Spaxton
Founded 1860
C of E Primary School

Our Curriculum

Geography

'Together we Flourish and Achieve'

Geography Curriculum

Contents

Intent

By the end of their time at Spaxton, pupils won't just know where places are on a map—they will understand why geography matters. They will have the knowledge, curiosity, and skills to navigate the world with confidence, seeing it not as something distant, but as something they have the power to explore and influence.

At Spaxton, we believe that all children should:

- Experience an exciting and empowering journey, designed to broaden pupils' horizons and inspire a lifelong curiosity about the world beyond our village. Our curriculum recognises that not every child will have had the opportunity to travel beyond our village—and that's where Geography has the power to inspire.
- Explore global locations, cultures, and environments, to fuel ambition and curiosity,
- Be encouraged to want to see the world for themselves rather than feeling isolated in their immediate surroundings.
- Be taken from the familiar landscapes of our rural surroundings to the vast diversity of national and international locations, ensuring they develop a deep, connected understanding of the world.
- Build on their learning moving from local, to national, to global, so that as pupils grow, their awareness of the world expands with them.
- Develop strong locational knowledge, learning to accurately place key locations around the world in relation to Spaxton and other areas studied.
- Explore global phenomena, from climate change to natural disasters, learning how these occur, why they matter, and how they shape the places we study.
- Make comparisons, building a rich picture of similarities and differences between places, understanding not just where places are, but why they are the way they are.
- Develop a deep understanding of both human and physical geography, recognising the benefits and challenges of different environments.
- Investigate the impact of human activity on the planet, understanding how people interact with and shape the world's natural resources.
- Engage in fieldwork, equipping pupils with the skills to conduct meaningful geographical enquiries, using the right methods to gather and analyse data.

Our Geography curriculum also provides opportunities for pupils to develop a deep awareness of the climate emergency and their role in shaping a sustainable future. Pupils explore what is needed to reverse climate change, analysing the consequences of inaction and identifying practical, positive steps they can take to contribute to global and local solutions. Through discussion, research, and real-world examples, they develop the confidence to take meaningful action in response to the challenges facing our planet.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development**: It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at

Spaxton are well-rounded and prepared for next stage of learning and any other future challenges.

2. **Engagement and Motivation**: A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving**: Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect**: Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning**: Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond
6. **Personal Growth and Well-being**: Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Implementation

At Spaxton, we teach in mixed-age classes and implement a 2/3 year rolling programme to ensure a progressive and coherent curriculum. **It is imperative that it is understood that children will meet what is expected at the end of a phase rather than at the end of a year.** This is crucial in understanding our curriculum.

Our Geography Lead, has spent a significant amount of time carefully constructing supportive booklets which are rooted in the principles of the OfSTED research review series to ensure children engage with the subject disciplines appropriately, acquiring both substantive and disciplinary knowledge. Although units are sequenced, **teachers have autonomy to add or delete component parts to meet the needs of their classes.**

All staff use high-quality teaching and make use of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology to ensure a supportive environment for all pupils, without exception.

At the start of each unit, teachers use a range of assessment techniques to ascertain pupils' current attainment and skill level, and adapt planning where necessary. This continues throughout the unit, including addressing any identified misconceptions or misuse of vocabulary. At the end of the unit, teachers assess current skill and knowledge to inform future planning.

Outcomes for Geography at Spaxton

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
key places' locations in the world in relation to other places known	how near or far away from Spaxton these places are	locate places around the world accurately
global phenomena and the processes by which they happen	using specific terminology, how these phenomena are caused and the consequences for them occurring	explain how the phenomena studied are created, change and happen
different places by Geographical grouping such as countries, continents, tropics and biomes	where these places are in the world in relation to areas studied	build own picture of where places are around the world
significance of specific places in relation to global phenomena being studied	why places are the way they are and why they cause certain phenomena	explain the significance of places and phenomena being studied
similarities and differences between places being studied	why places are similar and different to each other	build a picture of what places are like around the world, describing vividly
human and physical geography features	the benefits and drawbacks of such aspects of human and physical geography being studied	describe human and physical geography and explain their importance in enquiries
the impact of human activity on the planet	the causes and consequences of human activity	explain how humans make use of natural resources including other humans
the benefits of different methods of fieldwork	the benefits of using different fieldwork methods when investigating places	choose the right method for successful completion of fieldwork
about the climate emergency	what is needed to reverse climate change and the consequences of not doing enough	take positive action on the climate emergency
about minimising your impact on the environment when conducting outdoor activities (Outdoor learning activities, for example).	the benefits to learning of outdoor education, balanced with minimising impact.	participate responsibly in outdoor education

Geography Overview

			Spring Term		Summer Term	
Year 5/6 Year A	SPACE RACE- USA		SPACE RACE- RUSSIA		GREECE TODAY	
Year 5/6 Year B	COASTLINE FEATURES AND FORMATIONS		COASTLINES – A LOCAL STUDY		CHINA TODAY	
Year 3/4 Year A		THE THIRD WORLD- KENYA		QATAR – RICHER NATIONS		MODERN DAY EGYPT
Year 3/4 Year B		WATER- RIVERS	WATER – A LOCAL RIVER STUDY		EUROPE – ITALY	
Year R/1/2 Year A	WHERE WE LIVE					WEATHER
Year R/1/2 Year B			UNITED KINGDOM		OTHER CULTURES	
Year R/1/2 Year C	FRIENDS AND FAMILY					SEASIDE

Knowledge Progression

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY NOWLEDGE	**Asking Geographical Questions**	● Begin asking simple geographical questions (e.g., 'What is this place like?' 'Who lives here?').	● Ask more detailed questions about processes and changes (e.g., 'Why do rivers flow?' 'What might happen if...?').	● Frame complex questions involving relationships and predictions (e.g., 'How does human activity impact ecosystems?' 'What might happen to coastal areas in 50 years?').
	Analysing Places	● Identify features of familiar and unfamiliar places using visual aids like pictures or maps (e.g., 'What do we see in the countryside versus a city?').	● Compare and contrast different places, considering human and physical features (e.g., rural vs. urban, tropical vs. polar regions).	● Analyse places using multiple data sources, such as maps, graphs, and written information, to identify interconnections (e.g., trade routes and their environmental impact).
	Using Geographical Evidence	● Use basic visual and tangible evidence, such as photographs or models, to discuss places.	● Interpret maps and simple graphs to gather information about geographical features or processes.	● Evaluate complex sources like GIS data, satellite imagery, and statistics to draw conclusions about global issues.

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Understanding Processes	● Learn about simple natural processes (e.g., rain falls from clouds, rivers flow to the sea).	● Explain basic interactions between natural processes and human activity (e.g., farming and rainfall patterns).	● Investigate complex systems, such as climate change, and how interdependent processes affect local and global environments.
	Decision Making	● Begin discussing simple choices related to places (e.g., 'Where should we build a school in our town?').	● Explore pros and cons of different geographical decisions using structured frameworks (e.g., building a dam).	● Engage in critical evaluations of decisions, considering social, economic, and environmental impacts (e.g., urban expansion vs. conservation).
	Communicating Geographical Understanding	● Share ideas about places and features using simple language and drawings.	● Present geographical findings using labelled diagrams, basic charts, and short written explanations.	● Construct structured arguments using a variety of formats, such as reports, debates, or presentations.

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
SUSTANTIVE KNOWLEDGE	**Locational Knowledge**	● name and locate the world's seven continents and five oceans ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● name and locate counties 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 changed over time)	● 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/Greenwich Meridian and time zones (including day and night
	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	● 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.	● understand geographical similarities and differences through the study of a region within North America

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Human and Physical Geography	• use basic geographical vocabulary to refer to: - 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, harbour and shop	• physical geography, including: rivers and the water cycle • human geography, including: types of settlement and land use,	• physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 and plans	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		location of features and routes on a map ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● 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		United Kingdom and the wider world ● 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.

Geography Component Parts

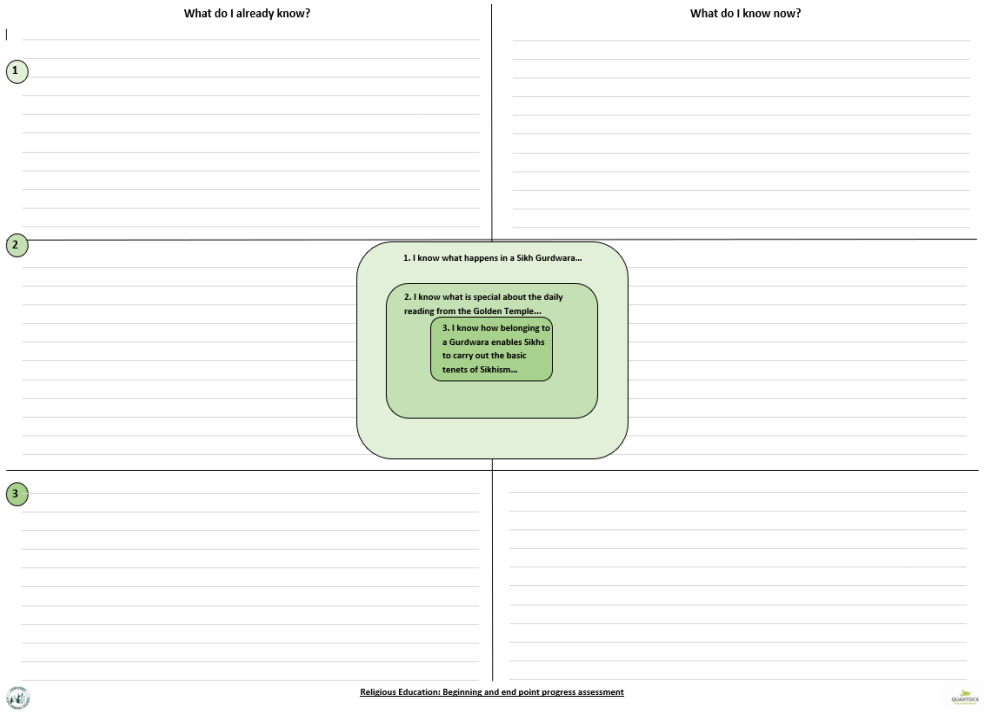
PHASE	Cycle Year	Places and locations	Processes
Rec/ Y1/Y2	A	**Where we live and Space and our planet**	**Seasons and weather**
		• What is map? How do we use a map? • Looking at the classroom environment and what features and landmarks make up our school. • Drawing a floorplan of the classroom. • Looking at the school environment and what features and landmarks make up our school. • Drawing a map of the school with the classrooms, playground, field, orchard etc. • Looking at the village environment and what features and landmarks make up our village. • Drawing a map of the village. • Use our maps to go for a walk of the village looking for the features and landmarks along the way. Linked to seasonal changes.	• Latitude and longitude • Weather types • Clouds, precipitation and wind • The seasons
	B	**United Kingdom (London)**	
		• Mapping the UK • Location of capital cities • Seasons and weather • Physical geography of the UK • Coasts • Settlement hierarchy (cities, conurbation, town, village, hamlet) • London's population • Human geography • Attractions in London • River Thames	**(Constantly revisit seasons and weather)**
		Contrasting countries	

		• Maps, atlases and globes • Continents and oceans • Hot and cold areas of the world • Human and physical geography • Poles and the equator • Global connections	**(Constantly revisit seasons and weather)**
	C	**The Seaside**	
		• What oceans make up the word and which continent is the UK in? • Which continent do we live in? • Which are the cold and warm oceans? • Which animals live in the waters? • Human/physical features of the seaside. • Human/physical features of seaside trip.	
Year 3/4	**A**	**The Third World (Kenya) and Richer nations (Qatar)**	
		• Where is Africa? Where is Kenya? • What is the weather and climate like in Kenya? • What animals live in Kenya? • What physical features make up the landscape of Kenya? • What are the people of Kenya like? • Where is Asia? Where is Qatar? • What is the weather and climate like in Qatar? • What is the wildlife like in Qatar? • What physical features make up the landscape of Qatar • What is life like in Qatar?	
	B	**Europe**	**Rivers**
		• What are continents, countries and oceans? • Enquiry 1: What is Europe like? • Enquiry 2: How does Lonlay L'Abbey compare to Spaxton? • Enquiry 3: How is Europe the same yet different? • Enquiry 4: How does Italy compare to the UK? • Final assessment	• Where is the River Parrett? • What are the topographical features of the River Parrett? • What are the human features of the River Parrett? • How has the River Parrett changed the land? • What changes have been made to prevent further flooding?

Year 5/6	**A**	**THE SPACE RACE: Climate zones, biomes and distribution of resources (Can be done in two parts)**	
		• Biomes • The Americas • Europe including Russia • Africa • Recap lines of latitude and longitude • Oceania and Antarctica • Asia • Tropics and climate zones • Physical geography around the world • Human use of resources • Transport	
		Greece Today	
		• Where is Greece? • What is the climate like in Greece? • What foods come from Greece? • Why is Greece a popular tourist destination?	
	B	**China Today**	**Mountains and volcanoes**
		• Where is China in the world? • What is the human impact on China's physical geography? • What is the impact of China's rapid economic growth? • What are China's famous tourist attractions? • What is the culture in China like?	• Enquiry 1: continents, countries and oceans • Enquiry 2: What is it like to live in mountainous areas? • Enquiry 3: What is it like to live near volcanoes? • Enquiry 4: What is the impact of volcanoes and mountains on our planet? • Final assessment

Impact and Assessment

In key stage 2, at the beginning and end of each unit of work, children are assessed on what they know focussing on three key assessment questions, which they answer on an assessment sheet (like below). Teachers then record any outliers (those not achieving the standard or those working at greater depth).



Impact of small steps are assessed during and after each lesson using a variety of AfL techniques. This allows teachers and TAs to identify individual children who need additional support and adaptive strategies putting in place. Key areas of misconception are prioritised through retrieval practice.

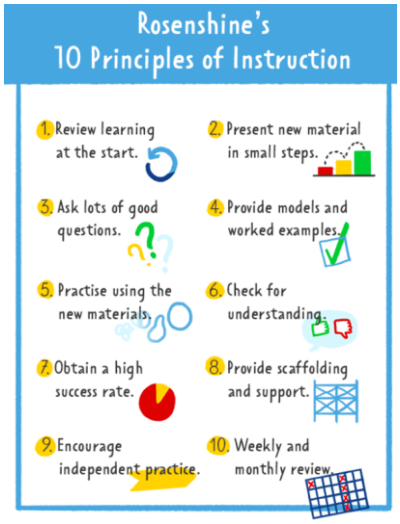
Inclusion

At Spaxton we believe that **All** leaders are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.

These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.


Rosenshine's
10 Principles of Instruction
1. Review learning at the start.
2. Present new material in small steps.
3. Ask lots of good questions.
4. Provide models and worked examples.
5. Practise using the new materials.
6. Check for understanding.
7. Obtain a high success rate.
8. Provide scaffolding and support.
9. Encourage independent practice.
10. Weekly and monthly review.