



## Geography

### Overview

The geography curriculum at William Hulme's Grammar School provides children with a relevant, coherent, progressive knowledge of the world, an ability to find their place in it and approach challenging, geographically valid questions.

There are **six key principles** that shape our curriculum intent in Geography, these are:

**Entitlement-** every pupil has the right to learn all aspects of the curriculum.

**Coherence-** learning is built upon term by term, as well as year-on-year.

**Adaptability-** our curriculum is adapted, where necessary, to suit the needs or interests of our pupils.

**Representation-** a diverse and inclusive curriculum is provided, in which pupils see themselves.

**Mastery-** providing depth to learning.

**Education with Character-** opportunities to nurture pupils Spiritual, Moral, Social, Cultural (SMSC) needs are created- where possible.

This is explored through the lenses of geographical 'vertical concepts' with a grounding in disciplinary skills.

There are **three vertical concepts** that enable children to make connections between topics, developing their ability to work like a geographer. These concepts are: **Space and Place, Human Processes and Physical**

**Processes.** Within each topic, pupils will study a specific area in depth that relates to one (but occasionally two) of the vertical concepts, with subtle links to all vertical concepts present in each unit. This in-depth study derives from a Learning Question; pupils will build knowledge on this subject and at the end of the unit, complete a pre and post learning quiz to show their progress. In Key Stage 1, children will build strong foundations in their conceptual understanding and in Key Stage 2, they will build on this knowledge and the skills that they have learnt to increase their understanding of abstract concepts, such as interactions between the human and physical worlds. We promote opportunities for fieldwork enquiries to immerse children in their environments and bring geography to life.

The ambition of the United Learning Geography Curriculum is for all pupils to achieve the year-by-year expectations outlined in the curriculum. That is, that all pupils are taught the full content of the curriculum and that with reference to the key performance indicators outlined for each year group, all pupils are taught to achieve these. Mastery means that pupils should be able to recall and apply what they have learnt at another point in the future, rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year.

The United Learning Curriculum for Geography is based on the National Curriculum for Geography (2014), and this is taken as a minimum entitlement for learners in United Learning schools.

The suggested topics are laid out in the curriculum map below.

**Our Curriculum** – The Geography Curriculum consists of:

- **A long-term plan:** This gives teachers an overview of the areas that they are going to teach to ensure National Curriculum coverage.
- **Unit plans:** These detail exact locations, features, skills and knowledge that will be taught.
- **Knowledge Organisers:** These are focused on the key vocabulary and concepts that will be taught.

## Vertical Concept Overview

Vertical Concept	Key Questions/Definition	Units
<b>Space and Place</b>	<p>Developing an understanding of space through ideas related to location, distribution, pattern and distance.</p> <p>Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity.</p>	<p><b>Year 1:</b> There You Are  <b>Year 2:</b> Mini Mappers  <b>Year 3:</b> The United Kingdom  <b>Year 4:</b> Locating South America and Brazil  <b>Year 5:</b> Looking at North America and Water  <b>Year 5:</b> Climate Across the World  <b>Year 6:</b> I Am a Geographer</p>
<b>Human Processes</b>	<p>How humans affect or are influenced by the spaces in which they are connected.</p>	<p><b>Year 1:</b> Here I Am  <b>Year 2:</b> Rivers, Seas and Oceans  <b>Year 3:</b> Looking at Europe  <b>Year 4:</b> Earthquakes and Settlements  <b>Year 5:</b> Investigating World Trade  <b>Year 6:</b> On the Move</p>
<b>Physical Processes</b>	<p>How the Earth's natural processes shape and change the surface of the Earth.</p>	<p><b>Year 1:</b> Where We Are  <b>Year 2:</b> Hot and Cold Deserts  <b>Year 3:</b> Volcanoes  <b>Year 4:</b> Tropical Rainforests  <b>Year 5:</b> Looking at North America and Water  <b>Year 6:</b> Improving the Environment</p>

## Early Years

	Nursery	Reception	Assessment
Autumn Term	<p><b>Unit:</b> Marvellous Me/It's Getting Cold Outside</p> <p><b>Area of Learning:</b> Understanding the World (People, Culture and Communities/The Natural World)</p> <p><b>Overview:</b> Sharing books of children around the world, talk about children's own heritage, talk about similarities and differences. Children participate in a "Welly Walk"</p>	<p><b>Unit:</b> Me and My World/Hero</p> <p><b>Area of Learning:</b> Understanding the World (People, Culture and Communities/The Natural World)</p> <p><b>Overview:</b> Children continue to talk about themselves, their family and wider family, where they live, their school environment and their heritage.</p>	<ul style="list-style-type: none"> <li>• Formative assessment through individual and group observations and activities ("have a go").</li> <li>• Daily interactions with children.</li> </ul>

	Nursery	Reception	Assessment
Spring Term	<p><b>Unit:</b> On the Move</p> <p><b>Area of Learning:</b> Understanding the World (People, Culture and Communities/The Natural World)</p> <p><b>Overview:</b> Follow a simple map of a route to find the Naughty Bus.</p>	<p><b>Unit:</b> Castles/Knights and Dragons</p> <p><b>Area of Learning:</b> Understanding the World (People, Culture and Communities/The Natural World)</p> <p><b>Overview:</b> Discuss and compare the features of castles and talk about the people who may have lived in castles.</p>	<ul style="list-style-type: none"> <li>• Formative assessment through individual and group observations and activities ("have a go").</li> <li>• Daily interactions with children.</li> </ul>

	Nursery	Reception	Assessment
Summer Term	<p><b>Unit:</b> All Creatures Great and Small</p> <p><b>Area of Learning:</b> Understanding the World (People, Culture and Communities/The Natural World)</p> <p><b>Overview:</b> Show the children where Africa and the Serengeti is. Talk about the weather and the animals that live there. Describe the houses. Ask the children to note what they are made of and what similarities and differences there are to their own homes.</p>	<p><b>Unit:</b> Where We Live</p> <p><b>Area of Learning:</b> Understanding the World (People, Culture and Communities/The Natural World)</p> <p><b>Overview:</b> Show ariel photos of the area around school and a simple map of the area. Look at key landmarks. Draw information from a simple map. Draw a simple map. Understand that some places are special to members of their community. Compare different countries and talk about similarities and differences. Compare different homes to those of their own.</p>	<ul style="list-style-type: none"> <li>• Formative assessment through individual and group observations and activities ("have a go").</li> <li>• Daily interactions with children.</li> </ul>

## Key Stage One

	Year 1	Year 2	Assessment
Autumn Term	<p><b>Unit:</b> Here I Am</p> <p><b>Vertical Concept:</b> Human Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Locate our school in our local area</li> <li>• Identify local physical and human features on a map and during fieldwork.</li> </ul>	<p><b>Unit:</b> Mini Mappers</p> <p><b>Vertical Concept:</b> Space and Place</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Study the human and physical geography of the local area.</li> <li>• Introduction to scale and fieldwork.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>• Individual and group observations</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>• Pre- and post- learning tasks.</li> </ul>

	Year 1	Year 2	Assessment
Spring Term	<p><b>Unit:</b> Where We Are</p> <p><b>Vertical Concept:</b> Space and Place and Physical Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Locate our local area.</li> <li>• Identify the four countries of the UK.</li> <li>• Identify some key human and physical features.</li> </ul>	<p><b>Unit:</b> Hot and Cold Deserts</p> <p><b>Vertical Concept:</b> Physical Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Locate hot and cold deserts.</li> <li>• Identify common physical and human features.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>• Individual and group observations</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>• Pre- and post- learning tasks.</li> </ul>

	Year 1	Year 2	Assessment
Summer Term	<p><b>Unit:</b> There You Are</p> <p><b>Vertical Concept:</b> Space and Place</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Understand where we live on the global scale.</li> <li>• Locate continents.</li> <li>• Compare the human and physical features of an area in the UK with an area in Kenya.</li> </ul>	<p><b>Unit:</b> Rivers, Seas and Oceans</p> <p><b>Vertical Concept:</b> Human Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Locate the seas around the UK and oceans of the world.</li> <li>• Identify physical and human features around rivers and coastal areas.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>• Individual and group observations</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>• Pre- and post- learning tasks.</li> </ul>

## Lower Key Stage Two

	Year 3	Year 4	Assessment
Autumn Term	<p><b>Unit:</b> The United Kingdom</p> <p><b>Vertical Concept:</b> Space and Place</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Locate the UK, Great Britain and the British Isles, and regions and counties.</li> <li>• Identify physical features and regeneration of one region.</li> </ul>	<p><b>Unit:</b> Locating South America and Brazil</p> <p><b>Vertical Concept:</b> Space and Place</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Locate lines of longitude and latitude and South America.</li> <li>• Understand Brazil's physical features and climate, and its human settlements in Rio de Janeiro.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>• Individual and group observations</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>• Pre- and post- learning tasks.</li> </ul>

	Year 3	Year 4	Assessment
Spring Term	<p><b>Unit:</b> Volcanoes</p> <p><b>Vertical Concept:</b> Physical Process</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Understand the structure of the Earth.</li> <li>• Understand how volcanoes are formed.</li> <li>• Understand the impacts volcanoes can have on human settlement using case studies of Etna and La Soufriere.</li> </ul>	<p><b>Unit:</b> Tropical Rainforests</p> <p><b>Vertical Concept:</b> Physical Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Understand the key features of a rainforest ecosystem.</li> <li>• Understand the contributions rainforests make to the world and threats they face (using the Amazon Rainforest).</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>• Individual and group observations</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>• Pre- and post- learning tasks.</li> </ul>

	Year 3	Year 4	Assessment
Summer Term	<p><b>Unit:</b> Looking at Europe</p> <p><b>Vertical Concept:</b> Human Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Compare the human and physical features of the Alps, the Amalfi Coast, and a local area,</li> <li>• Explore the impact of tourism in these areas.</li> </ul>	<p><b>Unit:</b> Earthquakes and Settlements</p> <p><b>Vertical Concept:</b> Human Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Understand why earthquakes take place.</li> <li>• What effects did earthquakes have in Haiti and Japan?</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>• Individual and group observations</li> <li>• Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>• Pre- and post- learning tasks.</li> </ul>

## Upper Key Stage Two

	Year 5	Year 6	Assessment
<b>Autumn Term</b>	<p><b>Unit:</b> Investigating World Trade</p> <p><b>Vertical Concept:</b> Human Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Understand the distribution of the world's natural resources.</li> <li>Understand that natural resources are traded between places across the world.</li> </ul>	<p><b>Unit:</b> Improving the Environment</p> <p><b>Vertical Concept:</b> Physical Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of renewable energy through investigating wind power.</li> <li>To understand the actions that humans can take to improve the environment, including recycling.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>Individual and group observations</li> <li>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>Pre- and post- learning tasks.</li> </ul>

	Year 5	Year 6	Assessment
<b>Spring Term</b>	<p><b>Unit:</b> Looking at North America and Water</p> <p><b>Vertical Concept:</b> Space and Place and Physical Process</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Understand the water cycle and the distribution of the world's water.</li> <li>Examine the physical and human geography around rivers in North America.</li> </ul>	<p><b>Unit:</b> On the Move</p> <p><b>Vertical Concept:</b> Human Processes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Understand push and pull factors in migration from Poland to the U.K.; and Syria to countries in Europe.</li> <li>Understand the benefits of migration to the U.K.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>Individual and group observations</li> <li>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>Pre- and post- learning tasks.</li> </ul>

	Year 5	Year 6	Assessment
<b>Summer Term</b>	<p><b>Unit:</b> Climate Across the World</p> <p><b>Vertical Concept:</b> Space and Place</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Understand climate zones, biomes and vegetation belts.</li> <li>Understand the effects of global warming on vulnerable biomes.</li> </ul>	<p><b>Unit:</b> I Am a Geographer</p> <p><b>Vertical Concept:</b> Space and Place</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Pose questions, complete fieldwork and present a geographical investigation.</li> </ul>	<p><b>Formative assessment during lessons includes:</b></p> <ul style="list-style-type: none"> <li>Individual and group observations</li> <li>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> <li>Pre- and post- learning tasks.</li> </ul>

Useful Resources for Supporting Your Child at Home:	Homework ideas:
<p><a href="#">BBC Bitesize - KS2 Geography</a></p> <p><a href="#">Digimaps for Schools</a> (Ask the class teacher for log-in details).</p> <p><a href="#">Google Earth</a></p> <p><a href="#">Oak National Geography resources</a></p>	<p>There are many activities that can be done outside of school if your child wishes to develop their geographical ability even further.</p> <ul style="list-style-type: none"> <li>If out and about, ask your child to spot human and physical features of their surroundings.</li> <li>If going to a new location, ask your child if they can locate the destination on a variety of different maps.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• If developing independence, ask your child to plan a route to a nearby location (for example: the shop, the park).</li><li>• If your child has learnt about a new country during lessons, ask them to create a fact file about the country. It could be a poster, a PowerPoint or something else; the choice is yours.</li><li>• If your child has completed a physical geography unit, ask them to create a model of the physical feature (for example: a volcano, a river).</li></ul> |
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