

Geography

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

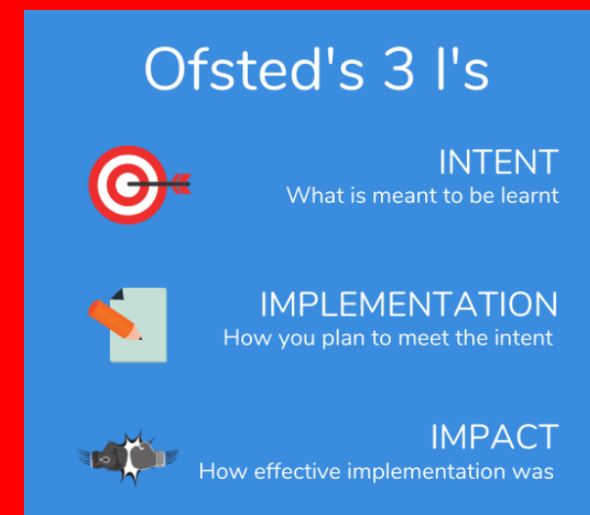
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

Geography INTENT	We INTEND our curriculum to be:	
<p>Our intent is that pupils recognise geography as a subject packed with excitement and challenges, which is relevant to our local and worldwide environments.</p> <p>It enables us to better understand our world's people, places and environments - interactions between them and why some are changing.</p>	Challenging	Opportunity to learn through problem-solving in context.
<p>Ensuring children are aware of their place in the world, both locationally and socially is a driving force for the subject. They should also build a strong knowledge of the world around them, locally and internationally, giving them an understanding of difference and potentially the motivation to visit and explore their environment.</p>	Relevant to local and world-wide context	Learning will be linked to and have an appreciation of current geographical and environmental matters: local, national and worldwide.
<p>We aim to create ambitious and resilient learners who are also socially-aware that they can be the drivers for positive geographical and environmental change.</p>	Develop strong basic skills	Enable children to have a range of fieldwork and mapwork skills which they can apply throughout their development in the subject, both within and outside of school.
<p>This is delivered through a flexible curriculum, creating skills transferable to other subjects, which is inclusive, relevant and important to our children.</p>	Create deep knowledge	Embed factual understanding and awareness of environmental issues to take forward to Key Stage 3.
<p>Geography will encompass the National Curriculum and is designed to create deep knowledge, strong basic skills and provoke a thirst for knowledge.</p> <p>With this, children will be life-long learners with the desire to always approach geography in the way they have developed at Rickleton</p>	Create transferable skills	Enable children to apply skills to complement English, maths and PE learning.

Curriculum Implementation

Geography IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>Geography learning at Rickleton challenges children with new locations in each topic. We first study our own locality and our school, then expand to the UK and wider world. Locations for study are chosen specifically to broaden the horizons of our children and ensure they build a wide knowledge of the different environments an enormity of our world.</p> <p>Facts are revisited to deepen knowledge. Skills are taught progressively and applied in different ways to different locations. To encourage social-awareness, teachers plan topics which look at issues within environments, which promote greater-depth thinking and understanding children can then act upon.</p> <p>Interesting and challenging topics and locations are chosen, from which children will present their work in a range of media – through mapwork, digital geography and video. These topics will often have cross over links with year group books and other subject topics, particularly history, in order to bring geography to life. Children are challenged to be ambitious, and are often involved in choosing how they approach and present their learning from these topics.</p> <p>Field work is an on-going focus so that children can apply their learning practically and develop a love of the outdoors. We also provide trips and visitors to enhance real-world learning experiences and encourage life-long learning and to prepare children for Key Stage 3.</p>	<p>Visit sites of geographical importance (local and further afield) to enhance understanding.</p> <p>Use fieldwork to collect and analyse data.</p> <p>Answer fundamental questions about the location, its development and comparison to other areas.</p> <p>Interpret a range of sources, including films, diaries, maps, diagrams, globes and aerial photographs.</p> <p>Create sketches and keyed maps for our local area. Incorporate DT to create 3D models.</p> <p>Analyse real-world events and issues to asses their impact on the environment and its inhabitants.</p>	<p>Place : describe and explain places in increasing depth e.g. population, climate, economy, land use and change, landforms, built environment, soils and vegetation, communities water resources, cultures</p> <p>Environment: climate, extreme weather, phenomena e.g volcanoes, mountains.</p> <p>Fieldwork: using maps, exploring data, making observations, forming connections.</p>

Curriculum Impact

Geography IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>Pupils will show their strong knowledge of basic geographical facts through all elements of their work, both written and oral. They convey a clear sense that they understand the local environment in which they live and how it might compare to the lives of others across the globe. Children demonstrate progressively wider knowledge and vocabulary to describe the physical and environmental geography of our world.</p>	<p>Thirsty for knowledge</p>	<p>Children want to delve deeper into areas studied, expand their knowledge and skills to study others – and to consider the subject in Key Stage 4.</p>
<p>Children learn through a fun and engaging curriculum from which they build up a bank of knowledge to compare a range of locations, understand why locations have developed as they have and that impact on the land, inhabitants and wildlife. They are knowledgeable to pose the question ‘What should the world be like in the future?’ and then to comprehend that they themselves can influence change, no matter how small, and appreciate how to do so.</p>	<p>Resilient</p>	<p>Children can draw on different strategies to reach their goal.</p>
<p>Children will develop a deep understanding of the subject, to enable quick recall of knowledge using the correct terminology, which encourages them to talk confidently about the subject.</p>	<p>Social achievers</p>	<p>Children understand that they can make an impact, no matter how small, and how to do so.</p>
<p>Children want to delve deeper into areas studied, explore new places and enter KS3 as creative and critical thinkers – who will consider continuing with the subject in Key Stage 4. They present their work with pride and creativity, showing a going confidence to test their thinking.</p>	<p>Ambitious</p>	<p>Children will be creative to take on new learning and choose different ways to present it.</p>
<p>Through their studies, children understand behaviours of different cultures and how geography may have contributed to that. Their attitudes are clearly positive to the different cultures and practises of people around the world and this carries in to their positive actions towards others.</p>	<p>Life-long learners</p>	<p>Children will always want to explore new places.</p>

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be a Geographer, I...

Understand the location of places and features of the world, particularly in relation to my 'home' location.

Understand the similarities and differences of various locations around the world, particularly linked to climate and geographical features, both human and physical.

Use mapping, directional language and tools to describe one place in relation to another.

Use fieldwork skills to monitor, measure and investigate the local environment.

Understand the threat to our planet and environment and act to make small improvements.

To be a Geographer, I...

Know a lot about the place I live and also some things about other countries.

Use maps to find places and give clear directions to describe where they are.

Spend time outdoors finding out about the world around us.



Know a lot about other places in the world and how they are the same and different.

Understand the dangers to our planet and how we can look after it.

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Understand the location of places and features of the world, particularly in relation to my 'home' location.	Understand the similarities and differences of various locations around the world, particularly linked to climate and geographical features, both human and physical.	Use mapping, directional language and tools to describe one place in relation to another.	Use fieldwork skills to monitor, measure and investigate the local environment.	Understand the threat to our planet and environment and act to make small improvements.
<p>Can name the nearest cities to Rickleton?</p> <p>Can point to Rickleton on a map of the UK?</p> <p>Know that Rickleton is in Washington, Tyne and Wear, England, UK/Britain and Europe?</p> <p>Know that Sunderland is on the coast and what this means for the city?</p> <p>Can name the capital cities of England, Scotland, Wales and Northern Ireland?</p> <p>Can explain what the United Kingdom is?</p>	<p>Can names the 7 continents of the world?</p> <p>Can name the 5 oceans of the world?</p> <p>Explain where hot countries and cold countries might be on a world map?</p> <p>Name some of the main capital cities of the world (eg USA, France, Germany, China, etc)?</p> <p>Know some of the most well known landmarks in the world and the country they are in?</p> <p>Explain the term human and physical features and give examples?</p>	<p>Can show/explain where Rickleton is in England?</p> <p>Can show/explain where England is in the world?</p> <p>Can use directional language, when looking at a map, to explain where some of the main countries are compared to England?</p> <p>Can identify mapping features such as the equator, northern hemisphere, southern hemisphere etc?</p> <p>Can use grid references to locate features on a map?</p> <p>Can use a compass to help them point N, S, E, and W?</p>	<p>Have visited contrasting local venues eg. beach, city, countryside, hills, village and can describe their similarities and differences?</p> <p>Can use equipment to take measurements in the outdoors (eg temperatures, distances, quantities etc)?</p> <p>Can talk about things they would expect to experience in different locations at different times?</p>	<p>Can explain some of the main environmental dangers to our planet?</p> <p>Know problems in the local area which spoil our environment?</p> <p>Know things which humans do to damage the planet?</p> <p>Have ideas which can help save the planet?</p> <p>Have done some things themselves to help the environment and can explain the impact?</p>
Ecologist	Town Planner	Travel Agent	Conservationist	Cabin Crew

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Geography in the Early Years

In the EYFS, foundational skills and knowledge establish the basis for understanding Geography, which at this early stage is integrated into children's exploration of the world around them, encouraging curiosity about places, environments, and how people interact with their surroundings. Through activities that introduce concepts like weather, seasons, maps, and different types of landscapes, children start to develop spatial awareness, basic directional sense, and an appreciation for the natural world. Communication and language skills help children describe what they observe, such as identifying features in their local environment or discussing differences between city and countryside settings.

At Rickleton Primary School, we begin exploring our local environment, supporting the children to understand where they belong and encouraging them to draw upon their personal experiences of visiting places in the local area. We aim to utilise links with the local area such as; visiting the local shop for ingredients, posting letters at the post box and visiting the duck pond to support our learning in Spring. As part of our, small world construction area, we have provided children with local landmarks attached to blocks as a stimulus for developing and applying their knowledge of our local and wider area. There is also access to books containing images of local and wider landmarks such as The Tyne Bridge and Sydney Opera House, allowing children to apply what they have learned in 'Around the World' sessions in their independent play. Personal, Social and Emotional development fosters respect for and curiosity about diverse places and cultures, helping children understand that people live differently in various parts of the world.

As part of our EYFS curriculum at Rickleton we teach the children about different places in our 'Around the World' sessions. We engage in teaching and learning activities to develop children's knowledge of 12 different countries across Nursery and Reception. Physical development also plays a role, as hands-on exploration and outdoor play allow children to physically engage with their environment, making abstract geographical ideas more tangible. Mathematics development is also applied in children's independent learning through the use of Bee Bots and early mapping skills using positional and directional language. This early foundation links directly to Geography in the National Curriculum, where children begin Key Stage One with concepts like human and physical geography, basic map skills, and the study of local and global places. By developing observational, descriptive, and comparative skills in EYFS, children are well-prepared to explore Geography more formally, with a grounding in understanding their own environment and a readiness to learn about wider geographical concepts and regions.

Curriculum Skill Progression

EYFS Geography Skills

Locational Knowledge	Geographical Skills and Fieldwork	Place Knowledge	Human and Physical Geography
Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Collect, analyse and communicate a range of data gathered through experiences of fieldwork such as tree and plant types, bird watching as part of Forest School	Identify similarities and differences between Rickleton, Washington, the North East and the wider world, including countries learned about in Around the World, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Name physical features of the natural world e.g. beach, forest, mountains, desert.
Name where I live and name Rickleton as the village and Sunderland as the city my school is located in	Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth as part of Around the World learning as well as other relevant curriculum topics.	Draw on my experiences and what has been read in class e.g. In Every House, On Every Street	Name human features of the natural world e.g. city, farm, house, shop
Name local landmarks in the North East linked to personal experiences e.g. Penshaw Monument, Angel of the North	Communicate geographical information in a variety of ways e.g. maps and drawings.	To name and describe features of different buildings e.g a church, synagogue	Understand the effect of changing seasons on the natural world around me through hands on experiences and nature walks.
	Begin to use geographical skills, including first-hand observation, to enhance their locational awareness e.g. transport survey outside of school		To talk about the weather each day
	Map Skills		To know that humans make buildings in many different ways (people who help us)
	Use and draw information from a simple map		To look at a map and talk about the land, sea, coast. To find local seaside areas e.g. Seaburn, Tynemouth
	Look at aerial views and comment on buildings, open space, roads and other simple features		
	To identify the UK on the map and compare to other countries		

EYFS Geography Knowledge

Autumn

Locational Knowledge	Place Knowledge	Geographical Skills and Fieldwork	Human and Physical Geography
<ul style="list-style-type: none"> I know about the features of my own immediate environment I can name Penshaw Monument & The Angel of the North I recognise local places such as Galleries, Metro Centre I know Rickleton is a village in the city of Sunderland where the school is located. 	<ul style="list-style-type: none"> I know about similarities between France, Alaska and the UK (Nursery) I know about similarities and differences between India, Australia and the UK (Reception) 	<ul style="list-style-type: none"> I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. I can spot some features of a map e.g. roads, buildings 	<ul style="list-style-type: none"> I know about the signs of Autumn/Winter and the associated weather.

Spring

Locational Knowledge	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> I know about the features of the World and Earth. I know I live on planet Earth I can name other planets 	<ul style="list-style-type: none"> I know environments vary from one another. I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. I know about similarities between Egypt, Kenya and the UK (Nursery) I know about similarities and differences between China, Spain and the UK (Reception) 	<ul style="list-style-type: none"> I know about the signs of Spring and the associated weather. I can draw on how the seasons and weather have changed from the previous season

Summer

Geographical Skills and Fieldwork	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> I know how to use and draw information from a simple map I know how to make simple maps of imaginary communities using a variety of construction resources. I know that simple symbols are used to identify features on a map. 	<ul style="list-style-type: none"> I know about similarities between Italy, Holland and the UK (Nursery) I know about similarities and differences between Brazil, Russia and the UK (Reception) 	<ul style="list-style-type: none"> I know that some things in the world are man-made, and some things are natural. I know about the signs of Summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the Summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the Winter, it is cold and may snow.

Key Vocabulary

Locational Knowledge	Place Knowledge	Human and Physical Geography	Map Skills and Geographical Fieldwork
World, country, map, city, town, village, street, house, school, near, far, Penshaw monument, Tyne bridge, northern spire, angel of the north, north east, England, Rickleton, Washington, earth	Home, local, different, same, near, far, travel, visit, land, water, seas, oceans, France, Alaska, India, Australia, Spain, china, Egypt, Kenya, brazil, Russia, Italy, Holland	Man-made, house, school, road, bridge, farm, shop, building, park, town, city, river, mountain, hill, sea, ocean, beach, forest, weather, rain, snow	Map, globe, compass, direction, left, right, up, down, path, route, look, observe, find, route

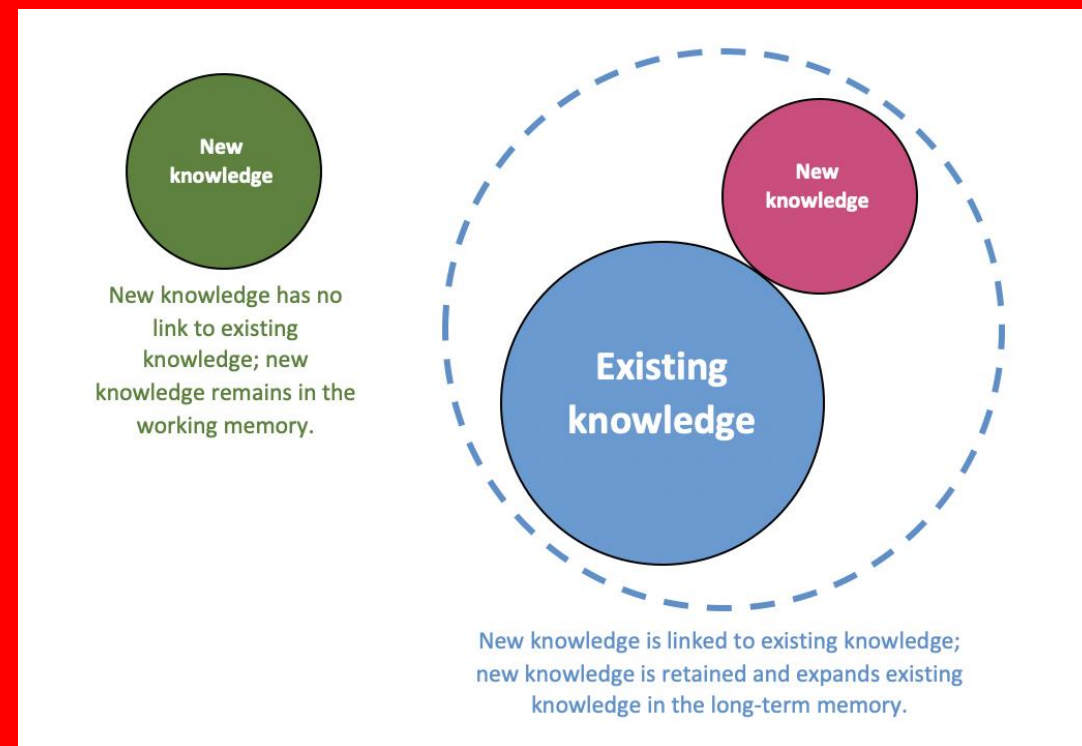
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
Places and landmarks I can locate	Find and name continents, oceans, UK, countries, cities, landmarks and some features.	Locational knowledge and understanding are the building blocks of geography, particularly places are in the UK.
Places and landmarks I can describe	Identify similarities and differences through studying the human and physical geography of different places.	Understanding how different places develop and how people live is the next step from locational knowledge. Our region is compared to a range of others worldwide.
I understand aspects of human geography	Understanding relevant vocabulary, types of settlement, natural resources and land use.	Children should know and use relevant vocabulary and understand how settlements have developed in relation to land use and economics.
I understand aspects of physical geography	Identify weather patterns and climate zones; understand and use relevant vocabulary for rivers, mountains, volcanoes and earthquakes, and the water cycle.	Children should know and use relevant vocabulary and understand how natural features develop and interact with communities settled by them.
I can use equipment to locate world and local features	Use world maps, atlases, aerial photos and globes to identify named locations.	The ability to use a range of equipment, physical and digital, prepares children explore geography at home and in KS3.
Directions and fieldwork	Use compass points and directions; observe, measure, record and present the human and physical features in the local area	The ability to navigate around any environment is essential, as is that to conduct investigations about particular places.

The objectives of each thread are:

GOLDEN THREAD	Learning Objectives:
Places and landmarks I can locate	<ul style="list-style-type: none"> - I can name and locate on a map the four countries and capital cities of the UK - I can name and locate on a map the seven continents and five oceans of the world. - I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and time zones.
Places and landmarks I can describe	<ul style="list-style-type: none"> - I can name major landmarks in each continent. - I can compare an area of the UK with an area of Europe and an area of North America. - I can use physical and human geographical features, and climate, in my comparison.
I understand aspects of human geography	<ul style="list-style-type: none"> - I can explain what human geography is. - I can give examples of human geography in my local area. - I can give examples of human geography in countries I have studied.
I understand aspects of physical geography	<ul style="list-style-type: none"> - I can explain the water cycle and the journey of a river. - I can explain what physical geography is. - I can give examples of physical geography in my local area. - I can give examples of physical geography in countries I have studied.
I can use equipment to locate world and local features	<ul style="list-style-type: none"> - I can locate countries, continents and oceans on a globe. - I can use an atlas and Google maps to - I can use grid references to locate places on OS maps.
Directions and fieldwork	<ul style="list-style-type: none"> - I can use the points of a compass to locate features on a map and give directions. - I can construct a sketch map with a key. - I can collect data and present it appropriately.

Coverage across KS1 and KS2:

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
Places and landmarks I can locate	x	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x
Places and landmarks I can describe				x	x	x	x	x		x			x	x			x	x
I understand aspects of human geography	x		x	x			x	x		x		x	x					x
I understand aspects of physical geography	x		x	x				x	x	x	x	x	x	x			x	x
I can use equipment to locate world and local features	x	x		x	x	x	x	x	x	x	x	x	x	x				x
Directions and fieldwork			x			x	x		x	x		x			x			x

Coverage across KS1 and KS2:

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Places and landmarks I can locate	UK countries and capital cities. Seven continents and five oceans. Equator. Hot and cold parts of the world.	Seven continents and five oceans. UK countries, capital cities and surrounding seas. Locate India.	UK countries, counties, cities – major features. Germany/Bavaria Locate major volcanoes worldwide.	Locate South America, counties and some features. Locate UK rivers	Locate North America, counties and some features. Europe and countries. Latitude, longitude, Cancer/Capricorn, Arctic/Antarctic Circle and time zones	Locate rainforests. <i>Island project.</i>
Places and landmarks I can describe	Begin to name landmarks in each continent.	Compare Sunderland and Mumbai. Compare Durham and Tokyo.	Compare Sunderland and London. Bavaria.	Rural region of Columbia. Northumberland. How does a river affect a location?	Compare two cities, including climate. <i>UK/USA/Finland</i>	Compare two forest/wetland locations. <i>Island project.</i>
I understand aspects of human geography	Know what human geography is. Name some UK features.	In Sunderland and Mumbai. In Durham and Tokyo UK East Coast Mainline	In Sunderland and London.	Know how climate and natural resources affect land use and trade.	Know human features in areas of <i>UK/USA/Finland</i>	Key features of a tropical rainforest. <i>Island project.</i>
I understand aspects of physical geography	Know what physical geography is. Name some UK features.	In Sunderland and Mumbai. In Durham and Tokyo	In Sunderland and London. Volcanoes & earthquakes. Know the layers of Earth.	How topography affects economic use of land. Know vocab and the journey of a river. Water Cycle.	Know physical features in areas of <i>UK/USA/Finland</i> .	<i>Island project.</i>
I can use equipment to locate and investigate world and local features	Use atlases. Globe	Atlas.	OS maps. Google maps.	World maps & globe. UK map. Google maps.	Maps	Use digital technology and OS maps. <i>Island project.</i>
Directions and fieldwork	Sketch map of school. Simple locational directions. Begin to use 4 points of a compass.	4 points of a compass. Know some map symbols. Construct a simple map with a key.	4 points of a compass. Sketch maps	4-figure grid references, sketch maps. Compare maps of 1 location through time.	Use 8 points of a compass and 6-figure grid references.	<i>Island project.</i>

