

# Geography Curriculum



**'Inspiring and achieving success for all!'**

Upton Cross Academy

## Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places; both in Britain and abroad to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of **Upton Cross and Cornwall** so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.



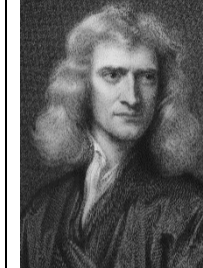


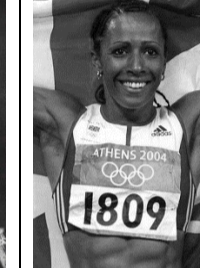
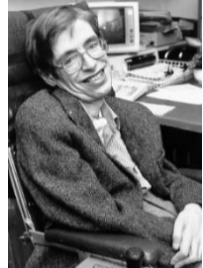

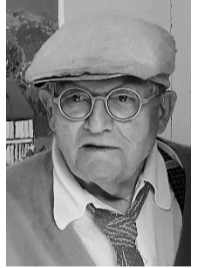
We also develop the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences. Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- The ability to reach clear conclusions and explain their findings.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

## Implementation

Geography is taught in blocks throughout the year on a 2-year rolling programme. Teachers identify the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group. Our geography curriculum is designed so that locational knowledge and map work are woven into all geography topics. Our progression of knowledge and skills enables pupils to build on and develop each year. Learning is reviewed regularly to help pupils in their ability to know more and remember more. At Upton Cross Academy, geography is taught through the reflective characteristics of learning outlined below, this embraces learning from EYFS through to Y6. We have selected a British ambassador for each characteristic as shown below.

## Characteristics of Learning

								
<b>Ernest Shackleton</b> I can find out and explore.	<b>William Shakespeare</b> I play with what I know.	<b>Sir Isaac Newton</b> I am willing to have a go.	<b>Beatrix Potter</b> I am involved and can concentrate.	<b>Emmeline Pankhurst</b> I keep on trying.	<b>Kelly Holmes</b> I enjoy achieving what I set out to do.	<b>Steven Hawking</b> I have my own ideas.	<b>Isambard Brunel</b> I make links in my learning.	<b>David Hockney</b> I choose ways to do things.

## Impact

At Upton Cross, the impact of the geography curriculum will lead to progress over time across key stages, relative to a child's individual starting point. They will acquire understanding of geography on a local level through relevant local geography studies across the key stages. Children at Upton Cross are confident geographers and are provided with opportunities to explore their outdoor learning environment, the school grounds, the local community and key places within Cornwall.

Our curriculum will lead pupils to be enthusiastic geographers, evidenced in a range of ways, including pupil voice, work and displays. Outcomes in topic and writing books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge.

## 2 Year Rolling Programme

	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
<b>Autumn Term</b>	<i>Weather and Seasons (fieldwork)</i>	<i>Local Area (fieldwork)</i>	<i>Climate Zones</i>	<i>Rivers (fieldwork)</i>	<i>Mountains</i>	<i>European Region</i>
<b>Spring Term</b>	Hot and Cold Places	<i>Continents and Oceans</i>	<i>North America</i>	<i>Rainforests</i>	<i>Volcanos</i>	<i>United Kingdom (fieldwork)</i>
<b>Summer Term</b>	<i>United Kingdom (fieldwork)</i>	<i>Magola, Uganda, Africa</i>	<i>Rio and South-East Brazil</i>	<i>South America- The Amazon</i>	Earthquakes	<i>Local Area and Region (fieldwork)</i>

## SEND Strategies

	Here is how we will help:
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> <li>• Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher or a TA is available</li> <li>• During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting but remain firm that the learning intention is the focus</li> <li>• Allow time-out within the area of learning (if not learning in classroom e.g. fieldwork) where the child can calm down if needed – agree this space with the child as required</li> <li>• There are lots of opportunities within Geography for group work – depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is struggling)</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>• Most strategies for helping those with anxiety will be the same within Geography- knowing the child will help, of course, and ensuring pre-teach is used where helpful</li> <li>• Reassurance, especially around difficult concepts e.g. lines of latitude, longitude etc. And explaining several times in different ways e.g. atlas, map, globe</li> <li>• Time-out or short break if required</li> </ul>

Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>• Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed</li> <li>• Some children have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught' e.g. which countries are in which continents, pyramids were in Ancient Rome etc. - be consistent when correcting ideas and have proof e.g. atlas, globe, visual as well as written information sheets. Continue to go over these incorrect ideas with new facts</li> <li>• Be able to show understanding in a range of ways including visual as well as written information – for extended writing teacher or TA support may be required</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>• Physical resources, properly demonstrated to be used</li> <li>• Lots of practise looking from whole-world maps to sections – use physical props to help e.g. 'picture frame' around an area and let the children explore the shapes of the land and sea to help build links</li> <li>• Support with quantitative data e.g. graphs, charts etc</li> <li>• Visual aids and word-mats to help with vocabulary</li> </ul>
Dyslexia	<p>As well as the best practise for Dyslexic pupils e.g. font size and type, in Geography, the following will also be helpful:</p> <ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary</li> <li>• Reading text-heavy atlas pages or summarising within handouts if required</li> <li>• A range of showing understanding – visual, written, drawing, graphs etc.</li> </ul>
Dyspraxia	<ul style="list-style-type: none"> <li>• A range of showing understanding – visual, written, drawing, graphs etc.</li> <li>• Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to</li> <li>• Demonstrate any equipment to be used for Geography lessons or fieldwork</li> </ul>
Hearing Impairment	<ul style="list-style-type: none"> <li>• Pre-teach if required</li> <li>• Demonstrate use of equipment</li> <li>• Visual aids if required</li> <li>• When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site – if cue is audio e.g. whistle, ensure partner/group will give visual cue- want to encourage independent fieldwork rather than providing TA support where not needed</li> <li>• Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required</li> <li>• Visual aids and word-mats to help with vocabulary</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>• Allowances and provision needed when completing fieldwork away from school building/trips</li> <li>• Allow rest time if needed</li> </ul>
Cognition and learning challenges	<ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary</li> <li>• Demonstrate how to use equipment each time it is used for consistency and processing</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required</li> <li>• Writing support for extended writing including examples of text and scaffolded frame</li> <li>• Step by step instructions</li> <li>• Group and partner work within fieldwork to help stay on task and provide peer support</li> </ul>
Speech, Language & Communication Needs	<ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary</li> <li>• Demonstrate how to use equipment each time it is used for consistency and processing</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required</li> <li>• Writing support for extended writing including examples of text and scaffolded frame</li> <li>• Step by step instructions with understandable vocabulary</li> <li>• Group and partner work within fieldwork to help stay on task and provide peer support</li> </ul>
Tourette Syndrome	<ul style="list-style-type: none"> <li>• Be aware of tics when using globes – position them in middle of desk before use</li> </ul>
Experienced Trauma	<ul style="list-style-type: none"> <li>• Positive reinforcement and positive atmosphere within lessons</li> <li>• Fieldwork and experiential Geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space, and the ability to discuss (or not to share) is very important. Similar to Jigsaw/PSHE, discussion is welcome and sharing within class with boundaries and rules for not sharing other people's stories without permission to allow children to feel comfortable to chat knowing that their experiences will not be spread outside the classroom</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>• Enlarge maps and show them on the large screen</li> <li>• Give the children time and opportunity to explore through touch e.g. outlines of maps, textures to evoke discussion etc.</li> </ul>