



Nova Geography Curriculum

Intent Our geography curriculum provides all pupils at Nova Primary Academy with relevant and coherent understanding of the world and their place in it selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise geography, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:

Space and Place: Developing and understanding of space through ideas related to location, distribution, pattern and distance. Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.

Physical Processes: How the Earth's natural processes shape and change the surface of the Earth. This includes the structure of the Earth, and the physical features we see on land as well as weather and our changing climate.

Human Processes: The processes and phenomena that are caused by or relate to people including, the use of resources; the distribution and changes to population and communities and the features of economy and development.

Our geography curriculum has been carefully crafted to integrate fundamental disciplinary knowledge while fostering the capacity to tackle complex, geographically pertinent inquiry questions. It empowers students with the expertise needed to think, engage, and operate as proficient geographers. The Nova geography curriculum gives pupils a balanced view of the countries of the world and addresses misconceptions and negative stereotypes. Our geography curriculum teaches core disciplinary knowledge and the ability to approach challenging, geographically-valid questions. Geographical skills and subject-specific knowledge are built on gradually from EYFS to Year 6 and, where appropriate, learning reviews and builds on relevant knowledge that is first taught in mathematics and science.

Our curriculum has been thoughtfully devised to instill a passion for geography, igniting a sense of wonder that encourages further exploration of the world and one's role within it. Within our curriculum there are built in opportunities to undertake fieldwork, outside the classroom and virtually.

Implementation Our geography curriculum is planned from the national curriculum and supported with resources from the United Learning Curriculum.

In Early Years, our pupils are first given the opportunity to develop a curiosity for geography, geography skills are taught within Understanding the World in the Early Years' curriculum. Pupils are introduced to the concept of community and relate this to their own lives, the people in it and their roles in society. In EYFS, our pupils will start to explore the environment around them learning about changing seasons, weather and wildlife. Before moving in to Year 1, pupils will learn about landmarks in our local area and be introduced to maps.

In Key Stage 1, pupils build on their learning from EYFS by learning about different types of settlements. They will learn to explore and use oblique and aerial photographs and plan views of maps before building up to creating their own map with a route that uses directional language. Pupils will be introduced to geographical scale and will learn about the four countries of the UK. Within this learning, they will be introduced to differences and similarities between urban, rural and coastal areas. Building on their learning on the UK, pupils will learn about the seven continents of the world using globes and atlases. This includes a comparison between the UK and Kenya. In KS1, pupils are introduced to physical and human features and will start to learn to complete fieldwork using scaled drawings, compass directions, map keys and symbols. They will also learn about weather and climate including exploring hot and cold places in the world. At the end of KS1, pupils will learn about rivers, seas and oceans including their uses and how they can be protected. All of this learning will be built on in KS2.

In Key Stage 2, pupils study the four countries of the UK in more detail as well as learning more about Europe as a continent. They will build on their fieldwork knowledge by learning about and using 8 points of a compass, different types of map (including Ordnance Survey) and 6 figure grid references. Pupils will learn more about the earth including volcanoes, earthquakes and how these affect settlements by using case studies. In KS2, pupils will also learn about North and South America and within this, the water cycle, rainforests and biomes. Pupils will be introduced to tourism and world trade which will include an exploration of natural resources. Building on their learning about the Earth, pupils will learn about lines of longitude and latitude, hemispheres and the Tropics of Cancer and Capricorn. In upper KS2, pupils will learn about cause and effect of migration which includes a study of real migrant experiences. They will also learn about climate change, global warming and renewable and non-renewable energy sources.



Implementation

Our curriculum has been designed to be ambitious for our pupils. Our lessons are planned and taught so that previous knowledge is revised and built on. Geography skills are taught progressively through our curriculum and pupils build on prior learning whilst also developing a better understanding of subject specific vocabulary. Subject Leaders create knowledge organisers which outline the key vocabulary and key substantive and disciplinary knowledge for that unit. In our geography planning and teaching, we provide the following:

- Key skills at the beginning of every lesson that revisit and embed previous learning
- Opportunities and questioning used to revisit and consolidate prior learning.
- Educational visits, visiting experts and artefacts enhance the learning experience.
- Opportunities for all pupils to see themselves and their community reflected in the curriculum.
- Learning that is accessible for pupils of all abilities. Scaffolds or adult support is provided when needed.

Our geography curriculum is taught in a blocked approach in each term across the school year. This means that pupils will be able to build on previous learning in a sequenced approach over the course of 3 weeks. In classrooms, teachers will display the subject specific vocabulary. Teachers will either choose to have a working wall that shows the learning journey of their unit or a display of the learning intentions.

Impact Our geography curriculum is sequenced and planned to demonstrate progression. Pupils will build their understanding of our world and develop their geographical procedural skills. Pupils will develop their understanding of location, distribution, pattern and distance whilst also developing a sense of place and character. They will learn about the Earth's natural processes and features of different types of environment. Pupils will also learn about the effect humans have on our planet including the use of resources, distribution and changes in population and the features of economic development.

They will build in their own geographical thinking and form a better understanding of how geographers learn about the world. Our pupils will develop enthusiasm and passion for geography and become curious about the world we live in. Our curriculum is designed to be ambitious and challenging. We believe that if pupils are keeping up with the demands of each lesson, that they are making good or better progress.

We also measure the impact of our history curriculum in the following ways:

- Pre and post learning quizzes designed to address gaps at the beginning of the unit and reflect on learning at the end of the unit.
- Pupil's books and pupil discussions about their learning.
- Teachers discussing learning with pupils in the lesson and reflecting where additional support or challenge may be needed.

Our geography curriculum is also planned in a way which promotes the cultural capital of all our pupils. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors, organising geography activities. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences.



Locational Knowledge	
Name and locate the world's seven continents and five oceans	Year 1 Summer: There You Are
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Year 1 Spring: Where We Are
Place Knowledge	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Year 1 Summer: There You Are
Human and Physical Geography	
Identify seasonal and daily weather patterns in the United Kingdom	Year 1 Science: Seasonal Changes
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Year 2 Spring: Hot and Cold Deserts
Use basic geographical vocabulary to refer to:	Year 1 Autumn: Here I Am
<ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port and harbour. 	Year 1 Spring: Where We Are Year 2 Summer: Rivers, Seas and Oceans
Geographical Skills and Fieldwork	
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Year 1 Summer: There You Are Year 2 Summer: Rivers, Seas and Oceans
Use simple compass directions (North, South, East and West)	Year 2 Autumn: Minimappers
Use locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.	Year 1 Autumn: Here I Am
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Year 2 Summer: Rivers, Seas and Oceans
Devise a simple map; use and construct basic symbols in a key	Year 2 Autumn: Minimappers
Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.	Year 1 Autumn: Here I Am Year 2 Autumn: Minimappers



Alignment to the National Curriculum KS2

Locational Knowledge	
Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities: Europe, North America and South America.	<p>Year 3 Summer: Looking at Europe and Tourism</p> <p>Year 5 Autumn: Investigating World Trade</p> <p>Year 4 Autumn: Looking at South America and Brazil</p>
Name and locate countries and cities of the United Kingdom, geographical regions and their 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 changes over time.	<p>Year 3 Autumn: UK</p> <p>Year 6 Spring: Looking at North America and Water</p>
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian	Year 4 Autumn: Looking at South America and Brazil
Place Knowledge	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Year 6 Spring: Looking at North America and Water



Alignment to the National Curriculum KS2

Human and Physical Geography	
Describe and understand key aspects of physical geography including: <ul style="list-style-type: none"> •Climate zones, biomes and vegetation belts •Rivers •Volcanoes •Mountains •Earthquakes •The water cycle 	<p>Year 5 Summer: Climate Across the World</p> <p>Year 6 Spring: Looking at North America and Water</p> <p>Year 3 Spring: Volcanoes</p> <p>Year 3 Autumn: UK</p> <p>Year 4 Summer: Earthquakes</p> <p>Year 6 Spring: Looking at North America and Water</p>
Describe and understand key aspects of human geography including: <ul style="list-style-type: none"> •Types of settlement and land use •Economic activity including trade links •Distribution of natural resources including energy, food, minerals and water 	<p>Year 3 Autumn: UK</p> <p>Year 5 Autumn: Investigating World Trade</p> <p>Year 5 Summer: Climate Across the World</p> <p>Year 6 Spring: Looking at North America and Water</p>
Geographical Skills and Fieldwork	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<i>Variety of map types introduced throughout Key Stage</i>
Use the eight compass points	Year 3 Autumn: UK
Four-figure grid references	Year 5 Autumn: investigating World Trade
Six-figure grid-references	Year 6 Summer: I am a Geographer
Symbols and key (including OS maps)	Year 3 Autumn: UK
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Year 6 Summer: I am a Geographer