

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.

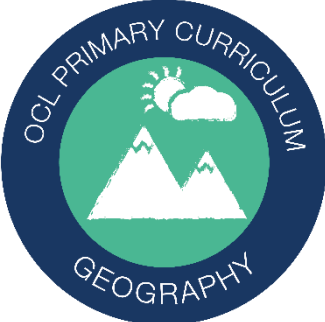
The context that our children and young people live in:

- 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:

	<p>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.</p>
	<p>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.</p>
	<p>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.</p>

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 Williamson'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				
Place	Space	Scale	Human and Physical geography	Environmental interaction & Sustainable development

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 generally weekly throughout the six themes. 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?	<ul style="list-style-type: none"> Children are introduced to the Oasis Global focus for their year group for the year. Children explore the physical and human characteristics of the UK which referred to each year to build upon. 	Weather diaries.
Autumn 2: Citizenship and the World	<ul style="list-style-type: none"> Locational knowledge is introduced and embedded within prior learning with a specific focus on retrieval practice. Case studies of areas of the world are the focus to continue to build the understanding of physical and human characteristics across the globe, including map work skills. 	
Spring 1: Heritage and culture	<ul style="list-style-type: none"> Impact of humans on the Earth: Civilisation over time. This enables a build of knowledge and understanding about environmental interaction and sustainable development, including further development map work skills. 	
Spring 2: STEAM	<ul style="list-style-type: none"> Application of knowledge and skills 	
Summer 1: Community	<ul style="list-style-type: none"> Development of an understanding of maps. Children will explore and use fieldwork to engage with their wider locality. 	
Summer 2: Performance	<ul style="list-style-type: none"> Links to the history element of Tudor times. 	

Summer 1	<p>Scale: use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>Scale: 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.</p>	<p>Scale: Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, and devise basic symbols, fieldwork, and geographical vocabulary.</p> <p><u>Orienteering:</u></p> <ul style="list-style-type: none"> • Tabletop maps • Using maps in classroom/hall • Introduction to maps • Orienteering maps • Location points following routes 	<p>Scale: Begin to ask questions. Identify places using maps, atlases, globes, aerial perspectives, make maps, and devise basic symbols, fieldwork, and geographical vocabulary.</p> <p>8 Compass points, 4 figure grid references.</p> <p><u>Orienteering:</u></p> <ul style="list-style-type: none"> • Developing map work and orientation of the school site • Simple star orienteering (School field/ playground) • Simple short courses on school field/ playground (few controls) • Setting up routes for each other using simple plans 	<p>Scale: Embed questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. 6 figure grid references.</p> <p><u>Orienteering:</u></p> <ul style="list-style-type: none"> • Consolidation of map work and orientation • Star orienteering • Variations of short courses (more controls) • Setting up courses for others using star orienteering and school plans/maps • Ground to map interpretation • Introduction to compass work 	<p>Scale: Embed questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. 6 figure grid references.</p> <p><u>Orienteering:</u></p> <p>Using off-site locations where possible</p> <ul style="list-style-type: none"> • Continue familiarisation with different maps and locations • Star orienteering off-site • Timed short courses • Score orienteering and competition
Summer 2	tbc	tbc	tbc	tbc	tbc	tbc

Annual knowledge organisation per year group

Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Who am I and who am I becoming?	<p>Intro Global Link with basic facts</p> <p>School environment Local walks UK location in world Areas of the UK overall with regions. Hub aspect. Physical and human identification of features.</p> <p>Weather diary with global link.</p>	<p>Intro Global Link with basic facts Continents of the World with UK and Oasis Global areas covered so far.</p> <p>Recapping the local UK knowledge from Y1. Physical and human comparison of features.</p> <p>Weather diary with global link.</p>	<p>Intro Global Link with basic facts Continents of the World with UK and Oasis Global areas covered so far.</p> <p>UK study: name and locate counties and cities of the United Kingdom, geographical regions. London as a capital city. National links to the 'place in world' threads and to OCL regions and schools. Link to another school for video call.</p> <p>Weather diary with global link.</p>	<p>Intro Global Link with basic facts. Continents of the World with UK and Oasis Global areas covered so far.</p> <p>National links to the 'place in world' threads and building on work in Y3 to identify human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers) of stage 1 areas.</p> <p>Weather diary with global link.</p>	<p>Intro Global Link with basic facts Continents of the World with UK and Oasis Global areas covered so far.</p> <p>National links to the 'place in world' threads and building on work in Y3/4 to identify human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers) of stage 2 areas.</p> <p>Weather diary with global link.</p>	<p>Intro Global Link with basic facts Continents of the World with UK and Oasis Global areas covered so far.</p> <p>National links to the 'place in world' threads and revisiting the work in Y3-6 to identify human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers).</p> <p>Weather diary with global link.</p>

Citizenship and the World	Around the world (their place in the world, concept of the world and scale, basic construct of Earth)	Wonderful world	Somewhere to settle	Extreme Earth	Exploring the world	Protect the world
	<p>Link back to work on local scale study & UK.</p> <p>Name, locate, and identify: 4 countries and capitals of UK & surrounding seas</p> <p>Name and locate: 7 continents & 5 oceans</p> <p>Through use of maps – use language N/E/S/W</p> <p>Continue weather diary with global link, starting to identify seasonal & daily weather patterns</p>	<p>Building on Y1 knowledge and comparing UK to non-European country (Oasis Global links)</p> <p>Identify hot & cold areas of the world in relation to Equator & North & South Poles</p> <p>Map work and fieldwork</p> <p>Knowledge and understanding of environmental change and sustainable development – links to weather</p>	<p>Building on Y1/2 knowledge (locational)</p> <p>In depth focus on Europe - concentrating on regions, key physical and human characteristics, countries, major cities leading to land use, settlements, and rivers (choose specific rivers in several continents to look at)</p> <p>Water cycle to be included in river work</p> <p>Identifying human and physical characteristics (links to Oasis Global and previous learning)</p> <p>Use of maps to locate and describe land use and recording on maps geographical features.</p>	<p>Building on Y1/2/3 knowledge (locational)</p> <p>Locate world's countries, recap Europe, (including location of Russia) and include Americas, concentrating on regions, Latitude, longitude, Equator, N. & S. hemispheres</p> <p>Describe and understand key aspects of: Climate zones, mountains, volcanoes, earthquake (choose specific areas in the world to do case study on)</p> <p>Continue use of maps to locate natural disasters – introduce 4 figure grid references and 8 Compass points.</p>	<p>Building on Y1/2/3/4 knowledge (locational)</p> <p>UK/ European country and/or N/S America.</p> <p>Physical and human comparisons including Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.</p> <p>Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones.</p> <p>Continue use of maps to locate and use to link back about land use, rivers etc.</p> <p>Continue use of 4 and move to 6 figure grid references.</p>	<p>Use Y1/2/3/4/5 knowledge (locational)</p> <p>rainforest.</p> <p>Describe and understand key aspects of biomes, vegetation belts,</p> <p>Using focus area look into types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals (rainforest - amazon)</p> <p>Embed questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record</p>
Heritage and culture	tbc	tbc	tbc	tbc	tbc	tbc
STEAM	tbc	tbc	tbc	tbc	tbc	tbc
Community	tbc	tbc	tbc	tbc	tbc	tbc
Performance	tbc	tbc	tbc	tbc	tbc	tbc

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 **Socratic** 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. Pop tasks at the end of 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.

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Place	Local scale study UK & Non - European country	<ul style="list-style-type: none"> Fieldwork, mapwork, regions, key physical and human characteristics, countries, major cities. 	<ul style="list-style-type: none"> Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.
Space	<ul style="list-style-type: none"> North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, and identify: 4 countries and capitals of UK & surrounding seas. 	<ul style="list-style-type: none"> Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Latitude, longitude, Equator, N. & S. hemispheres 	<ul style="list-style-type: none"> Locate world's counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.
Scale	<ul style="list-style-type: none"> Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, and devise basic symbols, fieldwork, and geographical vocabulary. 	<ul style="list-style-type: none"> Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs. 8 Compass points, 4 figure grid references. Fieldwork in local & wider localities & more distant locality – residential. 	<ul style="list-style-type: none"> Embed questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. 6 figure grid references. Fieldwork in local & wider localities & more distant locality – residential.
Human and Physical geography	<ul style="list-style-type: none"> Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles 	<ul style="list-style-type: none"> Describe and understand key aspects of: Climate zones, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use 	<ul style="list-style-type: none"> Describe and understand key aspects of biomes, vegetation belts, Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.
Environmental interaction Sustainable development	<ul style="list-style-type: none"> Knowledge and understanding of environmental change and sustainable development 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.