



OCL Primary Curriculum Geography Oasis Academy Temple

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.

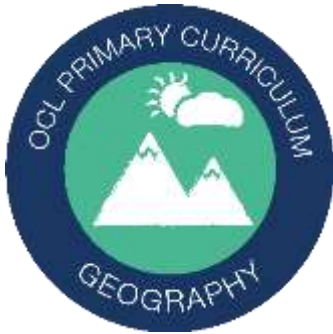
The context that our children and young people live in:

- 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 – 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 a 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 our 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

Subject Progression Map			
Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Place	<ul style="list-style-type: none"> 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.

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:

			Other

Autumn 1: Who am I and who am I becoming?	Children are introduced to the Oasis Global focus for their year group for the year in this theme. Children explore the physical and human characteristics of the UK which are gradually built on each year to develop human and physical knowledge.	Weather diaries
Autumn 2: Citizenship and the World	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	The Core Concept of Scale 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 Environmental Interaction and Sustainable Development 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	The Core Concept of Scale will be focused on in this unit. Children will build on their ability to locate different cities, countries and continents on a various maps. Children will investigate further as to what life is like in the areas located both from a human and physical geography perspective. The moments and movements looked at in History will be incorporated into the Geography lesson and map work.	
Summer 2: Showasis	This unit gives children the opportunity to complete a fieldwork project. Children will decide on a question to ask about their school grounds, school community or their local area and secondary schools in a progressive way from Y1-6. 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

	Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Who am I? Who am I becoming?	My location/ South Africa	UK/ India	Uganda	Mozambique	Belgium	UK
Term 2	Citizenship and the World	Around the World	Wonderful World	Somewhere to settle	Extreme Earth	Exploring the World	Protect the World
Term 3	Heritage and culture	Map Reading: Plans	Map Reading: Simple Maps or personal significance	Map Reading: Atlas, Globe, Digital Mapping	Map Reading: To locate and use scale	Map Reading: 8-point compass 6 Figure Grid References	Map Reading: Using Maps to explain and communicate
Term 4	Building our Sustainable World	Global Goal 12- Responsible Consumption and Production	Global Goal 3- Good Health	Global Goal 14- Life Below Water	Global Goal 15- Life on Land	Global Goal 6- Clean Water and Sanitation	Global Goals 7/13-
	International Women's Day humanities focus	Wangari Maathai - Deforestation	Greta Thunberg - Climate Change	Katherine Johnson/Mary Jackson - Black women in NASA	Rosa Parks - Segregation	Malala Yousafzai - Girls' education	Climate Action Affordable and Clean Energy

Term 5	Building an Inclusive World	Countries, Capitals and Seas of the UK	Continents and Oceans of the World	Europe (Rivers and mountains)	The Americas (Rivers and mountains)	Where in the World?	Emmeline Pankhurst - Votes for women
Term 6	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- Our local area- buildings and amenities	China

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 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 and end of unit essays where children can demonstrate the knowledge they have obtained throughout the unit to answer a specific question.

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 beginning of lessons 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. End of unit essays are used to assess children's knowledge and understanding of a unit of work 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 (EYFS)	Progression Point 2 (KS1)	Progression Point 3 (LKS2)	Progression Point 4 (UKS2)
Place	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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"> • Locate where I live and areas around the school 	<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 countries, cities, geographical regions, characteristics, topographical features, land use & changes over time.
Scale	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<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"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<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"> • Understand some important processes and changes in the natural world around them, including the 	<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 	<ul style="list-style-type: none"> • Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.

	seasons and changing states of matter		have changed over time	
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Impact Statement at OAT

Approach to environment

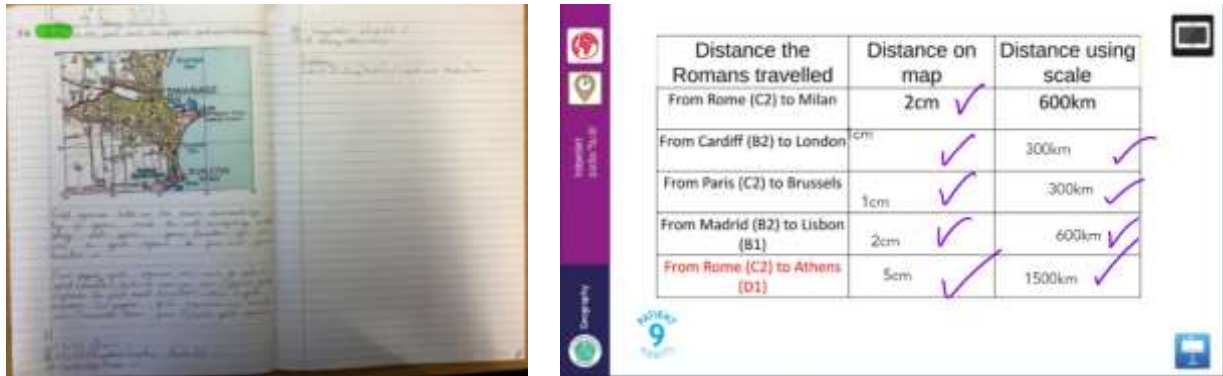
For both Geography and History, knowledge is displayed on our classroom Knowledge Maps. On the display, the following things should be included (see image below):

- unit title
- sequence of learning for both subjects;
- key vocabulary with definitions – use of Widgit dictionary will make this accessible by all;
- key knowledge for the unit of work taken from the unit overview;
- timeline for that unit of work;
- enlarged world map with compass directions;



Approach to recording

Depending on the independent task, we use a mixture of recording work on Showbie, and in pupils' curriculum books.



Approach to monitoring

All leaders having access to Showbie across the school is an effective and efficient tool for monitoring the Geography Curriculum. Here, leaders can monitor that the curriculum coverage is being achieved, the quality of the work that the pupils are producing and teacher assessment of that work. Leaders also use pupil voice to monitor the pupils' understanding of their current Geography theme, how well they are retaining their learning and if they are making links across the curriculum.

Approach to assessment

During the unit, children may engage in Socrative quizzes where they are presented with a range of multiple choice and explanation questions to answer regarding their learning. Units are also ended with a POP task activity where children use their retention skills to answer questions about their learning from the theme they have just explored. Children also complete pre and post assessment quizzes on Smartgrade. Teachers can then assess any gaps children have from the previous unit of work or gaps in the upcoming unit of work and adapt their planning accordingly.

Marking and feedback

Teachers use marking and feedback sheets for each lesson. They highlight children in yellow if they have understood the lesson but need some more input to have fully understood the new knowledge; children will be highlighted in pink if they have not understood the learning and need a re-teach of the key knowledge. This could be a short teacher input in the next lesson's Do Now. Children who have fully understood the new learning will be left blank. Teachers may correct in red pen and give verbal feedback to children. Pupils then respond to feedback in green pen. Focus is primarily on spelling, grammar and date corrections.

Approach to Inclusion

PRACTICES TO SUPPORT ACADEMIC PROGRESS For SEND PUPILS – SUBJECT SPECIFIC

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. At OATs, we develop a repertoire of these strategies, which can use daily and flexibly in response to individual needs. These are used as the starting point for classroom teaching for all pupils, including those with SEND.



At OATS, we incorporate the ‘Five a day’ principle within our pedagogical model of teaching. The “I do, we do, you do” is a teaching strategy that involves a gradual release of responsibility from the teacher to the students. The three phases are:

- **I do:** In this phase, the teacher models how to complete a task or solve a problem. The teacher may use think-alouds, demonstrations, or other methods to show the students how to do the task.
- **We do:** In this phase, the teacher and the students work together to complete the same task or solve the same problem. The teacher provides support and guidance as needed, but the students actively participate in the task.
- **You do:** In this phase, the students work independently to complete a similar task or solve a similar problem. The teacher provides feedback and support as needed, but the students are responsible for completing the task independently.

The goal of the “I do, we do, you do” strategy is to gradually shift the responsibility for learning from the teacher to the students. Students can build their skills and confidence over time by starting with explicit instruction and modelling, moving to guided practice, and finally to independent practice.

	I Do	We Do	You Do
Area of SEND			
Physical/Sensory <i>Fieldwork – ear defenders if needed, - consider route taken and accessibility and speed</i>	<u>Visual</u> Enlarged pictures on the screen Adaptive equipment as advised by MSSS Considered seating – clear view of interactive whiteboard with consideration given to displayed information Turn lights off for videos Upload transcript to show in large font Use of visualiser with	Explore physical maps/globes Physical copies of activities for discussion (showbie) Considered seating Ensuring space is appropriate	Explore physical maps/globes Pictures on showbie to enable zooming to enlarge Voice noting (teacher/TA) Voice recording learning (child)

	<p>child physically exploring a map/globe at the same time</p> <p><i>Fieldwork – positioned close to adult for instruction</i></p> <p><i>Fieldwork – iPad available for portable visualiser</i></p> <p><u>Auditory</u></p> <p>Considered seating – close to the front so they can hear</p> <p>Face children when doing input</p> <p>Repeat instruction slowly</p> <p>Wear radio aid</p> <p>Repeating key vocabulary with gesture/actions</p> <p><i>Fieldwork – positioned close to adult for instruction</i></p> <p><u>Physical</u></p> <p>Ensuring space is appropriate</p> <p><i>Fieldwork – consider risk assessments and adult</i></p>		
<p>SEMH</p> <p>Task Planner</p> <p><i>Fieldwork – pre-tell children of task and possible triggers – positioned with a trusted adult – use of ear defenders</i></p>	<p>Visual timetable</p> <p>Clear instructions</p> <p>Clear expectations</p> <p>Small steps</p> <p>Use of choices to support understanding</p> <p>Use of fiddle toys/wobble cushion</p>	<p>Considered seating</p> <p>Working in small groups, trusted adult circulating</p> <p>Clear expectations/instructions of task</p> <p>Use of timer</p> <p>Maps, globes, atlases, artefacts, photographs, etc are labelled clearly and are accessible.</p>	<p>Now and Next board</p> <p>Considered seating</p> <p>Working in small groups, trusted adult circulating</p> <p>Brain breaks</p> <p>Praising the small steps</p> <p>Use of zones of regulation</p> <p>Use of timers</p>
<p>Cognition and Learning</p>	<p>Use of communication in print</p> <p>Colourful semantics (colour coding)</p> <p>Use of mixed ability pairs</p> <p>Visual vocab using actions</p> <p>Recall questioning focusing on who/what/where/when</p> <p>Pre-teach and repetition of vocabulary</p> <p>Limited and precise</p>	<p>Repetition of vocab</p> <p>Opportunities for partner talk with word banks and sentence stems</p> <p>Additional time to explore key geographical questions/geographical resources</p> <p>Transcripts available for video stimulus with highlighted/widget key vocab</p> <p>Pre-warn of asking them to share an answer with</p>	<p>Writing frames using backwards fading</p> <p>Word banks with carefully selected visual vocabulary</p> <p>Audio recording or acting out learning</p> <p>Prompt cards</p> <p>Condense amount of text</p> <p>Multi-sensory activities; matching tasks, role play, sorting tasks, etc.</p>

	instructions.	the class	
Speech, Language and communication need Pre-teaching vocabulary prior to lesson Mr Word	Colour coding vocabulary Using the same name/ word for objects consistently Offering simple vocabulary to support understanding and exposing children to ambitious vocabulary to stretch Colour coding brain dumps/ mind-maps Speak clearly/considered speed	Reference to colour coded vocab throughout Carefully considered adapted video use Repeated instructions/modelling as required Range of activities to enable access (picture stimulus, audio stimulus etc) Use AAC Use of Knowledge Organiser Simple questions – show yes/no with thumbs up/down Considered partners Clear, precise instructions	Use of colourful semantics sentences Clearly worded questions Voice noting Word banks Use of AAC