



Connected Geography – Key Question Led and enquiry based learning to engage, motivate and encourage pupil's to explore the world through the eyes of young geographers.



### St Michael's C of E Primary School - Our Geography Vision



#### **Intent**

The intension of the Geography Curriculum at St Michael's Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

#### **Our Aims for pupils are:**

- To inspire pupils' curiosity to discover more about the world
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- To help children understand how the human and physical features of a place shapes its location and can change over time.

#### **Implementation**

##### Design

- Geography is taught using Connected Geography: this programme uses a Key Question based approach which develops enquiry.
- Geography will be taught through threads: Thread 1 - Place, Thread 2 - People, Thread 3 – Physical
- These same threads run through each year group from Year 1 – Year 6.
- We use Blooms Taxonomy to create challenge, deepen learning experiences to develop the Geographical enquiry skills.
- This design allows children to not only remember and understand information, but to apply, analyse, evaluate and create their own learning.
- Blooms Taxonomy provides a progression of learning ladder.

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- The progression ladder helps make links to prior learning and leads to creating learning experiences that are exciting to each group of children.

### Teaching and Learning

- Year Group Topics follow Connected Geography.

Year Group	Topics
Year 1	Why <u>don't</u> penguins need to fly? What is the Geography of where I live? How does the weather affect our lives?
Year 2	Why do we love being beside the seaside? Why does it matter where my food comes from? How does the geography of Kampong Ayer compare with the geography of where I live?
Year 3	How and why is my local area changing? Why are Jungles so wet & deserts so dry? Why do some earthquakes cause more damage?
Year 4	Beyond the Magic Kingdom Why do so many people live in a megacity? How can we live more sustainably?
Year 5	How do volcanoes affect the lives of people? What is a river? How is climate affecting the world?
Year 6	Why are mountains so important? Who are Britains National Parks for? Why is fair trade fair?

- We share the “Key Question” and following lessons are taught through Ancillary Questions.
- Pre-assessments or ‘What do you know boards’ are used to start a topic to see the diversity of knowledge in the class. This is organised individually or as a class.
- Geography is planned using Connected Geography and through our threads to organise links between knowledge, skills and sequence of lessons.
- SEND children are supported and differentiated for when necessary and appropriate.
- Teachers use rich, engaging resources where pupils value their learning experiences.

## St Michael's CofE Primary School Geography Planner

	Remember	Understand	Apply	Analyse	Evaluate	Create
Year Group: Year 5      Term: Autumn 1						
Topic: Rivers						
Assessment Question: What is a river?						
<b>Children will learn to:</b>  <b>Other areas of learning:</b> Create a painting in the Impressionist painting style (inspired by the work of Monet).	<b>Thread 1 Place</b> <small>(see maps, atlases, globes, compasses to locate and name continents, countries, counties, regions and cities)</small>  Locate some of the world's rivers and draw them onto a blank world map.  Copy a grid square of an OS map and then use knowledge of how a river changes during its course to sort the grid squares as a class.  Read and understand 4 and 6 figure grid references on an OS map.  Locate key features of the Exe Estuary and match the OS map locations to aerial photographs.	<b>Thread 2 People</b> <small>(types of settlement and land use, economic activity including trade links, distribution of natural resources - energy, food, minerals and space)</small>  Discuss the impact of flooding on the lives of people in Bangladesh and what they have done to reduce the risk of flooding.	<b>Thread 3 Physical</b> <small>(weather, climate, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle)</small>  Sort and order pictures of the River Axe from its source to mouth then match key vocabulary to the organised pictures.  Compare and contrast the River Axe at its source and mouth.  Outline and sort the features and characteristics of a river in its upper, middle and lower course.  Understand and explain why estuaries are crucial places for wildlife (including the role of 'brackish water').  Identify and name the common wading birds found in the Exe Estuary and create a <b>factfile</b> about one of the wading birds.			

**By the end of KS2**

Locational Knowledge
Ge2/1.1a locate the world's continents, using maps to focus on Europe (including the British Isles), and North and South America, connecting to their environmental regions, key physical and human characteristics, mountains, rivers, and major cities
Ge2/1.1b name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Ge2/1.2 Place Knowledge
Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
Ge2/1.3 Human and Physical Geography
Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Ge2/1.3b describe and understand the impact of 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)
Ge2/1.4 Geographical Skills and Fieldwork
Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Ge2/1.4c 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 technology

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**Impact**

- Pupils enjoy learning about the world and will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.
- Outcomes in geography books and observed work in EYFS will show a broad and balanced geography curriculum, where children learn key skills and knowledge in a progressive manner linked to the schools long term planning documents.
- Children will review their successes in achieving geography objectives and being able to answer key geographical questions about the geographical theme they are learning. Geographical skills will be embedded alongside knowledge.
- Learning will be broad and deep and cover the three main threads Place, People, Physical which in turn cover the national curriculum statements for each key stage (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.
- More able children will be provided with similar learning in different contexts to enable them to extend their geographical knowledge and skills without necessarily ‘moving on’. Where children are identified as not being on track for geography, they will be supported as needed.

Assessment

Working towards	Working at Expected Standard	Working at Greater depth
Targets • • •	Targets • •	Target •
Total number of children achieving age related expectations – /30 %		