Geography Curriculum Overview

Content

- Our ‘Built for Blackrod’ Curriculum
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Our Curriculum

Built for…

Values

B L A C K R O D

Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

Curriculum Intent

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our *'Built for Blackrod'* curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Design Processes

INTENT

Intent Statement → School Values → The Blackrod Way

Vision and Values

National Curriculum SMSC BV Coverage → Progression of Knowledge and skills → EYFS & KS1 Links in learning → Subject Journeys/ Long Term Overviews → Cultural Capital and Wider Opportunities → Curriculum endpoints and knowledge builders

Breath

IMPLEMENTATION

Share planning sessions → Project Plans → Planning Q & A and Review Meeting → Adaptations, Resources, Provision and Enhancements → Agreed Lesson structure and delivery

Teaching and Learning

IMPACT

Planning Q & A and Review Meeting → Project revisions

Breath

Assessment
Teacher assessment and data → Monitoring:
Book looks pupil voice Project review

Teaching and Learning

Case Studies → Evaluation and feedback

Vision and Values

Intent

At Blackrod Primary, it is our intent to provide students with lesson content that allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It develops contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.

We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. We offer a range of opportunities for investigating places around the world as well as physical and human processes. Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Geography Progression

Concepts	KS1	LKS2	UKS2
Investigate places This concept involves understanding the geographical location of places and their physical and human features.	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how t	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the

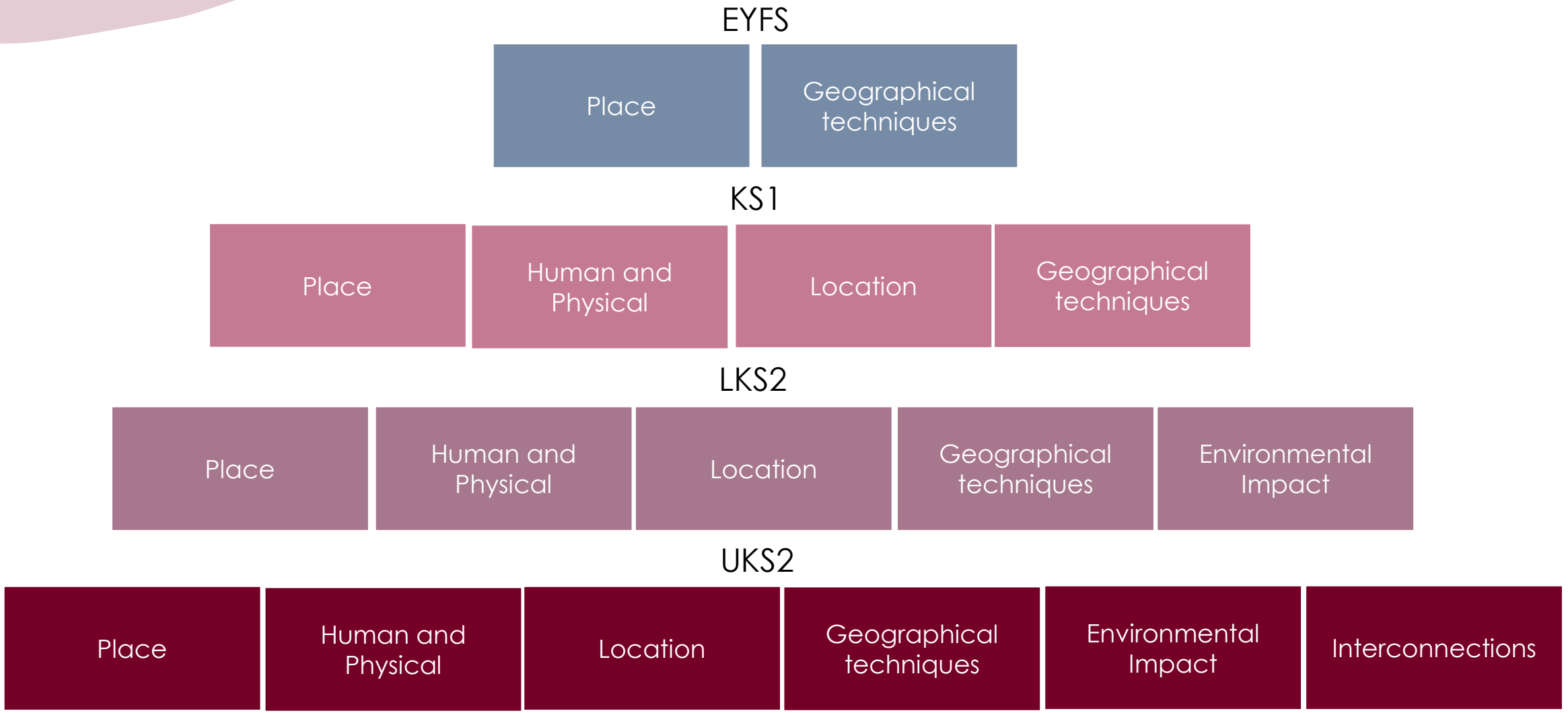
Geography Progression

Geography journey
Long term overview

		Autumn		Spring		Summer	
EYFS		Where I live in my community	Different homes and landscapes	Comparing places; similarities, differences in contrasting environments	Mapping the World	Holidays, place and journeys	Map Making e.g. treasure map
KS1	A	Our school and local area		This is Africa	What is weather?		Coastal curiosities
	B	Our country		Let's go to China	What a wonderful world		Magical mapping
LKS2	A	Land Use		What's it like in Whitby?	The UK		Water
	B	Extreme Earth		All around the world	What's it like in Liverpool?		Rainforests
UKS2	A	Eastern Europe Escapades		Our changing world	Enough for everyone		Raging rivers
	B	Mountains		Trade and Economics	Marvellous Maps		The Amazing Americas

Geography Knowledge Blocks

An effective **Knowledge Builders** organises information into **Knowledge Blocks** that help children to understand where the new information sits in relation to previously learned knowledge.



Geography - Knowledge Blocks

Place	Human and Physical	Location	Geographical techniques	Environmental Impact	Interconnections

Place - compare, explore and understand the similarities and differences of significant places.

Human and physical - will understand key physical and human geographical features of the world.

Location - Locate, name and identify the position of globally significant places and changes that occur.

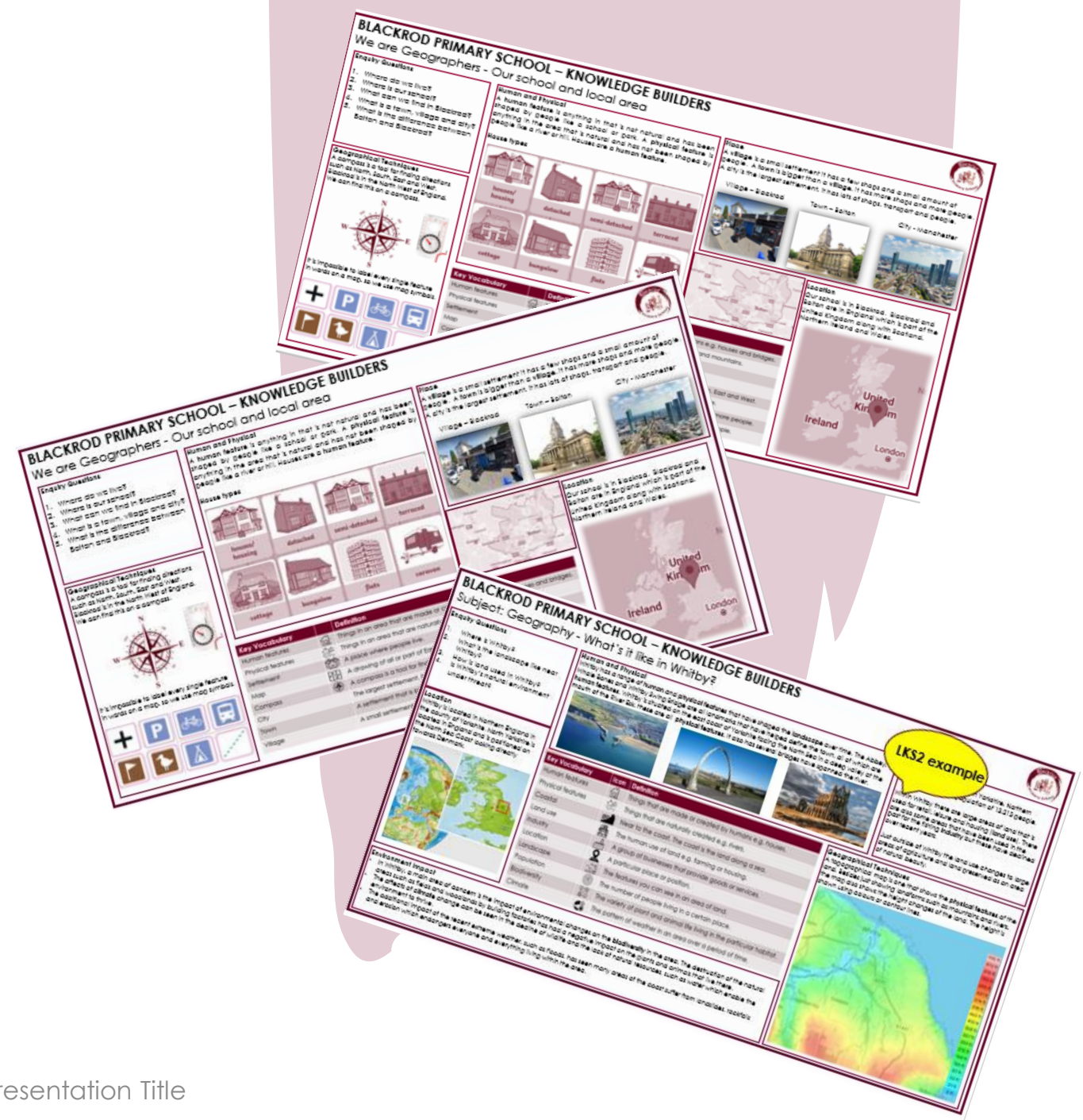
Geographical techniques - interpret and communicate geographical information from a range of sources, maps, compasses atlases etc.

Environmental Impact – pollution, erosion, human influences, climate change and sustainability .

Interconnections - environmental and human processes, for example, the water cycle, human-induced environmental change. Cause-and-effect interconnections that can operate between and within places.

Knowledge Builders

- KS1, LKS2 and UKS2 examples



BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

We are Geographers - Our school and local area

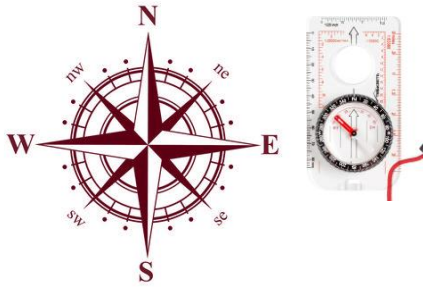
KS1 example

Enquiry Questions

1. Where do we live?
2. Where is our school?
3. What can we find in Blackrod?
4. What is a town, village and city?
5. What is the difference between Bolton and Blackrod?

Geographical Techniques

A compass is a tool for finding directions such as North, South, East and West. Blackrod is in the North West of England. We can find this on a compass.

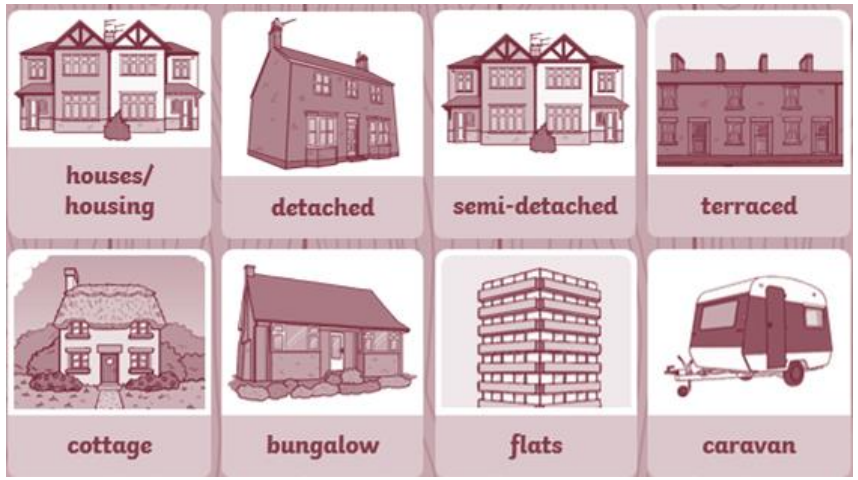


It is impossible to label every single feature in words on a map, so we use map symbols.

Human and Physical

A **human feature** is anything in that is not natural and has been shaped by people like a school or park. A **physical feature** is anything in the area that is natural and has not been shaped by people like a river or hill. Houses are a **human feature**.

House types



Place

A **village** is a small settlem… …d a small amount of people. A **town** is bigger than … …more shops and more people. A city is the largest settlement, it has lots of shops, transport and people.

Village – Blackrod

Town – Bolton

City - Manchester

Location

Our school is in Blackrod. Blackrod and Bolton are in England which is part of the United Kingdom along with Scotland, Northern Ireland and Wales.

Key Vocabulary		Definition
Human features		Things in an area that are made or created by humans e.g. houses and bridges.
Physical features		Things in an area that are naturally created e.g. rivers and mountains.
Settlement		A place where people live.
Map		A drawing of all or part of Earth's surface.
Compass		A compass is a tool for finding directions such as North, South, East and West.
City		The largest settlement, it has lots of shops, transport and people.
Town		A settlement that is bigger than a village, it has more shops and more people.
Village		A small settlement that has a few shops and a small amount of people.

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Subject: Geography - What's it like in Whitby?

LKS2 example

Enquiry Questions

1. Where Is Whitby?
2. What is the landscape like near Whitby?
3. How is land used in Whitby?
4. Is Whitby's natural environment under threat?

Location

Whitby is located in Northern England in the county of Yorkshire. North Yorkshire is located in England and is positioned on the North Sea Coast looking directly towards Denmark.

Human and Physical

Whitby has a range of **human** and **physical features** that have shaped the **landscape** over time. The Abbey, Whale Bones and Whitby Swing Bridge are all landmarks that have helped define the town, all of which are **human features**. Whitby is situated on the east coast of Yorkshire facing the North Sea in a deep valley at the mouth of the River Esk, these are all **physical features**. It also has several bridges have spanned the river.

Key Vocabulary	Icon	Definition
Human features		Things that are made or created by humans e.g. houses.
Physical features		Things that are naturally created e.g. rivers.
Coastal		Near to the coast. The coast is the land along a sea.
Land use		The human use of land e.g. farming or housing.
Industry		A group of businesses that provide goods or services.
Location		A particular place or position.
Landscape		The features you can see in an area of land.
Population		The number of people living in a certain place.
Biodiversity		The variety of plant and animal life living in the particular habitat.
Climate		The pattern of weather in an area over a period of time.

Environment Impact

- In Whitby, a main area of concern is the impact of environmental changes on the **biodiversity** in the area. The destruction of the natural areas such as fields and woodlands by building factories has had a negative impact on the plants and animals that live there.
- The affects of **climate** change can be seen in the decline of wildlife and the lack of natural resources, such as water which enable the environment to thrive.
- The additional impact of the recent extreme weather, such as floods, has seen many areas of the coast suffer from landslides, rockfalls and erosion which endangers everyone and everything living within the area.

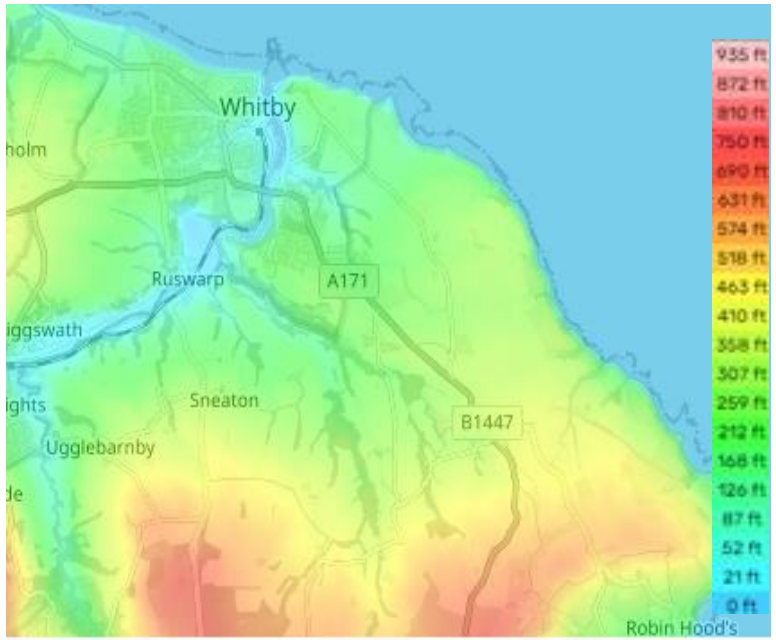
[illegible] in Yorkshire, Northern [illegible] population of 13,213 people.

Within Whitby there are large areas of land that is used for retail, leisure and housing (**land use**). There are also some areas that have been used in the past for the fishing **industry** but these have declined over recent years.

Just outside of Whitby the land use changes to large areas of agriculture and land preserved as an area of natural beauty.

Geographical Techniques

A topographical map is one that shows the **physical features** of the land. Besides just showing landforms such as mountains and rivers, the map also shows the height changes of the land. The height is shown using colours or contour lines.



BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

We are Geographers: Our Changing World

UKS2 example

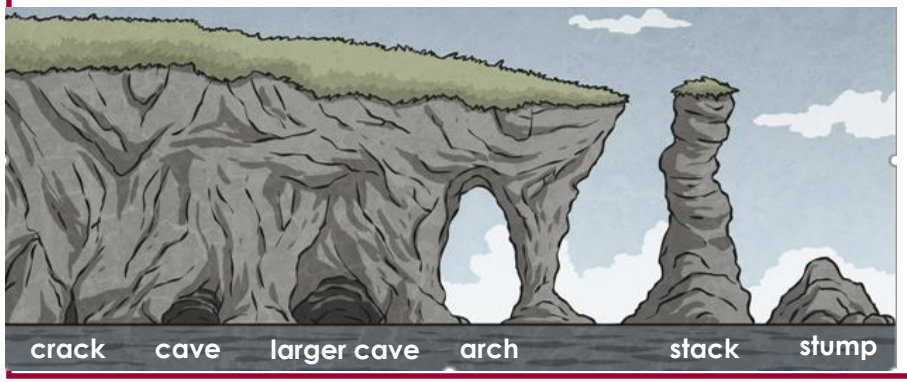
Enquiry Questions

1. How do erosion and weathering change the landscape?
2. How are coastal features formed?
3. How have water and weather changed the coastline of the UK? Is all coastal change slow?
4. How have the borders of the UK and Europe changed over time?
5. How have the landscape of the UK and Europe changed over time?
6. What does the future hold for our changing world?

Human and Physical

Our landscape can be changed by the physical processes of **weathering** and **erosion.** **Weathering** is the process of wearing away rocks! **Erosion** is when the surface of the Earth is worn away by natural forces such as water, wind, ice and gravity. Natural materials such as rock and soil may then be transported to a different place, causing the **landscape** to change.

Coastal erosion causes many different **coastal** features that are commonly found on a **headland**. Within the cliff, softer or weak sections of the rock erode more easily.



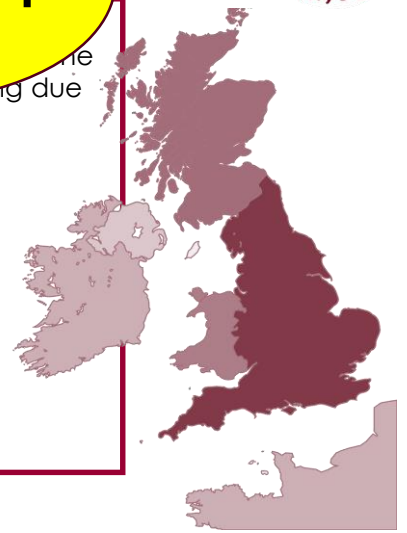
Location

Many coun… world have and… due to human/politic… activity:

- Tribes claiming areas of land
- Invasion/war
- Migration of other settlers
- Royal/political union

Natural activity:

- Rising sea levels
- Changing river courses
- Volcanic eruptions.



Environmental Impact

Landscapes can change over time for many different reasons:

- New houses/buildings and roads are built
- Old buildings are demolished or updated
- Areas of land may be cleared for farming or building

Some landscapes are important and there are things in place to stop development such as:

- Listed buildings
- National/country Parks
- Green belt/conservation areas
- Sites of Special Scientific Interest
- World Heritage Sites

Geographical Techniques

We can compare **borders** and **landscapes** from the past using aerial photographs online with www.geograph or www.digimaps and compare them with sources such a google maps, google earth, maps and atlases.

Place and interconnections

The Holderness Coast in the North East of England is one of Europe's fastest eroding coastlines. The average annual rate of **erosion** is around 2 metres per year but in some sections of the coast, rates of loss are as high as 10 metres per year. There are two main reasons why this area of coast is eroding so rapidly. The first is the of the strong winds creating **longshore drift** that moves material south along the coastline. The second is that the cliffs are made of soft boulder clay which erodes rapidly when wet. This has effected the **landscape** and **coastline** of this area.

Key Vocabulary		Definition
Erosion		When natural materials are worn away and transported to a different place.
Weathering		The process of wearing away rocks by the weather
Landscape		An area of land and everything you can see on it.
Coastal		Near to the coast. The coast is the land along a sea.
Headland		a piece of land that sticks out from the coast into the sea.
Longshore drift		A process that transports eroded material along the coastline.
Border		The outer part or edge of a region or country that divides it from another
Deposition		When material/sediment is moved and dropped off in a different place.

BLACKROD PRIMARY SCHOOL

Geography - Endpoint Overview

KS1 - Country

This Our Country unit will teach your class about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features. This unit provides everything you need to give your class a greater insight into the UK.

NC Objectives and Concepts

Place Knowledge

- To develop knowledge of the location of significant places in the **context of children's own locality.**
- To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

Locational Knowledge

- To describe the location of features and routes on a map **in the UK.**

Geographical Skills and Fieldwork

- To develop and follow directional vocabulary in the **context of aerial maps.**
- To recognise a range of map symbols and understand their use.

Human and Physical Geography

- To recognise human & physical features in the **context of the UK**
- To understand basic geographical features: **Landmarks (human features).**

Knowledge Blocks

- Place
- Human and Physical
- Location
- Geographical techniques

Vocabulary

Key
Human features, physical features, map, countries countryside, town, capital city, landmark

Project
England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, London, Edinburgh, Union Jack

Enquiry questions and composite piece

1. What are the differences between a town and the countryside?
2. What are the countries of the UK and where are they located?
3. What is an aerial view?
4. What are the key features of the countries of the UK?

Composite – Quiz

Learning links

Prior Learning
EYFS – holidays, places and journeys.
Comparing places
Y2's – Magical Mapping and Coastal Curiosities

Cross Curricular
Art – Map it out
History - GFOL

Project End Points

Knowledge and skills

- I can name the four countries of the UK -
- I can name the four countries of the UK, capital cities and surrounding seas. Y2
- I know some differences between town and country locations.
- I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.
- I know some simple features of the countries of the UK.
- I can use aerial photographs to recognise basic human and physical features.
- I can describe human and physical features of the capital city London.
- I can use internet mapping programmes to observe aerial views.

Misconceptions

Great Britain is the official collective name of England, Scotland and Wales and their associated islands. It does not include Northern Ireland and therefore should never be used interchangeably with 'UK'.

BLACKROD PRIMARY SCHOOL

Geography - Endpoint Overview

LKS2 - Extreme Earth

This Extreme Earth project will us about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.

NC Objectives and Concepts

Locational Knowledge
Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. context of the Pacific Ring of Fire – Volcanoes and earthquakes

Place Knowledge
Use key vocabulary to demonstrate knowledge and understanding in this strand:, physical features in the context of the Pacific Ring of Fire – Volcanoes and earthquakes

Human and Physical Geography
Physical geography, including: volcanoes, tornadoes, tsunamis and earthquakes

Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado.

Geographical Skills and Fieldwork
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Knowledge Blocks

- Human and Physical
- Location
- Geographical techniques

Vocabulary

Key
physical geography, oceans, coasts, maps, weather, Earth

Project
cumulonimbus cloud, tectonic plates, tsunami, tornadoes, volcano, magma, erupt, dormant, active, extinct, earthquakes, epicentre, shock wave, magnitude

Enquiry questions and composite piece

1. What will you find under your feet?
2. How are volcanoes formed?
3. How do volcanoes effect people lives?
4. Where and why do earthquakes happen?
5. What causes tsunamis and how they affect people?
6. How do Tornadoes Form?

Composite – Pop Quiz or fact file

learning Links

Prior Learning
What is Weather? Magical mapping, Coastal curiosities

Cross Curricular
English – Escape to Pompeii
Science - This Planet Rocks! (Soil, rocks and fossils)

Project End Points

I can name the layers that make up the Earth.
I can name the key parts of a volcano.
I can describe how a volcano is formed.
I can show where most volcanoes are found.
I can describe some risks and benefits of living near a volcano.
I can explain why earthquakes occur.
I can show where most earthquakes happen.
I can describe a tsunami
I can describe the damage caused by a tsunami
I can explain how tornadoes are formed.

Misconceptions

Misconceptions about Volcanoes

- Volcanoes are randomly located across the earth's surface.
- Volcanoes are found only on land.
- Volcanoes are found only in hot climates.
- All volcanoes erupt violently.
- Volcanoes only erupt straight up through the top vent.
- If a volcano doesn't erupt for a hundred years, it's extinct.
- If a volcano does not produce lava, it is not dangerous

You may also believe that all volcanic eruptions are violent, but many are not. The levels of silica and dissolved gases in the magma determine whether a volcano erupts explosively or effusively. Magma and gas may escape through cracks and weak areas on the sides of the volcano in addition to the top vent. **Baking soda and vinegar models do not accurately model an eruption and could lead to the formation of misconceptions**
A tsunami is not a single wave. A tsunami is a series of waves. There may be 5 to 20 waves that come during fixed periods which are typically 10 minutes to 2 hours. Originally Tsunamis were called "tidal waves" for a good reason. They resembled the tides much more than a wave. This was seen in Thailand in 2004 tsunami.

BLACKROD PRIMARY SCHOOL

Geography - Endpoint Overview

UKS2 - Mountains

In this project, we will find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.

NC Objectives and Concepts

Locational Knowledge
Name and locate mountains, and rivers, and land-use patterns; showing change over time.

Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge
Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.

Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Human and Physical Geography
Use key vocabulary to demonstrate knowledge and understanding in this strand: peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Knowledge Blocks

- Place
- Human and Physical
- Location
- Geographical techniques

Vocabulary

Key
Physical feature, Human feature, location, mountain, landscape

Project
Summit, peak, index, legend, altitude, avalanche, gorge, hypothermia, tectonic plates, lava, magma, volcano, mountain range

Enquiry questions and composite piece

1. When does a hill become a mountain?
2. Where in the world are mountain ranges located?
3. Where are the UK's mountains?
4. What are the key features of a mountain?
5. How are mountains made?
6. What is the weather like in the mountains?
7. Why do people visit mountains?

Composite piece – Fact file or Pop Quiz

Learning Links

Prior Learning
KS1 Magical mapping, what is weather?
LKS2 – All around the world. Extreme Earth, The UK

Cross Curricular
PSHE – Being Safe and Health and Well Being

Project End Points

- I can use a legend to find areas of higher ground on a map.
- I can explain different ways areas of higher ground are shown on a map.
- I can tell you that not all mountains look the same.
- I can identify a valley and the summit, foot and slope of a mountain.
- I can draw a mountain range including the key features they have identified.
- I can tell you that mountains formed a very long time ago.
- I can describe how tectonic plates move together to create fold mountains.
- I can describe how lava flow creates volcanic mountains.
- I can describe what the weather is usually like on a mountain.
- I can tell you why people might visit mountains.
- I can describe some of the negative effects of tourism on an area.

Misconceptions

Children often think that all mountains and volcanoes are closely linked, and often believe that all mountains can become volcanoes. While volcanoes are examples of mountains and mountain building is often associated with volcanic activity, most mountains are not themselves volcanoes and never were. Most mountains are the result of the uplift of land associated with the collision of tectonic plates.

Misconceptions about Volcanoes:

- Volcanoes are randomly located across the earth's surface.
- Volcanoes are found only on land.
- Volcanoes are found only in hot climates.
- All volcanoes erupt violently.
- Volcanoes only erupt straight up through the top vent.
- If a volcano doesn't erupt for a hundred years, it's extinct.
- If a volcano does not produce lava, it is not dangerous

Cultural Capital Geography

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Cultural Capital Geography

What is Cultural Capital at Blackrod for Geography?

Geography helps children to understand the world we live in. Geography is important as it provides us with knowledge of our planet that has helped shape our history and will continue to shape our lives in the future. It helps children make informed decisions for both our planet and its inhabitants, viewed from different perspectives. Geographers develop their knowledge of places and environments, as well as their understanding of the diversity of different societies and cultures. This helps them to become responsible global citizens who understand how people and environments interact.

In Geography we seek to set suitable learning challenges and respond to children's diverse learning needs through engagement and stimulation of their curiosity and imaginations. We aim to meet the child's personal needs by developing geographical skills, understanding and knowledge through exploring places and themes.

The children receive learning enhancements such as educational visits, speakers, workshops etc. whilst engaging with the local community and their environment on targeted projects, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they learn on targeted projects, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study.

Cultural Capital Geography

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

BPS's Geography Cultural Capital offer includes:

- A progressive **vocabulary** overview
- Geography books key stage **reading area enhancements**
- Age appropriate globes, map books and atlases in each class.
- Curriculum displays maps in every classroom
- Geography project provision **resources**
- Termly **projects loans** in classroom provision
- Digimaps
- **Enhancement days and assemblies**– Orienteering and site mapping.

Trip opportunities:

- Field work in the local park
- Village trail
- Local walk / field work weather
- Whitby Trip
- Anderton Centre
- Canals Trust
- Mapping skills locally
- Liverpool Visit
- Sea life – human impact

Geography Sticky Learning

Intent

Cyclical: Children return to the same disciplinary and substantive concepts during their time in school

Prior Knowledge: Upon returning to each concept, prior knowledge is utilised so children can build on previous foundations, rather than starting again

Increasing depth: Each time a concept is revisited, it is covered with greater complexity.

Endpoints: end points the children are working towards are clear.

Implementation

Knowledge Builders: these provide a children friendly overview of key knowledge, skills and vocabulary.

Lesson Structure and Delivery: Lessons are structured using retrieval practice, dual coding and using small steps to allow children to access the historical enquiry cycle: Question – Investigate – Interpret - Evaluate and Conclude - Communicate

Impact

Formative assessment
Lesson contains the *'Assessing progress and understanding'* overview which helps teachers to identify those children who are secure in their learning or working at a greater depth in each lesson. Teachers make a judgement at the end of each project when the children complete composite piece such as a quiz or fact file.

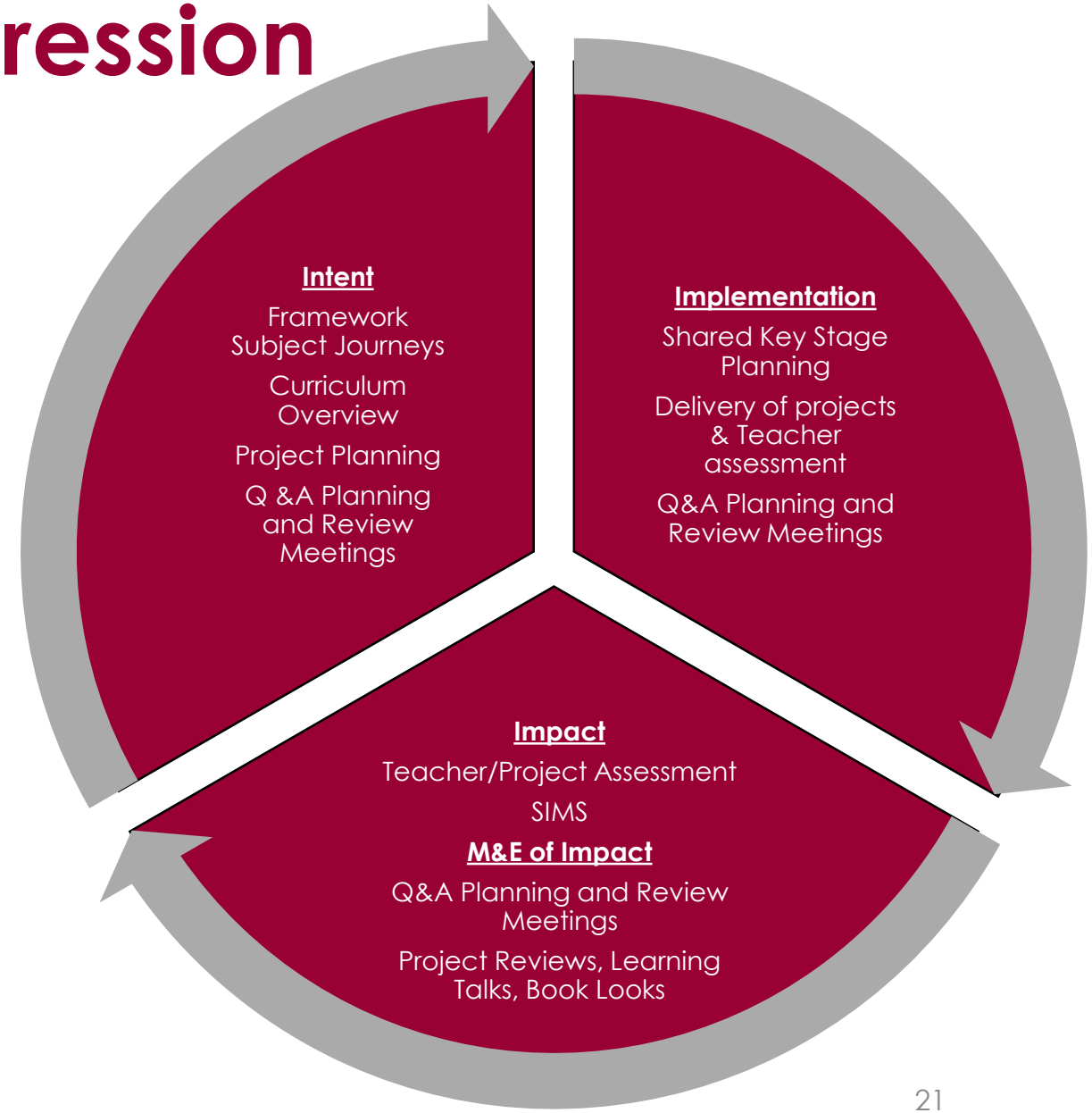
Review Days – half termly. Ignite prior knowledge and revisit areas of development. End of project composite and endpoints support the delivery.

Summative assessment
Children have end of term, year group endpoint assessments to support teacher project judgement across the year.

Foundation Subject Progression

At Blackrod Primary School we call our indicators of progress "concept Milestones' there are three Concept Milestones, one for each Key Stage (Y1-Y6).

Our concepts exemplify the essential knowledge and skills needed to be successful in an area of learning for example, in History, '*Understand chronology*' involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different.



Adaptive Teaching and Assessment

Depth of Learning *Progress Descriptors*	Cognitive Challenge	Predominant teaching method	Types of success criteria	Nature of Progress	Support	Typically children will…
Emerging	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. steps to success)	Acquiring	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure and list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Embedded	High level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. remember to include)	Practising	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Secure	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.

PICASSO - LONG TERM PLAN

		Autumn		Spring		Summer	
Understanding the world							
	Geography	Where I live and my community	Different homes and landscapes	Comparing Places; similarities, differences in contrasting environments	Mapping the world	Holidays, place and journeys. Name and Locate	Map Making e.g. treasure map
	History	Houses and Homes	Toys and Games	Peek into the Past: Can you guess who? Past and Present My life Timeline	Adventures Through Time: Family Tree Picture Detective	Adventures Through Time: Picture Detectives Transport Through Time	Adventures Through Time: My achievements Treasure Box
	RE	Being special: where do we belong? Festivals/Events Rosh Hashanah Yom Kippur Sukkot All Saints Day	Why is Christmas special for Christians? Festivals/Events Diwali Hanukkah Christmas	Why is the word 'God' so important to Christians? Festivals/Events Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Why is Easter special to Christians? Festivals/Events Holi Palm Sunday Passover Easter Start of Ramadan	What places are special and why? Festivals/Events Eid Shavuot	Times/ Stories that are special Festivals/Events Summer Solstice
	Science	Understanding my body – Body Parts	Understanding my body - Our-Senses/Keeping Healthy	Understanding Animals and Habitats	Understanding Materials – Sorting and Recycling Nature and changing states	Planting and Growing and a life cycle	Let's Explore Space