

# Geography

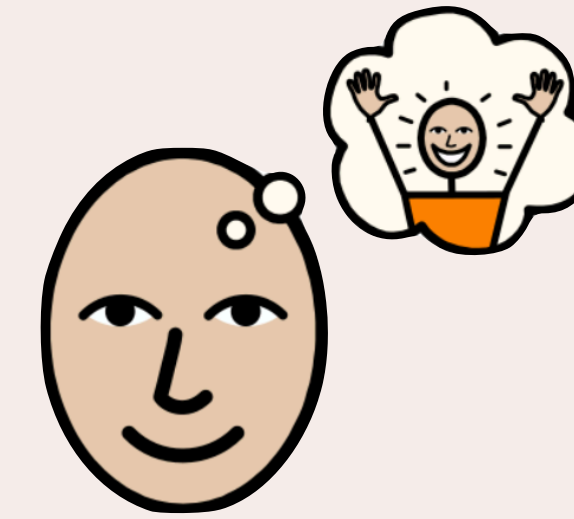
## Curriculum Drivers



Aspiration



Community



Creativity



Language and communication

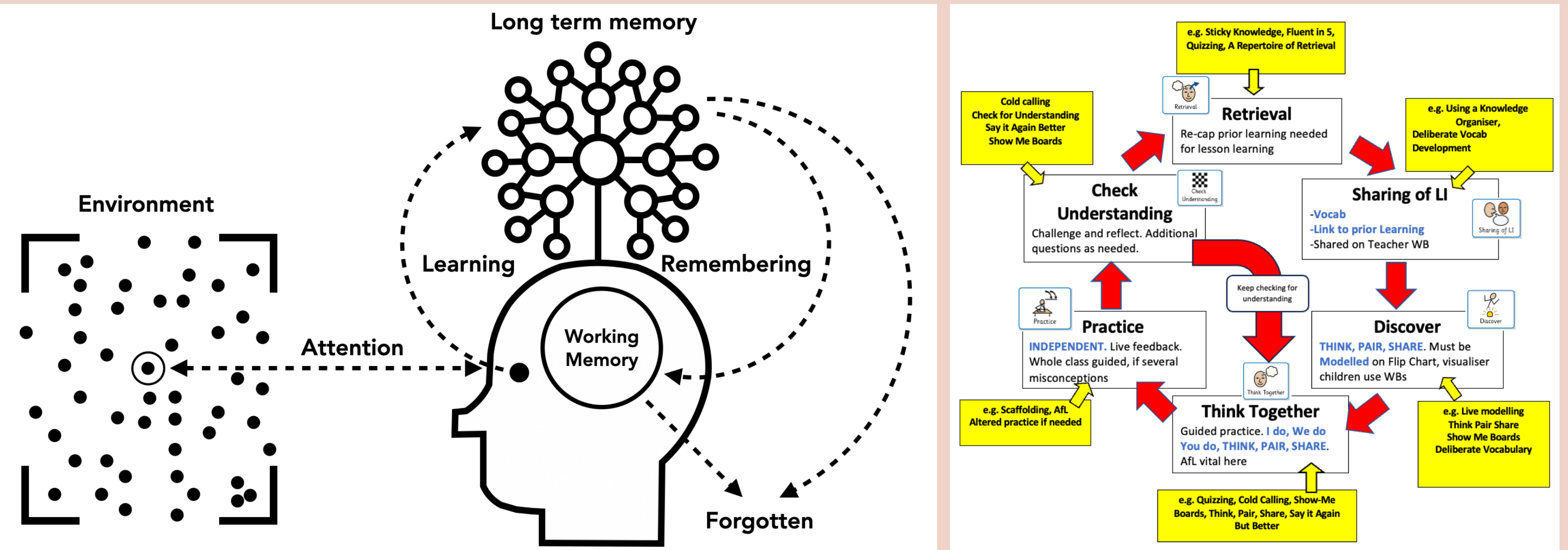


## Curriculum Drivers

At Marden Vale we believe that our curriculum should offer not only the national curriculum but life skills and experiences beyond this. When designing our curriculum, we took into account the needs of our learners and community, our vision and values, and the location of our school. These curriculum drivers are used to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families.

Our four key drivers are  
Aspiration, Community, Creativity  
and Language and  
Communication.

## Learning model and lesson design



Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

# Our Curriculum Drivers

## Aspiration



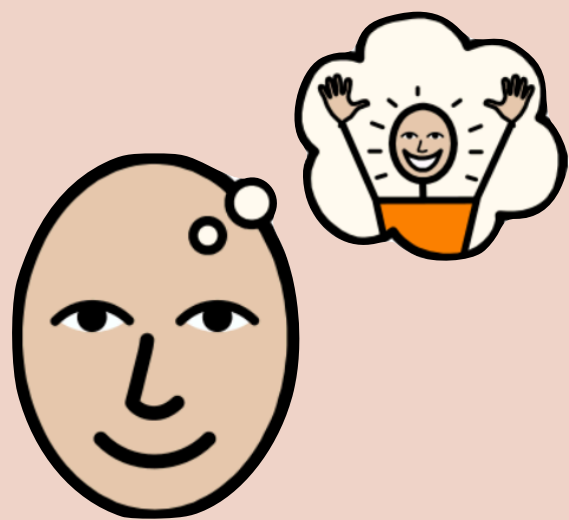
Children are able to identify locations and aspire to learn about and go beyond their local geography.

## Community



Children are able to understand their local community. They know where they live and how they can impact their local area, including recycling, pollution and land use. Children learn about the wider world and other communities and their similarities and differences.

## Creativity



Children are inquisitive and want to learn about the world around them.

## Language and communication



Children are able to talk confidently about local and national geography. They are able to communicate their ideas and thoughts in a range of ways through geography.

# Intent

Geography has always been held in high regard at Marden Vale CofE Academy. Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The Geography curriculum at Marden Vale CofE Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Marden Vale CofE Academy aims to ensure that all pupils:

- Gain knowledge and understanding of places in the world, including those of the local area;
- Increase their knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- Learn graphic skills, including how to use, draw and interpret maps;
- Know and understand environmental problems at a local, regional and global level;
- Are encouraged to commit to sustainable development and an appreciation of what 'global citizenship' means;
- Develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way;
- Are aware of the part that other people play in the making and shaping of environments around the world.

# Implementation

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Each topic is introduced with reference to previous topics (including those from previous years). Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a secure understanding of British geography and that of other regions and countries of the world.

Cross curricular outcomes in Geography are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of geographical interest and learning outside the classroom also identified and embedded in practice.

Planning is informed by and aligned with the National Curriculum. In addition, teachers, in some year groups, are trialling the 'Collins Connected Geography' enquiry based plans and resources. However, teachers' lesson design is not limited by the scheme. Children are taught a range of geographical skills, including interpreting and reading maps, comparing, contrasting biomes and understanding their role as global citizens. Increasing mastery of the subject occurs as a result of a pupil combining the application of key subject skills, processes and subject vocabulary with the development of knowledge and understanding.

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.

## Impact

Outcomes in topic books evidence a broad and balanced Geography curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning, Children are knowledgeable about the world and country in which they live county and country knowledge. The children are confident in discussing their increasing Geography understanding.

# Geography at Marden Vale

## Early learning goals and National Curriculum

### EYFS

Explore the natural world around them, making observations,  
Know similarities and differences between environments.  
Describe their immediate environment.  
Explore maps.

### KS1

Name and locate the continents and oceans.  
Name, locate and identify characteristics of the countries and capital cities in the UK.  
Understand similarities and differences.  
Identify seasonal and weather patterns in relation to the equator and poles.  
Use a range of fieldwork techniques, including maps, atlases and compasses.  
Use aerial photographs and explore human and physical features.

### KS2

Locate the worlds' countries and key features and characteristics.  
Name and locate counties and cities in the UK and explore land use patterns.  
Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Antarctic and Arctic circle and time zones.  
Understand similarities and differences.  
Describe and understand key human and physical aspects.  
Use a range of fieldwork techniques such as maps, atlases and digital mapping to locate and describe places.  
Use the 8 points of a compass, four and six figure grid references.  
To use fieldwork to explore the local area.

## Our Big Ideas that link the learning



Climate



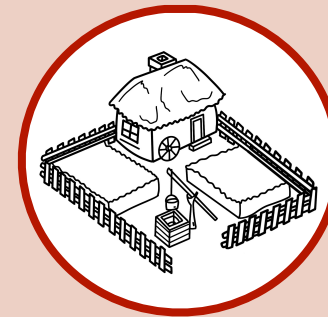
Environment



Trade



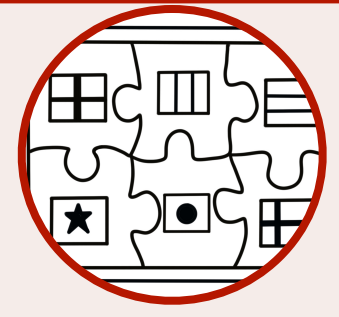
Disaster



Settlement



Industry



Diversity



Change

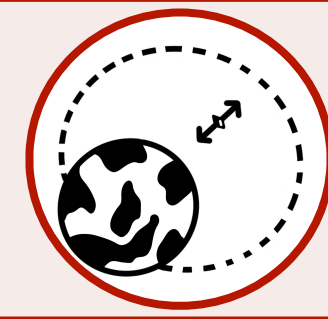


Distribution

## Collins Programme Second Order Concepts



Interaction



Scale



Interdependence

# Our Big Ideas

## Climate

The long-term pattern of weather in a particular area.



## Environment

The surroundings of a place in which an animal or a plant lives and interacts.



## Trade

The exchange of goods for money between producers and consumers.



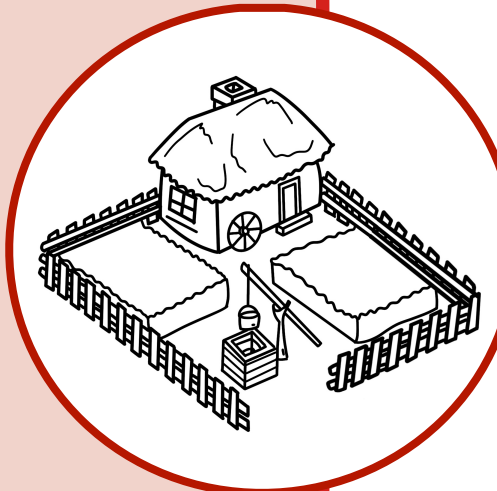
## Disaster

A major natural or man-made occurrence that causes widespread disruption.



## Settlement

Places where people live or sometimes work.

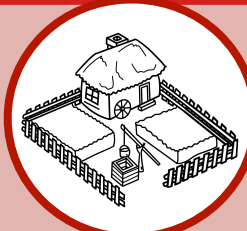


## Industry

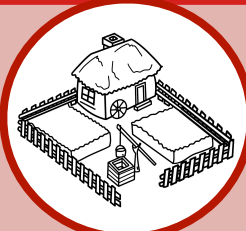
Businesses and factories that convert raw materials into goods or that provide useful services.



# Our Big Ideas



EYFS



KSI



Throughout their time in EYFS, our children will explore the concepts of settlements, climate and environment. Children will explore these concepts through relevant learning linked to their local environment. During the year, children will also learn about another country in depth and make comparisons.

Year 1

Year 2

Autumn 1

Settlement

Autumn 1

Trade

Spring 1

Climate

Spring 1

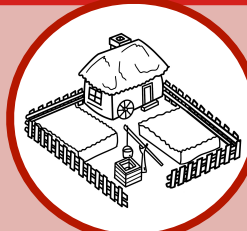
Climate

Summer 1

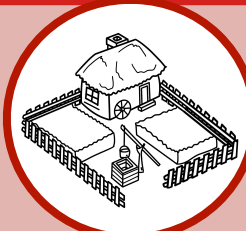
Environment

Summer 1

Settlement



LKS2



UKS2



Year 3

Year 4

Year 5

Year 6

Autumn 1

Settlement  
Environment

Autumn 1

Settlement  
Disaster

Autumn 1

Environment  
Industry

Autumn 1

Environment  
Settlement

Spring 1

Climate  
Industry

Spring 1

Environment  
Trade

Spring 1

Environment  
Trade

Spring 1

Trade  
Industry

Summer 1

Disaster  
Environment

Summer 1

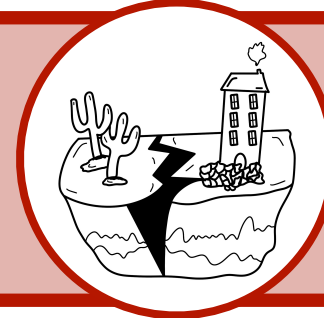
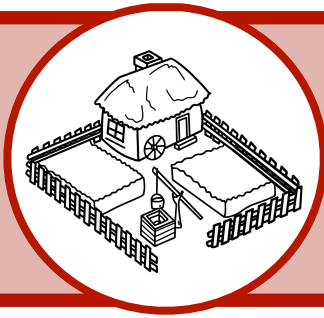
Climate  
Environment

Summer 1

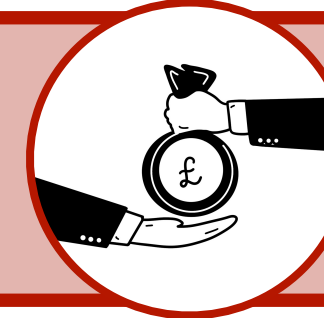
Disaster  
Settlement

Summer 1

Climate  
Disaster



# Geography Curriculum Overview



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p>In EYFS, our children explore geography throughout the year using the DSAT EYFS curriculum as a basis for learning, with a focus on Understanding the World.</p>	What is the geography of where I live like?	Why does it matter where my food comes from?	How and why is my local area changing?	Why is Jane's house only worth £1?	What is a river?	Who are Britain's National parks for?
Term 2							
Term 3		How does the weather affect our lives?	Why don't penguins need to fly?	Beyond the Magic Kingdom: what is the sunshine state really like?	How can we live more sustainably?	Why are mountains so important?	Why is fair trade fair?
Term 4							
Term 5		Why do we love being beside the seaside?	Whereabouts in the world is home for Denise and how does it compare with where I live?	Why do some earthquakes cause more damage than others?	Why are jungles so wet and deserts so dry?	How do volcanoes affect the lives of people on Hiemaey?	How is climate change affecting our world?
Term 6							

# Geography at Marden Vale

Year  
1

In EYFS, our children explore geography throughout the year using the DSAT EYFS curriculum as a basis for learning, with a focus on Understanding the World.

What is the geography of where I live like?

How does the weather affect our lives?

Why do we love being beside the seaside?

EYFS

Whereabouts in the world is home for Denise and how does it compare with where I live?

Why don't penguins need to fly?

Why does it matter where my food comes

Year 2

Year 3

How and why is my local area changing?

Beyond the Magic Kingdom: what is the sunshine state really like?

Why do some earthquakes cause more damage than others?

Why are jungles so wet and deserts so dry?

How can we live more sustainably?

Why is Jane's house only worth £1?

Year 4

Year 5

What is a river?

Why are mountains so important?

How do volcanoes affect the lives of people on Himaey?

How is climate change affecting our world?

Why is fair trade fair?

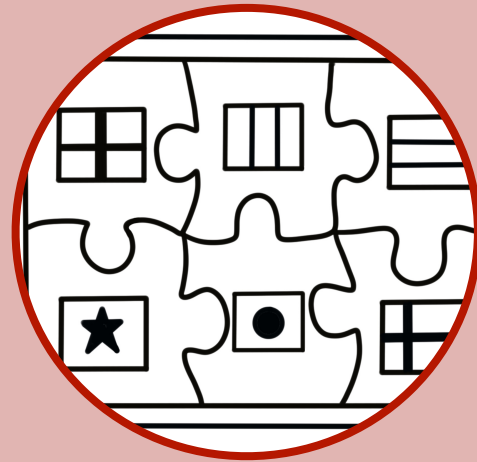
Who are Britain's National parks for?

Year 6

Our second order concepts shape the questions we ask

Diversity

The variety and distinctiveness of the physical and cultural composition of the society of a place.



Change

The alteration or modification of places over time as a result of natural and human processes.



Distribution

The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.



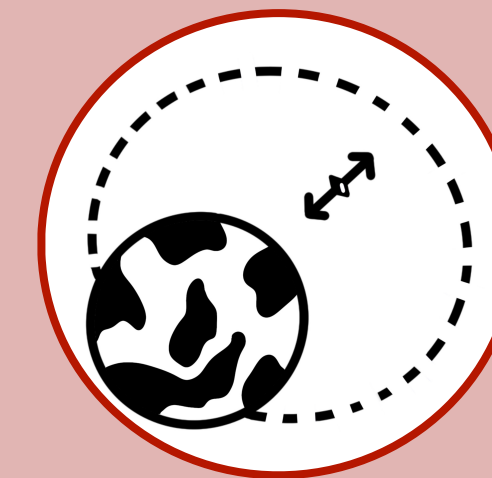
Interaction

How the physical and human elements of a place affect or impact each other and other places.



Scale

The size or extent of the area of the place e.g. local, regional, national, international or global



Interdependence

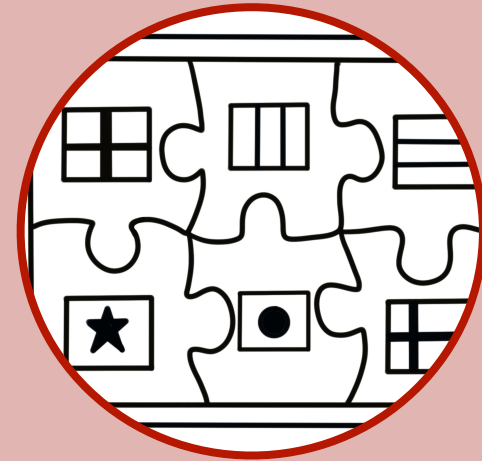
The degree to which what happens in one place impacts positively or negatively on what happens in another.



## Our second order concepts questions

### Diversity

Who am I?  
Where do I come from?  
Who is my family?  
What is my 'story'?  
Who are the people around me?  
Where do they come from?



### Change

Is the change slow or rapid?  
Can the changes be changed, reversed, slowed down?  
Has the feature always been there?  
How has it changed through time?  
What factors have influenced this change?



### Distribution

Why is it in this location?  
Where is it in relation to similar features?  
What are the similarities and differences between these?  
What kind of distribution does it portray?



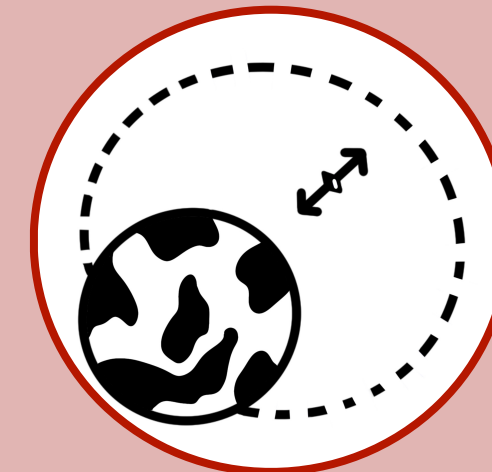
### Interaction

How have humans had an impact on this area?  
Have humans had a positive or negative impact?  
In what ways do we depend on this environment?  
Have humans adapted their lives to use the resources in the natural environment?



### Scale

How large an area does it cover?  
Is this a local, regional, national, international or global issue?  
Has the scale increased or decreased over time?  
What is the cause of this?



### Interdependence

How do elements of the environment interact with each other?  
Do they help or hinder?  
Could this be successful in an alternative environment?

