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:

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

Implementation

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

Using research from Dan 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?	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 loo 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 incorporated into the Geography lesson and map work.	
Summer 2: Performance and Transition	TBC	

Annual knowledge organisation per year group

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

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Global Community	Oasis Global Area: South Africa	Oasis Global Area: India	Oasis Global Area: Uganda	Oasis Global Area: Mozambique	Oasis Global Area: Belgium	Oasis Global Area: UK

Term	Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**Who am I? Who am I becoming?**	My location/ South Africa	UK/ India	Uganda	Mozambique	Belgium	UK
Autumn 2	**Citizenship and the World**	Around the World	Wonderful World	Somewhere to settle	Extreme Earth	Exploring the World	Protect the World
Spring 1	**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
Spring 2	**Building our Sustainable World**	Global Goal 12- Responsible Consumption and Production	Global Goals 8- Decent Work and Economic Growth	Global Goal 14- Life Below Water	Global Goals 15- Life on Land	Global Goals 6- Clean Water and Sanitation	Global Goals 7/13- Climate Action Affordable and Clean Energy
	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	Emmeline Pankhurst - Votes for women
Summer 1	**Building our Inclusive World (Space)**	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?	China
Summer 2	**TBC**	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 Socrative quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, end of unit assessment quizzes and Student Portfolios in Showbie.

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

Geography Specific Impact Measures

In Geography quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the

lessons also interrupt the forgetting curve to enable faster access to prior learning. 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	Fieldwork, mapwork, regions, key physical and human characteristics, countries, major cities.	Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.
Space	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.	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	Locate world's counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.
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.	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.	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	Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles	Describe and understand key aspects of: Climate zones, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use	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	Knowledge and understanding of environmental change and sustainable development	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	Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.