Felton C of E Primary School: Geography Curriculum

'Loving, Learning, Living as we journey together to enable everyone to flourish'

Intent

At Felton Primary School it is our intention that pupils will develop a curiosity and fascination about the world and its people that will remain with them throughout their lives. Through our coherently planned and academic curriculum, our children will:

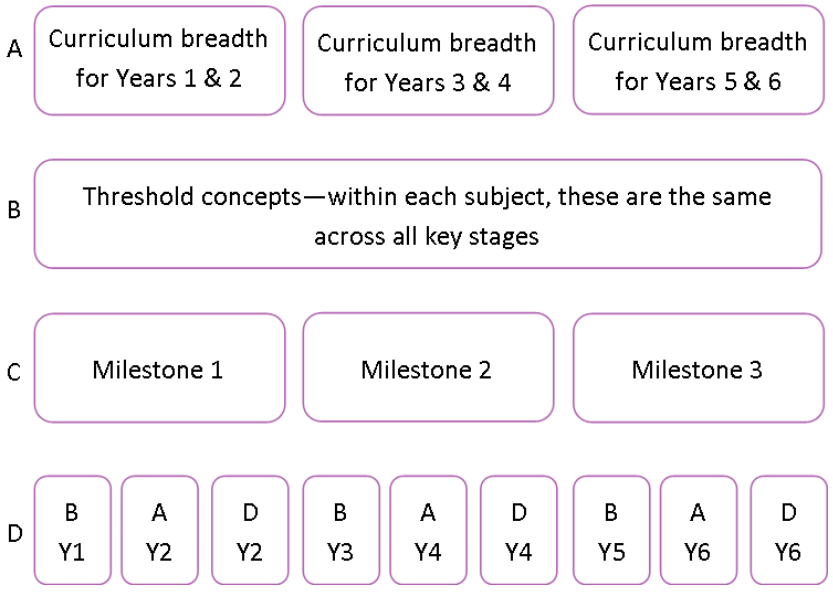
- gain an excellent knowledge of where places are and what they are like
- gain an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- have an extensive base of geographical knowledge and vocabulary
- be fluent in geographical enquiry and have the ability to apply questioning skills and use effective analytical and presentational techniques
- develop the ability to reach clear conclusions and develop a reasoned argument to explain findings
- have opportunities for highly developed and frequently utilised fieldwork and other geographical skills and techniques
- have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there
- have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Our coherently planned and academic curriculum

Our curriculum sets out:

A. a clear list of the breadth of topics that will be covered;
B. the threshold concepts pupils should understand
C. criteria for progression within the threshold concepts
D. criteria for depth of understanding

The diagram below shows a model of our curriculum structure:



We have a two year core offer which allows our children the opportunity to access our progressively spaced, spiral curriculum, with reinforcement of previously-learned concepts repeatedly, with increasing complexity throughout our school. This core offer of topics can be taught through different contexts, according to the needs of the children and cohort, but ensures excellent depth and breadth of learning.

Threshold concepts

These are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic. This repetition leads to transference and confidence.

The threshold concepts in **Geography** are to:

Investigate places - This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns - This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically - This concept involves understanding geographical representations, vocabulary and techniques.

The following are examples of how Essential Learning Outcomes (ELOs) progress through the different milestones, with each milestone indicator representing a teaching and assessment focus.

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.		• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Depth

We expect pupils in the first year of a milestone to develop a **Beginning** (B) understanding of the concepts and an **Advancing** (A) or **Deep** (D) understanding in the second year of the milestone. The first year (Academic years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters the children's long term memory and allows for sustained mastery.

In order to determine which tasks are beginning, advancing or deep, we refer to Chris Quigley's Defining Depth document (see Appendix 1). Tasks in books are colour coded to reflect their intended cognitive challenge, Red for Beginning; Orange for Advancing and Green for Deep.

Beginning	Advancing	Deep
Low level cognitive demand. Involves acquisition of **fundamental foundations**.	Higher level cognitive demand beyond recall. Requires application involving some degree of decision making in how to **apply fundamental foundations**.	Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification for the **inventive application of fundamental foundations**.

Breadth

All pupils will be exposed to the full breadth of the National Curriculum for England's Geography Programme of Study which aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both
- terrestrial and marine – including their defining physical and human characteristics and
- how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical
- features of the world, how these are interdependent and how they bring about spatial
- variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through
- experiences of fieldwork that deepen their understanding of geographical
- processes
- interpret a range of sources of geographical information, including maps, diagrams,
- globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through
- maps, numerical and quantitative skills and writing at length.

In years 1-6, the full breadth of coverage required by The Primary National Curriculum is ensured with the use of Chris Quigley's Essentials Curriculum to coherently sequence curriculum content.

<u>Curriculum breadth in Geography</u>

Key Stage 1	**Key Stage 2**
• Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills.	• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key

	Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Teaching staff make judgements based upon their cohort's needs in order to make pertinent choices about the time spent teaching each aspect of the curriculum. Teachers use a range of high quality resources alongside this curriculum, especially *Curriculum Companion - Geography (Chris Quigley., 2019).*

Fluency and Mastery

In order to gain mastery of the subject, our aim is for children to understand the content of the Geography curriculum. We repeat this content as necessary to ensure that pupils are fluent in each area, by the end of each milestone. If pupils achieve this early, then we aim to secure a greater depth of understanding.

Greater Depth

Children with a greater depth of understanding will have the same knowledge and skills as pupils reaching the expected standard, but will show a greater understanding through their application of their knowledge and skills. Great depth is not seen as children making rapid progress through content or having a greater quantity of knowledge than others; to assess at greater depth we look at the degree of understanding of an aspect of the curriculum, and how effectively children can apply their knowledge.

Retrieval of previously learned content

We agree with the Ofsted research review (2019) for the new inspection framework which suggests:

"Retrieval practice needs to occur a reasonable time after the topic has been initially taught and needs ideally to take the form of testing knowledge" and *"it is good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge".*

Understanding that memory is the residue of thought, retrieval of previously learned content is kept frequent and regular, which increases storage and retrieval strength.

In order to secure advancing and greater depth of knowledge, it is vital that curriculum content is retrieved, revisited and repeated. In order to do this at Felton Primary School, we ensure that there are continuous provision activities in science available wherever possible, to reinforce curriculum learning.

In addition, we make conscious connections between subjects so that we can use curriculum time efficiently. This might involve revisiting scientific knowledge in Design and Technology, Science, PE, Forest Based Learning, or other curriculum areas.

Our teaching of the curriculum in a series of Mini Adventures lends itself to highlighting these conscious connections throughout the curriculum and in each subject.

Substantive and Disciplinary Knowledge

In response to the OFSTED Research review series: geography (2021) our curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.

In developing pupils' disciplinary knowledge, teachers at Felton C of E Primary School allow pupils to:

- take a holistic view of the content studied
- establish whether the geographical questions posed, the methods used, and the answers found are valid
- recognise the interconnectedness of different geographical content
- appreciate what it means to be a geographer by asking geographical questions such as 'why is this place like this?', 'how is this place changing?' and 'how are other places affected?'

Common Misconceptions

We are aware that there are many common misconceptions in geography and work to address these carefully in each mini adventure. In response to the OFSTED Research review series: geography (2021) we ensure that teachers correct pupils' misconceptions through secure subject knowledge and effective, accurate, clear teaching. This means that pupils learn the individual building blocks before moving on to broader composite (or conceptual) knowledge.

Our Core Curriculum offer is planned and sequenced in such a way that any necessary sequences of learning in geography are carefully planned and careful evaluation and subsequent transition discussions ensure that teachers teach content thoroughly without 'corner-cutting'.

Cognitive Load Theory

The Ofsted research review (2019) states:

"Cognitive Load Theory is concerned with the architecture of memory and the brain, and in particular the capacity of the short-term memory to process information... before entering long-term memory and developing schemata, information must first be processed by the short-term or working memory. As this has limited capacity, retention of knowledge and development of schemata will not happen if the working memory is overloaded (Kirschner et al, 2006). In educational terms, this suggests teaching in small chunks and not organising activities that require too much memory capacity, until learners acquire the knowledge that allows them to spend less time processing content."

In recognition of the impact Cognitive Load Theory should have upon our approach to the teaching and learning of geography, teachers carefully plan and check that pupils are secure in any prior knowledge that will be needed to carry out a task. Teachers also ensure that there is sufficient instruction, guidance and scaffolding for pupils to learn intended content.

Provision of Appropriate experiences and Cultural Capital

We want to give pupils ***appropriate experiences*** to develop as confident, responsible citizens who value the importance of reading within their community and wider world by providing a rich ***cultural capital.***

Cultural capital is the background knowledge of the world that pupils need to infer meaning from what they read and experience. This includes children having a comprehensive knowledge of vocabulary which they can use to interpret problems and to express themselves in a sophisticated and coherent manner. We agree with the following from the Primary National Curriculum:

'Through reading … , pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know'

In considering our rural, relatively small context, we recognise the unique advantages children can gain from their reading experiences at Felton C of E Primary School and we also understand the need to implement strategies that broaden and extend their experiences.

Building cultural capital includes opportunities to gain valuable subject-specific knowledge. Some examples in geography are:

- Trips to places such as Kielder reservoir, Alnwick Gardens, London and more
- Visiting, comparing and contrasting local areas, both urban and rural, using geographical enquiry methods
- Communicating geographically regarding current affairs, informing investigation and discussion on these topics
- Linking geographical knowledge globally; considering the impact of children's own lives on others with whom they might not otherwise see connections
- Explicit teaching of the Sustainable Development Goals in each mini adventure

Assessment and Feedback to children

Feedback

Research shows that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

When completing reading activities in Geography, work is marked regularly, and clear feedback given, which informs next steps for children. Where appropriate, incorrect answers are marked with a © and children are given the opportunity to correct their work. Independent work is marked in purple, or further contextualised if necessary (for example if a task has been completed as part of a group or verbal feedback has been given); children respond and correct their work in green. As mentioned earlier, common misconceptions are addressed quickly to ensure a good depth of understanding and an ability to build more knowledge.

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectation of our curriculum.

Assessment

Depth of Learning Tracker

This is the online tracking, targeting and reporting tool linked to the Chris Quigley Essentials Curriculum. It allows staff to plot children's current attainment and identify the next steps in their learning. Children are assessed against the cognitive domains of Beginning, Advancing or Deep within each Milestone (Milestone 1 - end of Y2; Milestone 2 - end of Y4 and Milestone 5 - end of Y6). We expect pupils in the first year of the milestone to develop a **Beginning** (B) understanding of the concepts and an **Advancing** (A) or **Deep** (D) understanding in the second year of the milestone. For more detail please refer to Appendix 2.

Time to Shine

Each half term, children are given a chance to show how they have developed their knowledge in a mini adventure, in a 'Time to Shine' task. These are open-ended, low entry, high ceiling tasks, where children are given an opportunity to independently show what they have learned. There may be scaffolding provided to organise and present ideas and observations will be made by staff to further inform any assessments of depth which are made.

Success criteria for these tasks are shared with children so that they can effectively show their knowledge of the given ELOs. In years 1 - 6, these tasks are presented in a double page spread format; we expect that children will link their knowledge of the different subjects covered in order to present their learning in a comprehensive manner. Reading skills may be shown in Time to Shine tasks when knowledge is linked to a book being studied, research is completed or in other ways, depending on the context of learning.

Appendix 1

Defining Depth

Defining Depth

Depth of Learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. Steps to Success)	Acquiring	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. Remember to include)	Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

* Quantity judgements should be used when a large amount of knowledge needs to be learnt. For example, phonic knowledge and times tables.

Appendix 2

Expected Attainment towards milestones and National expectations for ARE

As part of our school's internal assessment systems, we use a range of ongoing assessment methods throughout the year to measure achievement towards 3 different points:

- Milestone 1 is the end of KS1 (Yr2) and matches national age related expectations
- Milestone 3 is the end of KS2 (Yr6) and matches national age related expectations

We add Milestone 2 at the end of year 4. This gives us an additional 'stepping stone' in order that we can track children's achievement and establish that at the end of year 4, they are on track to meet KS2 expectations at the end of year 6.

We assess children to be 'beginning' (basic) (B), 'advancing' (A) or 'deep' (D) learners at each milestone.

At the end of Year 2:
Children working below Advancing 2 are not yet meeting national expectations.(B)
Children working at Advancing 2 towards Milestone 1 are meeting national expectations for the end of year 2 (A)
Children working in the Deep zone are exceeding national expectations. (D)

At the end of Year 4:
Children working below Advancing 2 towards Milestone 2 are not yet meeting national expectations. (B)
Children working at Advancing 2 towards Milestone 2 are meeting national expectations (ie are on track towards end of year expectations at the end of KS2 in year 6) (A)
Children working in the Deep zone at Milestone 2 are exceeding national expectations. (D)

At the end of Year 6
Children working below Advancing 2 towards Milestone 3 are not yet meeting national expectations for the end of year 6(B)
Children working at Advancing 2 towards Milestone 3 are meeting national expectations for the end of year 6 (A)
Children working in the Deep zone at Milestone 3 are exceeding national expectations for the end of year 6 (D)

Children in year 1 are working towards Milestone 1 (ie the end of KS1 expectations in year 2)
Children in year 3 are working towards Milestone 2 (ie where they need to be by the end of year 4)
Children in year 5 are working towards Milestone 3(ie the end of KS2 expectations in year 6)

Please note children at the beginning of a Milestone (ie those in years 1, 3 and 5) may not show progress against all areas of the milestone. Each Milestone is taught across 2 years and therefore children may not yet have had some curriculum content introduced.

In addition to the written information, the charts in the children's reports are a pictorial representation to allow parents to see their child's attainment (B, A or D) towards a milestone across the different aspects of reading, writing and maths. Each child's individual targets are their next steps to ensure secure attainment across all aspects of the subject at a particular milestone.