

Curriculum Quality 2019-2020 Geography	Date published: September 2019	Plan number: 1	Subject Leader: Neil Trivett
<p>Intent</p> <p>At the Marchant-Holliday School, students are taught Geography as part of a 2-year rolling programme of topic based learning experiences. Geography concepts such as locational knowledge, place knowledge, human and physical geography, mapping skills and fieldwork tasks are directly linked to supporting the development of knowledge on a particular topic. In this way, geography skills are embedded across the curriculum and the geographical knowledge gained supports pupils in their interpretation of the world across a range of subjects including Maths, Science, History and RE. We believe in providing the students with more rewarding and holistic learning experiences which enables them to link pieces of knowledge together to make a more powerful learning opportunity. Our engagement with the local environment, through our extensive school grounds, which include wildlife ponds, a quarry, woodland areas and donkey sanctuary, ensures that children learn through varied and first hand experiences of the world around them. Frequent, continuous and progressive learning outside the classroom is embedded throughout the geography curriculum and links closely with our science schemes of work.</p> <p>To help students develop a range of life skills, pupils learn how to access information in atlases, learn how to decipher information presented on printed maps and all classes have several 3D globes as well as access to Sat Nav. devices and Google Earth. By developing an understanding of locations and the differences in physical processes within different areas and climates, the pupils will develop an understanding of how these key physical factors interact with human processes and peoples' use of the land and natural environment.</p> <p>At the Marchant-Holliday school, we believe in creating opportunities to develop the pupils' cultural capital, expand their knowledge of issues in a global dimension and enrich their lives by providing them with the knowledge to understand diversity of people, places and landscapes. We aim to encourage the pupils to have a sense of awe, wonder, curiosity and fascination with the world and the variety of countries within it. We wish our students to view all the cultures of the world with respect and understanding and appreciate how we can all work together to protect planet Earth.</p> <p>The national curriculum for Geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. <p>The overarching concepts for Geography at The Marchant-Holliday School are to deliver a geography curriculum, which is progressive, as well as transferable, not only during their time at school but also throughout their further education and beyond, and to excite the students, encourage creativity and stimulate critical thinking about the world that we live in.</p>			

Implementation

At The Marchant Holliday School, Geography is taught in conjunction with class based Learning Experiences. Topics are organised to ensure that similar topics are not repeated in single Year Groups, whilst allowing for key concepts to be revisited and built upon in subsequent years. The curriculum is designed to develop the Nurture principles established in Victory Class and aims to build upon this sense of wonder in the World around as students move through the School. Staff are aware that students frequently join the School mid-way through the year and due to missed learning opportunities, in their previous settings, class teachers ensure that a rich diet of physical and human geography learning experiences are provided across the academic year to ensure that pupils gain the most from their time with us. From year 4 onwards, pupils also benefit from a six-week cycle of Owl School Sessions, which includes the participation in practical team tasks in the School's woodland and wider campus site. The aim of these additional outdoor sessions is to re-engage some pupils with the opportunity to gain valuable learning experiences and embed outside learning in practice. Our wider school curriculum also provides opportunities for the boarders and day boys to learn about the local area and its key geographical features.

Curriculum Overview (Knowledge and Skills)

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 1/2 Cycle A	London's Burning Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<i>Amazing Animals</i> -	Passport to China Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Watch Out There's a Monster About Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	<i>Secret Garden</i> -	I do Like to be Beside the Seaside use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Years 1/2 Cycle B	Dungeons and Dragons Geographical skills and field work – maps atlases and globes. Location knowledge – UK	Out of Africa Comparison between Somerset and the Copperbelt region of Zambia Understand geographical similarities	Brilliant Brunel Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far;	<i>How To Grow a Human</i> -	On Display Geographical skills and field work – maps atlases and globes. Location knowledge – UK, The Netherlands and France	Predators and Prey Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the

		and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Name and locate the world's seven continents and five oceans Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	left and right], to describe the location of features and routes on a map Geography Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key			Equator and the North and South Poles
Years 3/ 4 Cycle A	The Ancient Egyptians A study of Egypt? The River Nile, local topography Climate, change. Tourism Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<i>The Electric Age</i>	<i>What's the Matter?</i>	A drop in the Ocean A study of the River Stour - 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 technologies. To describe and understand key aspects of physical geography: rivers and the water cycle	Around the World in 80 Days Global locational knowledge of continents, countries, oceans. To 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. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,	- Roll out the Romans A study of Italy and the Roman Empire, maps of Italy, Roman Towns and settlements, A study of Roman settlements in the local area such as Blandford Forum – 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- To describe and understand key aspects of physical geography, i: climate zones,

					concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	mountains, volcanoes and earthquakes
Year 3/4 Cycle B	<i>History Rocks!</i>	<i>Remember, Remember.</i> -	Chocolate: From Bean to Bar 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)	Go Ape (Rainforests) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,	Exploding Earth To describe and understand key aspects of physical geography: climate zones, mountains, volcanoes and earthquakes	The Kingdom of Wessex Anglo Saxon settlements of Somerset and Dorset. Name and locate counties 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 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Years 5/ 6/7 Cycle A	<i>Crime & Punishment</i> - Year 7s only in Aut. 1 The Norman Invasion Locational knowledge of the invasions: Norway, Denmark and France	<i>Robots</i> -	<i>Can I fall into Space?</i>	Explorers & Trailblazers Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge	The Mayans in The Americas To understand geographical similarities and differences through the study of human and physical geography of a region of the United	Planet Earth Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,

				of the United Kingdom and the wider world	Kingdom, and a region in North or South America	mountains, volcanoes and earthquakes, and the water cycle
Years 5/6/7 Cycle B	Ancient Greece Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<i>Magic and Muggles</i>	Blue Planet Describe and understand key aspects of: physical geography, biomes, rivers and the water cycle	Raiders and Invaders The Viking and Anglo-Saxon struggle for the Kingdom of England – raiders and invaders Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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- 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 technologies.	<i>Being Human</i>	A Passage to India To locate the world's countries, using maps Concentrating on the environmental regions, key physical and human characteristics, countries, and major cities of India

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum by reflecting on standards achieved against the planned outcomes. We celebrate successes in learning through marking and feedback and displaying some of the work created. We track

gains through end of topic quizzes, pupil voice and photographic evidence. Pupils have the opportunity to show what they know during pupil interviews with the geography subject leader and by sharing their learning journals.

By the end of Key Stage 1, pupils will have developed knowledge about the world, the United Kingdom and their locality. They show an awareness of subject-specific vocabulary relating to human and physical geography and begin to use it in their written and verbal work. Pupils will demonstrate how they can use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 2, pupils will be able to use their geographical knowledge, understanding and skills to enhance their locational and place knowledge. They will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

By the end of year 7, pupils will begin to consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. They will develop greater competence in using geographical knowledge and geographical skills to analyse and interpreting different data sources.