and Climate
- Map and Fieldwork

In addition to this, our children learn the disciplinary knowledge required to consider how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. Lessons of geography are taught discretely at MFPS to ensure depth and rigour in geographical concepts and context.

Pupils are taught the specific content they need to be successful geographers and these skills are integrated into the curriculum so that pupils understand their application. Throughout our curriculum planning, repeated and revisited practice of geographical skills ensures improvements in pupils' fluency and accuracy. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain.

Geography at Ward Green is delivered through knowledge rich and practical skill-based units of work designed by Geography and Curriculum Leaders to ensure that all children have the opportunity to study a range of concepts, locations and applications of Geography which build upon their prior knowledge and understanding. The Geography Curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs.

Implementation

At Milefield Primary, lessons of geography will be taught discretely to ensure depth and rigour in geographical concepts and context. The Geography Curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi- sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.
Our knowledge organisers support the planning and delivery of lessons to ensure children develop a deep, sequential understanding of specific knowledge and are able to apply these in a range of situations. A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations. This ensures that children learn how to work like a Geographer as well as acquiring the relevant knowledge and skills to be able to achieve this successfully.

Impact

At Milefield Primary, formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptions to their planned teaching. Through this regular ongoing assessment, tasks are matched to the ability of each child through scaffolds, adult support and providing a level of challenge that is stimulating for pupils and questioning skills.

Alongside formative assessment, Insight is used as a summative assessment to assess foundation subjects. The analysis of data from insights, identifies any gaps or misconceptions to be addressed.

Adaptations

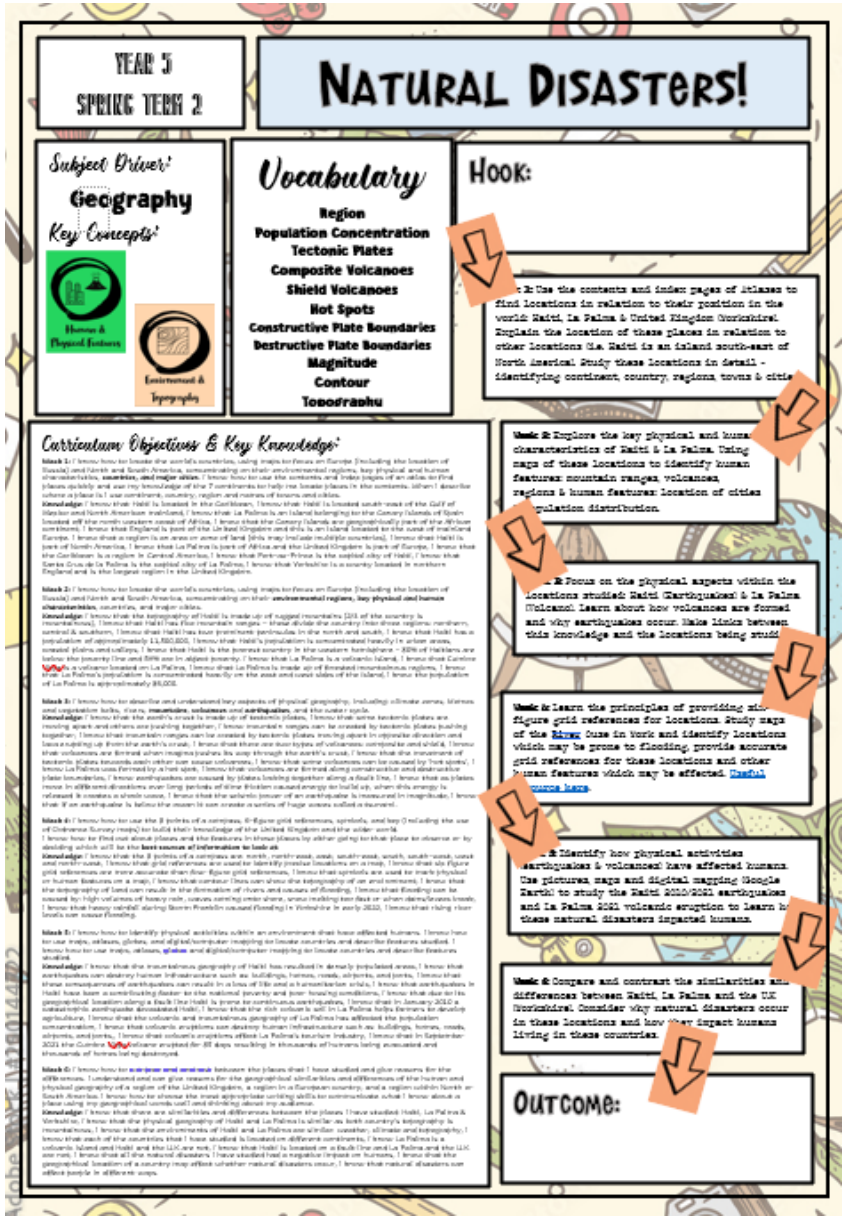
At MFPS our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is

designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Cognitive overload can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.

At MFPS we do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. The curriculum is not narrowed for any pupils. Knowledge is taught and then pupils are provided with opportunities for scientific enquiry to test and investigate the knowledge taught. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time in planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

Example knowledge organiser



YEAR 5
SPRING TERM 2

NATURAL DISASTERS!

Subject Driver:
Geography
Key Concepts:

Vocabulary
Region
Population Concentration
Tectonic Plates
Composite Volcanoes
Shield Volcanoes
Hot Spots
Constructive Plate Boundaries
Destructive Plate Boundaries
Magnitude
Contour
Topography

Hook:

Week 1: Use the contents and index pages of Atlases to find locations in relation to their position in the world: Haiti, La Palma & United Kingdom (Yorkshire). Explain the location of these places in relation to other locations (i.e. Haiti is an island south-east of North America). Study these locations in detail - identifying continent, country, regions, towns & cities.

Week 2: Explore the key physical and human characteristics of Haiti & La Palma. Using maps of these locations to identify human features: mountain ranges, volcanoes, regions & human features: location of cities & population distribution.

Week 3: Focus on the physical aspects within the locations studied: Haiti (Earthquakes) & La Palma (Volcano). Learn about how volcanoes are formed and why earthquakes occur. Make links between this knowledge and the locations being studied.

Week 4: Learn the principles of providing six-figure grid references for locations. Study maps of the Rhine, Ouse in York and identify locations which may be prone to flooding, provide accurate grid references for these locations and other human features which may be affected. Useful resource here.

Week 5: Identify how physical activities (earthquakes & volcanoes) have affected humans. Use pictures, maps and digital mapping (Google Earth) to study the Haiti 2010/2021 earthquakes and La Palma 2021 volcanic eruption to learn how these natural disasters impacted humans.

Week 6: Compare and contrast the similarities and differences between Haiti, La Palma and the UK (Yorkshire). Consider why natural disasters occur in these locations and how they impact humans living in these countries.

Outcome:

Curriculum Objectives & Key Knowledge:

Week 1: I know how to use the contents and index pages of an atlas to find places and use my knowledge of the 7 continents to help me locate places in the contents. I know how to identify the location of hot and cold places around the world. I know how to describe the position of hot and cold places in relation to the Equator and North and South Poles.
Knowledge: I know that a contents page is a list at the front of an Atlas and tells me where I can locate information in an atlas. I know the index is a list of words or phrases and associated pointers to where useful material relating to that heading can be found. I know that the Amazon Rainforest is located in the continent South America. I know that the Amazon Rainforest is located mainly south of the equator this means it has a tropical climate.

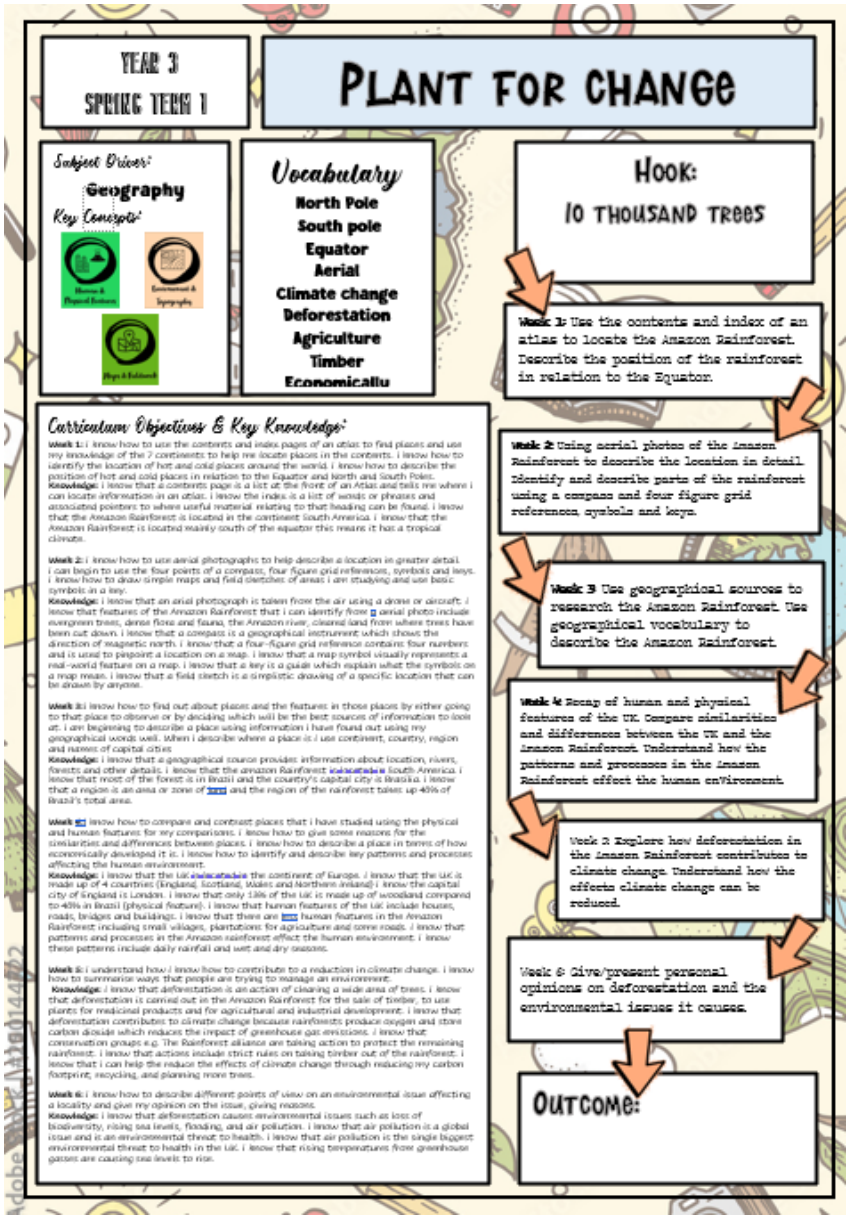
Week 2: I know how to use aerial photographs to help describe a location in greater detail. I can begin to use the four points of a compass, four figure grid references, symbols and keys. I know how to draw simple maps and field sketches of areas I am studying and use basic symbols in a key.
Knowledge: I know that an aerial photograph is taken from the air using a drone or aircraft. I know that features of the Amazon Rainforest that I can identify from a aerial photo include evergreen trees, dense flora and fauna, the Amazon river, cleared land from where trees have been cut down. I know that a compass is a geographical instrument which shows the direction of magnetic north. I know that a four-figure grid reference contains four numbers and is used to pinpoint a location on a map. I know that a map symbol visually represents a real-world feature on a map. I know that a key is a guide which explain what the symbols on a map mean. I know that a field sketch is a simplistic drawing of a specific location that can be drawn by anyone.

Week 3: I know how to find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. I am beginning to describe a place using information I have found out using my geographical words well. When I describe where a place is I use continent, country, region and names of capital cities.
Knowledge: I know that a geographical source provides information about location, rivers, forests and other details. I know that the Amazon Rainforest is located in South America. I know that most of the forest is in Brazil and the country's capital city is Brasilia. I know that a region is an area or zone of land and the region of the rainforest takes up 40% of Brazil's total area.

Week 4: I know how to compare and contrast places that I have studied using the physical and human features for my comparisons. I know how to give some reasons for the similarities and differences between places. I know how to describe a place in terms of how economically developed it is. I know how to identify and describe key patterns and processes affecting the human environment.
Knowledge: I know that the UK is located on the continent of Europe. I know that the UK is made up of 4 countries (England, Scotland, Wales and Northern Ireland) I know the capital city of England is London. I know that only 18% of the UK is made up of woodland compared to 40% in Brazil (physical feature). I know that human features of the UK include houses, roads, bridges and buildings. I know that there are less human features in the Amazon Rainforest including small villages, plantations for agriculture and some roads. I know that patterns and processes in the Amazon rainforest affect the human environment. I know these patterns include daily rainfall and wet and dry seasons.

Week 5: I understand how I know how to contribute to a reduction in climate change. I know how to summarise ways that people are trying to manage an environment.
Knowledge: I know that deforestation is an action of clearing a wide area of trees. I know that deforestation is carried out in the Amazon Rainforest for the sale of timber, to use plants for medicinal products and for agricultural and industrial development. I know that deforestation contributes to climate change because rainforests produce oxygen and store carbon dioxide which reduces the impact of greenhouse gas emissions. I know that conservation groups e.g. The Rainforest alliance are taking action to protect the remaining rainforest. I know that actions include strict rules on taking timber out of the rainforest. I know that I can help the reduce the effects of climate change through reducing my carbon footprint, recycling, and planning more trees.

Week 6: I know how to describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.
Knowledge: I know that deforestation causes environmental issues such as loss of biodiversity, rising sea levels, flooding, and air pollution. I know that air pollution is a global issue and is an environmental threat to health. I know that air pollution is the single biggest environmental threat to health in the UK. I know that rising temperatures from greenhouse gasses are causing sea levels to rise.



YEAR 3
SPRING TERM 1

PLANT FOR CHANGE

Subject Driver:
Geography
Key Concepts:

Vocabulary
North Pole
South pole
Equator
Aerial
Climate change
Deforestation
Agriculture
Timber
Economically

Hook:
10 THOUSAND TREES

Week 1: Use the contents and index of an atlas to locate the Amazon Rainforest. Describe the position of the rainforest in relation to the Equator.

Week 2: Using aerial photos of the Amazon Rainforest to describe the location in detail. Identify and describe parts of the rainforest using a compass and four figure grid reference, symbols and keys.

Week 3: Use geographical sources to research the Amazon Rainforest. Use geographical vocabulary to describe the Amazon Rainforest.

Week 4: Recap of human and physical features of the UK. Compare similarities and differences between the UK and the Amazon Rainforest. Understand how the patterns and processes in the Amazon Rainforest effect the human environment.

Week 5: Explore how deforestation in the Amazon Rainforest contributes to climate change. Understand how the effects climate change can be reduced.

Week 6: Give/present personal opinions on deforestation and the environmental issues it causes.

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