Geography in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

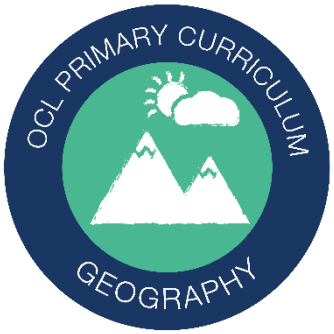
The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Geography curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	**Character:** Geography is an investigative subject, which develops an understanding of concepts, knowledge, and skills. Therefore, we want to inspire in children an interest and fascination about the world and people within it; furthermore, our teaching will prepare pupils with knowledge about diverse places, people, resources and natural and human environments. We seek to encourage in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.
	Competence: Through our curriculum, we aim that all our children have the opportunities to build the foundations, which will be strong and purposeful for our children to become successful geographers. The Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide an explanation of how the Earth's features at different scales are shaped, interconnected and change over time. Furthermore, this geography curriculum will enable children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.
	Community: We believe that Geography helps to incite and offer answers to questions about the natural and human aspects of the world. Through our curriculum, the children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Children will investigate a range of places – both in Britain and abroad including our Oasis Global countries – to help develop their knowledge and understanding of the Earth's physical and human processes. The children will be provided with opportunities to investigate and make enquiries about their local area so that they can develop of real sense of who they are, their heritage and what makes their local area unique and special.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Willingham's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for Geography:

Core Concepts in Geography					
Location	Place	Human Geography	Physical Geography	Fieldwork and maps	Sustainability

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Lesson Timings	Type of delivery
Geography is taught as discrete lessons within the allocated thematic time.	The geography lessons are weekly throughout the six themes, with 5 lessons per unit and theme. This enables the subject to be linked to the themes below to make rich and meaningful links in learning. Geography is woven into the fabric of the themed weeks allowing children to build knowledge and skills and become geographers; inspiring an interest and fascination about the world and people within it.

How Geography is mapped against the themes

Theme	Geography	Other
Autumn 1: Who am I and who am I becoming?	Children mainly focus on the core concept of location and place. Looking at the where an area is and what this means. Children will start locally in Y1 and build on this study to cover areas less familiar to them studying regions across England, the UK, Europe and the world.	Weather diaries. (fieldwork)
Autumn 2: Citizenship and the World	Children will focus mainly on physical and human geography and place in this term. Children begin to focus on their Global partner country. Children will understand what makes this place special geographically and go on to compare it with their local area, England or the UK, Children will look at different geographical regions the world can be split into in KS2 such as time zones, climate zones and biomes.	
Spring 1: Heritage and culture	The Core Concept of location and fieldwork and maps be will be focused on in this unit for all children. Map skills are introduced and practised throughout all year groups. Children explore what different information can be represented in plans, maps, atlases and globes. Children begin by studying areas of importance and significance to them and the progress to studying areas Europe wide and world wide.	
Spring 2: Building a sustainable world	The Core Concept of sustainability will be focused on during this unit. Children will begin to understand the impact that they have on our World and how to ensure they look after it for future generations. Geography lessons will use the lens of the Global Goals to ensure learning is in context and impactful.	
Summer 1: Building an inclusive world	In KS1 children will continue to focus on location looking at countries, capitals and seas of the UK as well as continents of the world. KS2 will focus in more on physical geography, looking at rivers and coasts, volcanoes and earthquakes, the water cycle and the impact China has across the world. Children will investigate further as to what life is like in the areas located both from a human and physical geography perspective.	
Summer 2: Showasis	This unit gives children the opportunity to complete a fieldwork project, focusing on the core concept of fieldwork and maps. Children will decide on a question to ask. Children will collect, observe and measure data enabling them to answer their question using their geographical knowledge and vocabulary.	

Annual knowledge organisation per year group

Character competence and community was the starting point to mapping out the geography curriculum. We seek to encourage in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond. We link to our Oasis Global partners to make meaningful links to areas of the world, develop a sense of our place in the world and using the opportunities that we have within our trust.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Global Community	Oasis Global Area: South Africa	Oasis Global Area: India	Global Area: France/ Spain/ Germany	Oasis Global Area: Uganda	Global Area: USA	Global Area: Brazil/ China

Term	Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**Who am I? Who am I becoming?**	**Small area study of the UK:** My local area	**Small area study of the UK:** My Academy	**Cities of the UK:** My city	**Regions of the UK** (inc climate zone)	**Regions in Europe** (inc time zone)	**Regions around the world** (inc natural resources and renewable energy)
Autumn 2	**Citizenship and the World**	**Non- European Study:** South Africa	**Non- European Study:** India	**European Study:** France/ Spain/ Germany	**African Study:** Uganda (inc mountain and rivers)	**North American Study:** USA	**South American Study:** Brazil (inc biomes/ rainforests)
Spring 1	**Heritage and culture**	**Map Reading:** Simple maps and plans	**Map Reading:** Simple Maps of personal significance	**Map Reading:** Atlas, Globe, Digital Mapping	**Map Reading:** To locate and use scale and 8 point compass directions	**Map Reading:** 4 figure grid references	**Map Reading:** 6 figure grid references
Spring 2	**Building a Sustainable World**	**Global Goal 12:** Responsible Consumption and Production	**Global Goal 3:** Good Health and Well-being	**Global Goal 14:** Life Below Water	**Global Goal 15:** Life on Land	**Global Goal 6:** Clean Water and Sanitation	**Global Goal 7:** Sustainable energy
Summer 1	**Building an Inclusive World**	Countries and Capitals of the UK	Continents of the World	Rivers and Coasts	Volcanoes and earthquakes	The Water Cycle	**Asian Study:** China
Summer 2	**Showasis**	**Fieldwork:** Our Playground	**Fieldwork:** Our School grounds	**Fieldwork:** How do we travel to school?	**Fieldwork:** What is the traffic like in our local area?	**Fieldwork:** Human or physical focus	**Fieldwork:** Human of physical focus

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Geography in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socrative quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, end of unit assessment quizzes and Student Portfolios in Showbie.

Working in this way, building knowledge over time, assessed by quizzes and through retrieval practice, ensures core concepts are embedded.

Geography Specific Impact Measures

In Geography quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Depth tasks at the end of particular units across the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years.

Core concept	End point
Location	Be able to name. locate and identify the world's major cities, regions, countries and continents as well *as key geographical indicators* on a world map, atlas and globe Be able to name, locate and describe key characteristics of the United Kingdom such as regions, land use and key topographical features.
Place	Be able to identify and know human and physical geographical features of areas, cities, regions and countries from across the world. Be able to compare and contrast countries from across the world through studying the human and physical geographical features of different areas.
Human Geography	Know that human geography focuses on where people live, what they do, and how they use the land. Be able to classify features into human and physical features.
Physical Geography	Know that physical geography is the study of the natural features on the earth's surface. Be able to classify features into human and physical features.
Fieldwork and maps	Be able to identify, predict and compare daily and seasonal weather patterns from across the world. Be able to use maps, atlases, globes and digital mapping to locate continents, countries, cities and regions across the world. Be confident in using 8 points of a compass and 6 figure grid references in order to read information from a variety of maps. Be confident in the use of fieldwork to answer geographical questions through observing, measuring, recording and presenting their findings.
Sustainability	Know the environmental implications and changes, including changes to land over time, caused by lack of sustainable development.