

## Swindon Academy Curriculum Map

### Intent




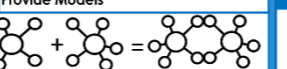

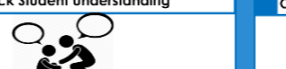




Geography plays an important role helping children develop a curiosity and a fascination about the world around them.

*‘The study of **geography** is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents.’ – Barack Obama.*

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World.

Pupils learn about Earth’s key physical and human geographic processes and the geographical skills to think like a geographer. A good geographical understanding relies on firm foundations of knowledge and skills. We ensure our geography lessons are ambitious and motivating, delivered through engaging knowledge-rich lessons, and enhanced with trips and visits. This rigorous approach, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children’s prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

### Implementation – Rosenshine principles of instruction

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask “Are there any questions?” no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces “overlearning” - a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

Key Stage 1									
Year 1		Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
			Spatial Sense			The United Kingdom			The Seven Continents
			<ul style="list-style-type: none"> <li>Understanding what aerial views are.</li> <li>Designing basic maps.</li> <li>Naming the four main compass points.</li> </ul>			<ul style="list-style-type: none"> <li>Naming the four countries and capital cities of the United Kingdom.</li> <li>Identifying the surrounding seas of the United Kingdom.</li> <li>Locating and identifying characteristics of the United Kingdom.</li> </ul>			<ul style="list-style-type: none"> <li>Name the seven continents.</li> <li>Identify whether a place would be hot or cold based on its proximity to the equator.</li> </ul>

Key Stage 1									
Year 2		Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
			Spatial Sense			The British Isles			Northern Europe
			<ul style="list-style-type: none"> <li>Reading maps of the local area.</li> <li>Using maps to plan a route.</li> <li>Identifying locations on a globe or a world map.</li> </ul>			<ul style="list-style-type: none"> <li>Identify and understand physical geographical features of the United Kingdom.</li> <li>Identify and understand human geographical features of the United Kingdom.</li> </ul>			<ul style="list-style-type: none"> <li>Explore the climate of Northern Europe.</li> <li>Identify physical features of Northern Europe, such as mountains, fjords and valleys.</li> <li>Understand how buildings and infrastructure are</li> </ul>

adapted to these conditions.

Lower Key Stage 2									
Year 3		Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
			<b>Spatial Sense</b>			<b>Settlements</b>			<b>Rivers</b>
			<ul style="list-style-type: none"> <li>Understanding how to use maps, compasses and symbols in conjunction with each other.</li> <li>Reading four and six figure grid references.</li> <li>Completing field work based on the local area.</li> </ul>			<ul style="list-style-type: none"> <li>Identifying different types of settlement based on its characteristics.</li> <li>Understanding why the location of a settlement is chosen based on land use, trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>			<ul style="list-style-type: none"> <li>Understanding the key features of rivers.</li> <li>Compare the physical and human geographical features of two rivers.</li> </ul>

Lower Key Stage 2									
Year 4		Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
			<b>Spatial Sense</b>			<b>Mediterranean Europe</b>			<b>Eastern Europe</b>
			<ul style="list-style-type: none"> <li>Understanding scale and grid references.</li> <li>Studying how the local area has changed over time.</li> </ul>			<ul style="list-style-type: none"> <li>Understanding the climate of Mediterranean Europe.</li> <li>Understanding physical features of Mediterranean Europe and how these features</li> </ul>			<ul style="list-style-type: none"> <li>Understanding the climate of Eastern Europe.</li> <li>Comparing the human and physical geographical features of Moscow and London.</li> </ul>

					interact with tourism.		
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Upper Key Stage 2								
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
		<b>Spatial Sense</b>		<b>UK Geography: East Anglia, The Midlands, Yorkshire and The Humberside</b>		<b>New Zealand and the South Pacific</b> <i>Studying the history of New Zealand. Exploring the climate of New Zealand and the South Pacific, alongside Earthquakes and South Pacific Islands.</i>		
		<ul style="list-style-type: none"> <li>Understanding the eastern and western hemisphere.</li> <li>Using coordinates to locate places.</li> </ul>		<ul style="list-style-type: none"> <li>Studying the industry and landscape within England.</li> <li>Understanding the changes within industry.</li> <li>Comparing the differences between landscapes.</li> </ul>		<ul style="list-style-type: none"> <li>Studying the history of New Zealand.</li> <li>Exploring the climate of New Zealand and the South Pacific, alongside Earthquakes and South Pacific Islands.</li> </ul>		

Upper Key Stage 2								
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
		<b>Spatial Sense</b>		<b>North America</b>		<b>South America</b>		
		<ul style="list-style-type: none"> <li>Understanding latitude and longitude.</li> <li>Studying different time zones.</li> <li>Identifying the Arctic and Antarctic circles.</li> <li>Studying map projection.</li> </ul>		<ul style="list-style-type: none"> <li>Understanding the climate, time zones and biomes of North America.</li> <li>Comparing Alaska and Swindon.</li> </ul>		<ul style="list-style-type: none"> <li>Understanding the climate, time zones and biomes of South America.</li> <li>Comparing South America and North America.</li> </ul>		