ACE Geography Curriculum

Intent

At Altrincham CE Primary School, we believe that all children should know what it means to be a geographer by being immersed and inspired by geography. We offer a high-quality geography education that will inspire pupils' curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

Purpose (the reason it is taught)

At ACE, we recognise the importance in helping children gain a **coherent knowledge and understanding of their place in the world.** We strive to **inspire children's curiosity** to learn more about the world. Geography teaching equips children with **knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.**

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the **interaction between physical and human processes** and of the **formation and use of landscapes and environments**.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We set this learning in the context of our Christian, church school heritage. We encourage children to question and interpret the moral merit of human and physical processes in the light of our value framework.

Aims ***(desired outcomes)***

- **Know** and **understand** 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.
- **Understand** how to use geographical skills in order 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

- Utilise opportunities outside the classroom including home learning and **real life experiences to enrich experiences** and to **learn about geography in an active and creative way.**
- Ensure learning without limits, **making cross-curricular links to secure application and mastery**
- **Ensure continuity and progression across key stages,** recognising geography as an enquiry with a focus on skills and deepening knowledge and understanding, supported by robust assessment.
- Encourage **inference, the ability to use high-order vocabulary, questioning, curiosity and communication.**
- **Understand** key geographical threshold concepts and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

These are:

- **Investigating places –** Understanding the geographical location of places and their physical and human features.
- **Investigating patterns –** 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.
- **Communicating geographically –** Understanding geographical representations, vocabulary and techniques.

These threshold concepts ensure coverage of the key geographical concepts laid down in the National Curriculum:

- **Locational knowledge** (contextual knowledge of the location of globally significant places)
- **Place knowledge** (understanding geographical similarities and differences through studying the human and physical geography of a region)
- **Human and physical geography** (understand the processes that give rise to key physical and human geographical features of the world)

- **Geographical skills and fieldwork** (use world maps, atlases, globes, compasses and work in the field to identify, locate and describe places and features)

The geography curriculum at ACE is carefully planned and structured to ensure that current learning is linked to previous learning and the school's approaches are informed by current pedagogy.

We use Milestones to inform our assessment.

Milestones are the goals the children are aiming for and this is how they equate to the different year groups across school:

Milestone 1	**Years 1 and 2**
Milestone 2	**Years 3 and 4**
Milestone 3	**Years 5 and 6**

Each unit of learning has a knowledge web. Knowledge webs present topics around the threshold concepts (big ideas) in geography by using relevant knowledge categories.

The knowledge categories are:

- Location
- Physical Features
- Human Features
- Diversity
- Physical Processes
- Human Processes
- Techniques

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression and continuity across topics throughout each year group across the school. Topics and skills are 'interleaved' so that children revisit skills and knowledge in different contexts and are able to make links which result in 'big picture' learning and 'sticky knowledge'.

Each unit of work has a series of POP tasks. POP is an acronym of Proof of Progress. POP tasks further deepen learning and understanding by gradually changing the nature. POP tasks are categorised into three cognitive domains: basic, advancing and deep. In the first year of a milestone, children will experience basic tasks which will progress to advancing and deeper tasks into the second year of the milestone as the learning schema gets stronger.

Knowledge Webs and Pop Tasks Milestone 1
Knowledge Webs and Pop Tasks Milestone 2
Knowledge Webs and Pop Tasks Milestone 3

Cross curricular outcomes in geography are specifically planned for, with strong links between the geography curriculum, history curriculum and English lessons enabling further contextual learning.

Learning walls specific to geography themes are used in lessons to highlight key knowledge and vocabulary. Timeline lines are used within the classroom to refer back to previous learning and develop chronological understanding and order of events. Both fiction and non-fiction texts are used to develop children's geographical understanding and links to our text rich English curriculum.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to The Essentials Curriculum (Chris Quigley) plans and resources, however, teachers lesson design is not limited by this and is informed by national agencies, including the Geography Association, of which the school is a member. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and skills.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Threshold Concepts (the big ideas we want our children to learn that tie together the subject topics into a meaningful long term learning structure).

Progression of Threshold Concepts in Geography

	Investigate places	Investigate patterns	Communicate geographically
Milestone 1 Years 1 and 2	Ask and answer geographical questions, such as: What is this place like? What or who will I see in this place? What do people do in this place? Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and their capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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 equator and the North and South Poles. Identify land use around school.	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; use and construct basic symbols in a key. Use simple grid references (A1, B1)
Milestone 2 Years 3 and 4	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations and give reasons.	Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.	Describe key aspects of: • physical geography, including; rivers, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including: settlements and land use.

	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe 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. Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Describe how the locality of the school has changed over time.	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.
Milestone 3 Years 5 and 6	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube Map). Name and locate some of the countries and cities in the world and their identifying	Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	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).

	human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.		

Skills (the ability to do something well; expertise)

Geographical enquiry	Field work and out of class learning	Geographical and visual literacy	Geographical communication
Ask questions and research the answers using a range of data. Identify bias, opinion and abuse of evidence. *Present findings in a suitable way, fit for purpose.*	*Use the correct tools, to investigate, record and gather data. Know how to use the tools safely and efficiently.*	*Use maps and atlases with ease; able to look at satellite images and key features and draw a map using the correct scale.*	*Write up answers using the correct geographical vocabulary and show an understanding of the key concepts and processes.*

Key Geographical Skills – Progression

	Geographical Enquiry	Field work and out of class learning	Geographical and visual literacy	Geographical communication
By End of EYFS	*Describe what a place is like in simple terms Use stories, photos, pictures and films to find out about a place.	*Use some senses to observe places	*Play games with maps *Draw picture story maps/plans with labels of known places or imaginary places *Use symbols	*Use simple geographical words e.g. near/far, up/down, wet/dry *Describe a place in simple terms e.g. beach, farm, town, shop
By End of KS 1	*Use observations to ask and respond to questions *Study key human and physical features of the surrounding environment *Find information from aerial photographs	*Use simple fieldwork and observational skills to study the geography of the school and its grounds *Express opinions in fieldwork e.g. by completing a chart	*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. *Draw round objects to get a plan view *Follow a route on prepared maps	*Identify seasonal/daily weather patterns *Begin to explain how/why? *Use and apply Maths to help show learning *Express opinions

		*Use first hand observation to investigate places – the school grounds, the streets around the local area. *Recognise and record different types of land use, buildings and environments	*Use simple compass directions *Use locational and directional language to describe the location of features and routes on a map *make a simple local map *Use basic symbols in a key *Use world maps, atlases and globes to identify UK countries. *Identify countries, continents and oceans studied *Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	
By End Lower KS 2	*Identify differences *Use atlases to find places using index and contents	*Observe, measure and record some of the human and physical features in the local area using sketch maps and graphs *Conduct surveys *Carry out simple questionnaires *Use simple equipment to measure and record *Apply mathematical skills in data handling to geography field work.	*Locate the world's countries maps to focus on Europe, concentrating on regions, key physical or human characteristics, countries and major cities. *Use globes and maps and some OS symbols to name geographical regions and identify physical and human characteristic including cities, rivers, mountains, hills, key topographical features and land-use patterns. *Understand the need for a key *Begin to understand scale and distance on a map *Use the 8 points of a compass *Use simple grids with letters and numbers and 4-figure coordinates to locate features. *Use and understand OS symbols and keys to build up knowledge of a local place. The UK and the wider world.	*Describe and understand key aspects of physical geography *Explain in simple terms volcanoes and earthquakes *Describe the water cycle using a diagram *Describe key aspects of human geography e.g. types of settlement, land use, economic activity and distribution of natural resources *Identify differences *Communicate geographical information in a variety of ways including through maps and writing at length *Use and apply mathematical skills when using geographical data *Understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts *Describe in detail types of settlement, land use, economic activity including trade links

			*Use plans, aerial photographs and satellite images. *Begin to use smaller scale aerial views. *Use oblique aerial vies	*Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studies *Give a few reasons for the impact of geographical influences/effects on people, places or themes studied *Know the location of places of global significance, their defining human and physical characteristics and how they relate to one another
By End of Upper KS 2	*Imagine how and why an area may change in the future	*Observe, measure and record some of the human and physical features in the local area using sketch maps and graphs and digital technologies *Collect, analyse and communicate with a range of data gathered in experiences or fieldwork to show understanding of some geographical processes. *Carry out a focused in-depth study, looking at issues/changes in the area. *Use simple equipment to measure and record *Apply mathematical skills in data handling to Geography fieldwork	*Use 1:10,000 and 1: 25,000 OS Maps. *Use globes and maps and some OS symbols on maps to name and locate counties and cities of the UK *Locate the world's countries, using maps to focus on countries in units of study. *Use a scale bar on maps *Realise that purpose, scale, symbols and style are related. *Interpret a range of sources of geographical information, including maps, globes. Aerial photographs and Geographical Information Systems (GIS) *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *Show position and significance of latitude, longitude, Equaltor, N &S hemispheres, Tropics of Cancer and Capricorn, Time zones	*Understand and apply mathematical understanding e.g. on scales, time differences etc. when using maps. *Describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about a spatial variation/change over time in de3tauiled, well-structured accounts. *Provide greater detail of geographical regions of the UK and their identifying physical and human characteristics.

			(including day and night) using a globe. *Draw a detailed sketch map *Know directions in the neighbourhood *Align a map with a route Align a map with a route *use the eight points of a compass, symbols and key (including the use of OS maps) to show my knowledge of the UK and the wider world. *Understand and use 6 figure grid references to interpret OS maps	

Geography Units of work

Year Groups		Human Geography	Physical Geography	Local Geography
1/2	(A)Where on earth do I live?	✓		✓
	(B) Where is London and what makes it special? (CQ The United Kingdom, England, London)	✓		
	(A) Would you like to go 'down under?' (CQ Australia)	✓	✓	✓
	(B) What is the weather like where you live? (CG Climate and Extreme Weather)		✓	
	(A) Which continents and oceans will you discover on your own voyage of discovery? (CG Continents and Oceans)		✓	
	(B)Where in the world is Barnaby Bear? (CQ Mapping the World/ Describing Maps of the world)	✓	✓	
3/4	(A)What is shaping our world? (River Bollin) (CQ Erosion and Deposition)	✓	✓	✓
	(B) What is being traded internationally? (CQ International Trade)	✓		
	(A)How do map makers describe where places are? (CQ Maps of the World)		✓	✓
	(B) What affects the Earth's surface? (CQ Landscapes)			
	(A)What makes the Earth Angry? (CQ Earthquakes and Volcanoes)		✓	
	(B) Manchester Airport – Where next? (CQ Europe)	✓	✓	✓
5/6	(A) Are our transportation systems fit for purpose? How far does our food travel? (CQ Transportation: Local/National /International)	✓		✓
	(B) Theme – American Road Trip What would a visit to South America be like? (CQ South America)	✓	✓	
	(A) Is climate change real? Why should we protect the rainforests? (CQ Biomes)		✓	
	(B) Theme – American Road Trip	✓	✓	

	What would a visit to North America be like? (CQ North America)			
	(A) How can we categorise the surface of the Earth? (CQ Biomes and Climate Zones)		✓	
	(B) Theme World War 11 – Why do we say World War 11? (CQ Using Maps: Features)	✓	✓	

KNOWLEDGE

(known information)

EYFS

Through Geography, children should develop knowledge about the local area, the United Kingdom and the World. They use a wide vocabulary of everyday geographical terms related to both human and physical geography. They ask and answer questions based on their first hand observations and other sources to show that they know and understand key features of location, place, human and physical geography. They use geographical skills and field work to enhance their locational awareness. Children begin to develop their understanding using observations, aerial photographs, maps, compasses and simple fieldwork.

Children are taught about:

- show care and concern for living things and the environment
- talk about some of the things they have observed such as plants, animals, natural and found objects
- talk about why things happen and how things work
- comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
- looks closely at similarities, differences, patterns and change
- talk about the features of their own environment and how environments might vary from one another

Key Stage 1

Through Geography, children should develop knowledge about the local area, the United Kingdom and the World. They use a wide vocabulary of everyday geographical terms related to both human and physical geography. They ask and answer questions based on their first hand observation and other sources to show that they know and understand key features of location, place, human and physical geography. They use geographical skills and fieldwork to enhance their locational awareness. Children begin to develop their understanding using observations, aerial photographs, maps, compasses and simple fieldwork.

Children are taught about:

- aspects of local, British and World geography
- vocabulary related to human and physical geography
- differences in land use in the local area
- human and physical similarities and differences between a contrasting and non-European country
- Identify seasonal and daily weather patterns in the local area and the world
- Develop geographical skills and fieldwork

Key Stage 2

Through Geography, children continue to develop knowledge and understanding beyond the local area to the wider world. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They regularly address and devise geographically valid questions about location, place and the key aspects of human and physical geography. They understand how to use geographical skills and fieldwork to observe, measure, record and present their geographical understanding.

In planning to ensure the progression described above through teaching the British, local and world geography outlined below, we ensure breadth and depth to help children understand both the long arc of development and complexity of specific aspects of the content.

Children are taught about:

- Aspects of local, British and World geography
- Impact of Manchester Airport on both human and physical geography
- Impact of human activity on the Earth's climate and biomes
- Physical and human aspects of rivers, including those local to us
- Key aspects of extreme physical events on both land and humans
- Economic activity relating to human geography of local, national and international transportation infrastructure
- Key physical and human characteristics of two continents (North and South America)
- World War Two its impact on Manchester and the rest of the world

Years 1 and 2 Cycle A

Learning Challenge Question	Where on earth do I live?	Would you like to go 'down under'?	Which continents and oceans will you discover on your own 'voyage of discovery'?
Knowledge Categories	Location, Physical features, Human features, Diversity, Human processes, Techniques	Location, Physical features, Human features	Location, Physical features, Human features
Key Vocabulary	Local, town, area, school, map, satellite image, familiar, route, where, aerial photograph, in relation to, nearby, far, locate, field work	Indigenous, descendants, migrants, sacred, ancestors, vast, remote, inland, monotremes, mammals, marsupials, plumage, nocturnal, carnivorous, rural, reef, barrier, species, vibrant, marine, bacteria, recycling, harbour, plateau, temperate, settlement, convicts, urban	Continent, ocean, saline, species, enclosed, seas, magma, submerged, entirely, connected, ports, natural resources, climate change, beneath,
Suggested Learning Content	Where is school in relation to familiar places? Are houses near school/in Altrincham all like my house? Can I find familiar places on a map and aerial photographs? How do I get to school?	Describe location of Australia. Commonwealth Compare and contrast with UK Outback Uluru Great Barrier Reef Aboriginal People Animals Sydney	Link to Christopher Columbus Locate and mark seven continents Locate and mark five oceans
First Hand Learning Experiences	Walk in the local area, around school grounds and park area.	Pictures, virtual visit, Australian animals, visitors who have lived in Australia, zoom link to Australia? Google maps, photos	Virtual tours, re-enactment of Columbus voyage, google maps, photos, aerial maps
Learning Outcomes	Identify the key features of Altrincham and the surrounding area, including land use, buildings and environment. Use geographical vocabulary to refer key physical and human features of the local area. Use simple fieldwork to study the geography of the school and the surrounding area.	Use world maps, atlases and globes to identify and locate Australia Understand the geographical similarities and differences between UK and Australia. Use geographical vocabulary to refer to the physical and human features of Australia.	Name and locate the world's continents and oceans being studied. Use compass directions and locational language to describe the location of continents and oceans on a map.

Years 1 and 2 Cycle B

Learning Challenge Question	Where is London and what makes it special?	What is the weather like where you live?	Where in the world is Barnaby Bear?
Knowledge Categories	Location, Physical features, Human features, Diversity	Location, Physical features, Physical processes, Techniques	Location, Techniques
Key Vocabulary	London, capital city, government, business, cultural, population,	Temperatures, climate, weather, polar, equatorial, tropical, extremely, vast, thrive, frequently, represented, symbols, physical processes, atmosphere, technique	Globe, map, atlas, satellite, images, compass, compass rose, north, south, east, west, poles, hemisphere, equator, axis,
Suggested Learning Content	Link to Great Fire of London work Where is London? River Thames Famous Landmarks Population Compare and contrast with: Altrincham/Manchester Aerial photos, plans	What is the difference between weather and climate? Define. Locate and label polar/equatorial, desert climates Compare and contrast – similarities/differences. Describe the location of equatorial climates Investigate types plants/animals from equatorial climates Observe weather over a period of time What is a: heatwave, drought, flood, monsoon, blizzard, storm, hurricane, tornado? Weather symbols – children present a weather report – use green screen. Satellite images	Post cards from children, staff, parents Taking Barnaby to different locations – photos, postcards back Map work What is a: globe, map, atlas, satellite image. Compass work – orienteering with Barnaby (Forest School link?) Devise a simple map to show where Barnaby is. Other children have to find and locate Barnaby
First Hand Learning Experiences	Virtual Tour of landmarks, photos, maps, Visitor Guides	Weather forecasts – green screen, weather data collection, first hand experiences of extreme weather, videos (Mrs C survived Hurricane Sandy!)	Pilot, Air Steward, Virtual plane ride, Barnaby visiting different locations, Making links with children from a different school in a different country, exciting uses of technology
Learning Outcomes	Identify the key features of London in order to establish that it is a city. Use aerial images and plan perspectives to recognise key landmarks/physical features. Name, locate and identify characteristics of the capital city of England. Understand geographical similarities and differences between Altrincham and London.	Use simple fieldwork and observational skills to study the weather. Identify seasonal and daily weather patterns in the UK Identify the location of hot/cold places in the world in relation to the equator and North/South Poles.	Use compass directions and locational language to describe the location of Barnaby. Devise a simple map; using and constructing basic symbols in a key. Use world maps, atlases and globes to identify UK and World Countries.

Years 3 and 4 Cycle A

Learning Challenge Question	What is shaping our world?	How do map makers describe where places are?	What makes the earth angry?
Knowledge Categories	Physical processes, Human features	Techniques, Location, Diversity, Human features, Physical features	Physical features, Physical processes
Key Vocabulary	Erosion, transportation, deposition, youthful, middle-aged, mature, meanders, ox-bow lakes, delta, tourist destinations, natural physical processes, artificial structures, advantages, disadvantages, prevent, promenade, boulders, maintain	Imaginary lines, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, western hemisphere, eastern hemisphere, longitude, latitude, location, direction, plate tectonics	Magnitude, meteoric, intensity, tsunami, volcano, earthquake, dormant, collision, erupt, fault lines
Suggested Learning Content	River Bollin, expand to other rivers – nationally and internationally. Where does the river start and end? How does the river change along its journey and why? Field trip to River Bollin Draw/label the stages of a river Think of a tourist destination where the coast is eroding away or use The Holderness Coastline as an example of study DT link? Coastal defences	Locate the equator and Tropics of Cancer and Capricorn on maps, atlases and globes. Discuss the weather/climate of places located between the tropics. Locate the Prime Meridian on maps, atlases and globes. Explore the term where 'East meets West' Fusion of cultures. Explore lines of longitude and latitude on maps, atlases and globes. Apply knowledge of map techniques to find different locations e.g. Greenwich, school, capital cities, European Capital Cities Investigate time zones	Label the Earth's core – DT Link Locate tectonic plates and describe what happens when they move Local faults – Pendleton fault Relate to rocks and fossils Describe physical features of volcanoes Pacific Ring of Fire Case study of earthquakes and volcanoes Tsunami in Thailand Boxing Day
First Hand Learning Experiences	Field Trip to River Bollin, Rock hunting, erosion in situ (science experiments), Having a go at building and designing coastal defences.	Map work linked to local area.	Make own volcano, Pompeii – the day the volcano erupted.
Learning Outcomes	Use fieldwork to observe and record the human and physical features in the local area. Describe the physical geography of rivers. Understand how physical characteristics of a region have changed over time	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.	Describe key aspects of physical geography: mountains, volcanoes and earthquakes.

Years 3 and 4 Cycle B

Learning Challenge Question	What is being traded internationally?	What affects the earth's surface? (Landscapes)	Manchester Airport: Where next? (Europe)
Knowledge Categories	Location, Diversity, Human processes, Human features, Physical features	Physical processes	Location, Diversity, Human features, Physical features,
Key Vocabulary	Advantages, disadvantages, congestion, pollution, vulnerable, networks, frequently, bridleway, conflict, international, destination, cargo, import, exporting, beverage, natural, resources, tourism, cultural, historical, intangibility	Constantly, contributing, pollution, landforms, watercourse, tributaries, source, mouth, channel, river bed, reaches, meanders, deltas, estuary, landform, summits, mountain ranges, magma, plate tectonic	Landmass, population, city –state, enclave, inhabitants, primary, numerous, traversing, source, remote, delta, commercial, mountain ranges, peak, boundary, extends, summit
Suggested Learning Content	Food miles Investigate globally traded foods Fair Trade Case study of food types imported into UK – why? Coffee Oil Mining Tourist Destinations Cultural attractions – Liverpool Capital of Culture	Weathering – physical, chemical Landforms Fossil fuels - pollution Rivers Bridges Mountains	Location of Europe - Countries Languages spoken Culture e.g. food Populations Rivers Mountains Contrast a western and eastern European country
First Hand Learning Experiences	Minimart/Young Enterprise	Bridge building	French/Spanish/Italian common words and phrases
Learning Outcomes	Use a range of resources to identify the key physical and human features of a location. Describe key aspects of human geography linked to trade.	Name and locate geographical regions and their identifying human and physical characteristics.	Explain own views about a location and give reasons. Name and locate countries of Europe and identify the main physical and human characteristics Describe geographical similarities and differences between countries

Years 5 and 6 Cycle A

Learning Challenge Question	Are our transportation systems fit for purpose? How far does our food travel?	Is climate change real?	How can we categorise the surface of the Earth?
Knowledge Categories	Human Processes, Techniques,	Location, Physical features, Diversity, Human processes, Techniques	Location, Physical features, Diversity, Human processes,
Key Vocabulary	Advantages, disadvantages, congestion, pollution, vulnerable, networks, frequently, bridleway, conflict, international, destination, cargo	Categorise, inhabit, terrestrial, aquatic, climate, equatorial, sub-equatorial, precipitation, emergent, canopy, under storey, deforestation, temperate, deciduous, shrubs, timber, emissions	Categorise, inhabit, terrestrial, aquatic, climate, ecosystem, arid, evaporates, vegetation, nocturnal, latitude, permafrost, microscopic
Suggested Learning Content	Local public transportation methods/systems – tram, canal, motorways, bike paths, bridle paths, airport, London Underground maps and symbols Advantages/Disadvantages Map symbols Pollution/ congestion Protests against second runway at Mcr Airport? Suez/Panama Canal Investigate alternatives	Tropical rainforest biome Temperate deciduous forest biome How are human processes affecting these biomes? Fieldwork – sampling/surveying plants/animals	Freshwater Biome Ice Biome Desert Biome Create maps of locations identifying patterns Fieldwork – sampling surveying pond/river
First Hand Learning Experiences	Traffic survey Airport Visit Plan a local cycle journey Coop/Tesco farm to fork	Forest School links Visit to Macclesfield Forest	Local river/pond
Learning Outcomes	Understand how Manchester/Altrincham is interconnected and interdependent with the rest of the country/world with transport links Identify the effects of transport systems and investigate future possibilities.	Describe how locations around the world are changing and explain the reasons for change Identify and describe how the physical features affect the human activity within a location Describe and understand climate zones, biomes and vegetation belts	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Describe geographical diversity across the world

Years 5 and 6 Cycle B

Learning Challenge Question	What would it be like to visit South America?	What would it be like to visit North America?	Why do we say ***World*** War 11?
Knowledge Categories	Location, Diversity, Human features, Physical features, Techniques	Location, Diversity, Human features, Physical features, Techniques	Location, Human processes, Techniques
Key Vocabulary	Landmass, sparsely, landlocked, indigenous, colony, median, populous, river basin, tributary, discharging, topographic, subduction, seismic, citadel	Latitude, lowlands, agricultural, predominant, colonised, indigenous, populous, sparsely, metropolitan, irrigation, rises, numerous, confluence, pesticides, topographic, subduction, seismic	Conflict, allies, pact, modern world, powers, invasion, continents, pact, occupied, zone, Europe, territory, economies
Suggested Learning Content	South America – Road Trip Theme Population Rivers Mountains	North America – Road Trip Theme Population Rivers Mountains Compare – similarities and differences with South America	Where are the countries that were involved in WW11? How did the map change over the course of the war? Which countries have changed their name?
First Hand Learning Experiences	Virtual road trip South American Visitor South American food/culture	Virtual road trip – Billy Connolly programme? North American Visitor North American food/culture	Trip to Manchester/Altrincham Cenotaph
Learning Outcomes	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Name and locate the country of South America and identify its main physical and human characteristics.	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Name and locate some the country of North America identify its main human and physical characteristics.	Use maps, atlases and globes to identify and locate countries that were involved in WW11. Describe and understand key aspects of human geography linked to World War 11. Create maps showing how land ownership changed during World War 11.

Implementation

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching (IQFT) is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation.

The following constructs may be used to teach geography at ACE, these are suggestions but are not exhaustive.

<table>
<tr><th>IQFT</th><th>Subject Specific</th></tr>
<tr><td>Planning Learning Opportunities
Carefully planned, well-structured and paced lessons.
Making strong cross-curricular links when appropriate.
Clearly defined Learning Objectives and Tasks, shared with pupils at the beginning of each lesson. These are known as 'Ls' and 'Ts' at ACE.
Each Learning Objective is differentiated on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as 'Chilli- Challenges' at ACE.</td><td rowspan="2">Use of 'hooks', wow moments, first hand experiences
Outdoor learning opportunities. E.g. Forest School, Orienteering
Art – painting, drawing, patterns and design, textiles
Design Technology – models
Visits/ Trips – these may be virtual ones
Visitors to talk about first hand experiences
Creative writing
Debates
Use of stories and non-fiction texts
Aerial photographs, satellite images, photographs, maps, film
Theme days</td></tr>
<tr><td>High Expectations
Children at ACE are expected to be RISK-TAKERS and choose their own level of challenge. Thereby taking control of their own learning.
Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show RESILIENCE. At ACE, we talk about being in the 'Learning Pit' and 'Wobbling'.
Resource boxes and Table packs develop INDEPENDENCE, support and deepen leaning.
Positive relationships between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best.
Setting high standards and expectations for behaviour.</td></tr>
</table>

Engagement and Enhancement • Pupils **demonstrating their learning** in a variety of forms, with a focus on enjoying the journey that comes from **DEEP THINKING, LEARNING** and **PROBLEM SOLVING**. • **Imaginative and creative approaches** to ensure lessons are interesting and stimulating. • Varied **teaching styles**. • Use of **ICT** to enhance learning experiences	
Learning Environment • Classrooms are bright, vibrant and **alive with learning**, following our 'communication friendly' guidelines. • Displaying **self-help working walls** to promote independence and perseverance • Examples of **WAGOLs (What a good one looks like)** and high quality pupils' work.	
Feedback • Use continuous **Assessment for Learning** to make ongoing judgements of pupils • **Teach at the Point of Learning (TaPoL)** to be responsive to children's needs. • Give **timely feedback** during the lesson. • Enabling pupils to **respond to feedback** (self, peer, adult) in an age appropriate way. Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and correct their learning outcomes. For example, pupils will make changes to their work. At ACE, this is known as **'Purple Polishing'.**	

Impact

Geography is monitored by the subject leader throughout all year groups using a variety of strategies such as book scrutiny, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers so that they can continually review and improve their practice. School leaders use the information to see if the children have developed the correct skills and knowledge for their milestone, making good progress from their starting points.

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of a geographical location or process.
- Children will become increasingly aware of how geographical events: human and physical have shaped the world that they currently live in.
- Children will have a good understanding of the location and characteristics of a range of the world's most significant and human features.
- They will also have a deeper understanding of geography on a local level and on a global-scale.
- Children will develop strong field work skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of geography.
- Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Assessment

Geography is assessed through teacher judgement and monitored by the subject leader and Senior Leadership Team. Proof of Progress Tasks and pupil voice supports teachers in making accurate judgements of what the children know.

The importance of vocabulary

Pupils with the most **extensive vocabulary** have:

- Better **reasoning, inference** and **pragmatic** skills
- Academic **success** and **employment**
- Better **mental health** in adulthood

At ACE, we believe pupils should be taught, systematically. A range of academic words so that they can articulate complex ideas

	EYFS	KS 1	LKS 2	UKS2
Geographical Enquiry Processes and Skills	Discuss Question Find out Sort Classify Explore Predict Experiment Compare Plan Discover Investigate	Observe Measure Record Investigate Contrast Research Using sources Compare Make connections Make conclusions Suggest Describe Identify Communicate Devise Question Draw Plan Data Survey Predict	Fact/opinion Evidence Artefacts Compare Contrast Reliability Continuity Significance Argue Reason Validate Draw contrasts Analyse trends	Deduct Infer Organise Information Reflect Interpret Perceptive questioning Form Conclusions Make links Judgement Sample Systematic Depict
Key Geographical Vocabulary	Wet Dry Up Down Left Right House Beach Farm Park Field River Office Road Map	Place Investigate Pertinent City Town Village Coastal Rural Continent Surrounding Locate Environment Characteristic World Atlas	Tropic of Cancer Tropic of Capricorn Arctic Antarctic Time Zone Topographical Land Use Volcano Water Cycle Earthquake	Effectiveness Aerial London Tube Map Climate Biome Settlement Economic Trade Distribution Energy Minerals Water supply Ordnance Survey Population

	Farm Shop Weather Beach Hill Mountain Soil Food Water	Globe Countries Ocean Human Features Physical Features United Kingdom Factory Compass North, South, East, West Construct Symbol Grid Reference Surrounding Environment Characteristic Locate Seasonal Daily Equator North Pole South Pole Valley		