



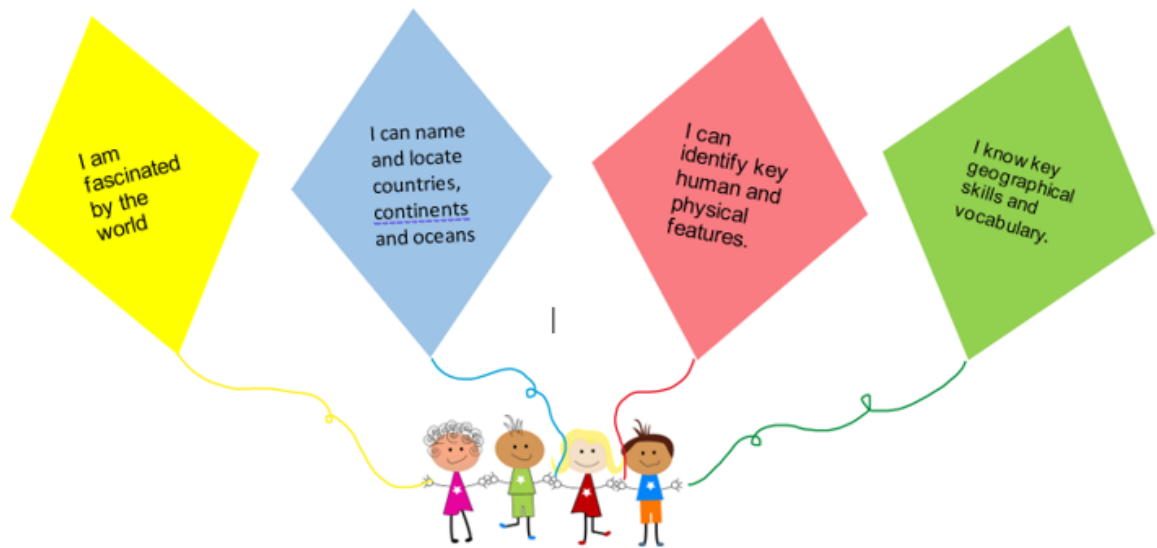
**BOWLING
GREEN**
ACADEMY

A Great Heights Academy Trust School

How to teach Geography at Bowling Green Academy

Geography curriculum

Intent



Curriculum Overview

Year / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Knowledge and understanding of the world. Looking at places which are familiar to them and introducing unfamiliar settings from different places. Comparing different places and making observations. They look at and compare the features of weather and different seasons. Looking at and drawing simple maps.					
Year 1	Weather and climate: What is the weather like across the world?		Local Area. How can we make a map of Stainland?		United Kingdom. What is it like to live in the UK?	
Year 2	Continents of the world. Are all areas the same?		Mugumarena Village-Zambia. What is it like to live in a village in Africa?		Hot and cold places in the world. Why is the weather different across the world?	
Year 3	North America. Why do people choose to live in North America?		Climate zones. What clothes should I pack if I was going on a <u>round</u> the world trip and why?		Rio and South-East Brazil. What is <u>every day</u> life like in Brazil?	
Year 4	Rainforests. What would the world be like without Rainforests?		Rivers. Why are rivers important?		South America – The Amazon. What is the Amazon basin used for?	
Year 5	Mountains. Could you climb the seven summits of the world in 24 hours?		Volcanoes and Earthquakes. Can you survive a natural disaster.		Continuity and Change. How has Halifax changed over time?	
Year 6	United Kingdom, past present and future.			Local Area and Region. Why is Yorkshire an important region in the U.K.		

Geography at Bowling Green is taught in Autumn 1, Spring 1 and Summer 1. Geography is alternated with History on a half-termly basis and is taught as a discrete curriculum subject. 1. Geography is taught, and supplemented, by the class teacher following our topics based on 'Oddizzi' Scheme of work. The long-term plan outlines for teachers the key overarching inquiry question, which needs to be answered as the culmination of the unit lessons. All lessons should be building towards equipping children with the geographical knowledge and skills they need to be able to answer the inquiry question.


In Early Years, teachers adopt a text-led approach and the long term plan is formulated based on 3 overarching topics: who am I?, what am I?, where am I?. Geography is covered under the Understanding the World part of development matters. These objectives form carefully planned formal and play-based activities.

The Geography Curriculum by Year Group Document details the subject components which should be used to inform medium-term planning of the unit. It contains the key knowledge, content and vocabulary that the children should be taught in their lessons. This document can be found on staff shared and an example is shown below:

Unit	Key Vocabulary	National Curriculum
YEAR 1 Geographical Processes Weather and climate What is the weather like across the world?	Winter, Spring, Autumn, Winter, season, month, weather, rain, sun, wind, lightning, fog, snow, temperature, hot, cold.	Human and physical geography 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
Key Questions What are the differences between the seasons? How can I show what season I am in? How do people dress for different kinds of weather? How can I tell the weather's story? How does the weather affect people's work?		
Unit	Key Vocabulary	National Curriculum
YEAR 1 Place-based Study Local Area How can we make a map of Stainland?	Urban, rural, map, city, settlement, town, village, field, physical, human, detached, semi-detached, terrace, flats, bungalow, feature, key, scale, ordnance survey, symbol.	Human and physical geography Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, <u>including</u>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, <u>including</u>: city, town, village, factory, farm, house, office, port, barrow and shop Geographical skills and fieldwork 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 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.
Key Questions What sort of area do I live in? What are the main features of our school grounds? What can I find out about Stainland? How can I describe my local area of Stainland? How can a map show what a place is like? How do we make a map of Stainland?		

Short term planning and resources should be taken from the Oddizzi Geography scheme. Please follow the steps below to access these resources:

- 1) Go to www.oddizzi.com/schools/login where you will be prompted to enter your username (staff email) and password.
- 2) Navigate to the green teachers tab at the top:


- 3) Clicking on 'Schemes of Work' will take you to the short-term planning and lesson resources for the unit:

Medium Term Plans

> Schemes of Work

PowerPoints

KS1 Continents and Oceans – Scheme of Work

Guided Reading

[PREVIEW – DOWNLOAD](#)

KS1 Activities

KS1 Continents and Oceans – Scheme of Work Resource Pack

KS2 Activities

[PREVIEW – DOWNLOAD](#)

Map Worksheets

KS1 Hot and Cold Places – Scheme of Work

Follow Me Cards

[PREVIEW – DOWNLOAD](#)

What If Challenge

- 4) Click on DOWNLOAD and re-enter your email address to begin downloading a pdf of the planning.

- 5) Repeat the process to download

[DOWNLOAD FILE](#)

The resource pack contains a full range of worksheets to complete the teaching of the unit, though teachers may feel it more appropriate for some/all children to write directly into their books for some activities.

The accompanying PowerPoints are stored under a separate 'PowerPoints' tab:

Medium Term Plans	North America – PowerPoint Presentation PREVIEW – DOWNLOAD
Schemes of Work	
PowerPoints	South America – PowerPoint Presentation PREVIEW – DOWNLOAD
Guided Reading	Oceania – PowerPoint Presentation PREVIEW – DOWNLOAD
KS1 Activities	
KS2 Activities	Hot and Cold Places – PowerPoint Presentation PREVIEW – DOWNLOAD
Map Worksheets	
Follow Me Cards	Local Area – PowerPoint Presentation PREVIEW – DOWNLOAD
What If Challenge	
KS1/2 Challenge Packs	Map Work: Lines of Significance – PowerPoint Presentation PREVIEW – DOWNLOAD

Lesson sequence

Geography lessons at Bowling Green should follow a similar pattern in both Key stage one and Key stage two. To enable children to meet the intent of the subject and learn more and remember more flashbacks, sharing of learning objectives and introduction of key vocabulary should take place at the start of each lesson. The example lesson plan below shows what a geography lesson should contain.

Starter – flashback five on previously covered content and subject specific key learning.

LO introduction. - Make sure LO is child friendly.

Vocabulary introduction – introduce vocabulary and definitions for lesson's key vocabulary. Put vocabulary into context and include an activity that allows children to understand the language without adult guidance. (peer to peer guidance encouraged).

Content introduction – In this section the main content of the lesson should be explored and discussed. Discussions should be child focussed and allow them to ask any questions. Any misconceptions need to be addressed during this stage.

Tasks – During this stage children should be working in groups, pairs or individually on tasks which offer challenge through carefully planned tasks that push learners towards a 'deeper' understanding of the lesson content. Tasks can be completed directly in to books or on devices using platforms such as seesaw.

Plenary/sharing of final thoughts – At the end of the lesson children should be allowed to reflect against the LO and share their understanding from the lesson. Teachers should allow suitable time for this as misconceptions and further questions may need to be addressed.

Teachers must ensure that their sequence of lessons provide the skills, understanding and knowledge necessary for learners to answer the end of unit question successfully.

Assessment

When assessing Geography, teachers should use the Geography assessment sheets saved at T:\2022 - 2023\Planning Curriculum\Assessment Tools.

They should consider the child's progress against the relevant knowledge and skills objectives for the unit studied and mark them at either WTS or EXS. Where a child has shown secure understanding of some objectives and skills but not others the teacher should use their best judgement to assess the child.

Please see the examples below to help guide your assessment.

GEOGRAPHY		Unit Name					
		Geographical Processes Weather and climate		Place-based Study Local Area		Local Area United Kingdom	
		What is the weather like across the world?		How can we make a map of Greetland?		What is it like to live in the UK?	
Term topic taught		Autumn		Spring		Summer	
Class	Name	WT	A	WT	A	WT	A
10	[Redacted]						
10							
10							
10							
10							
10							

Inclusion

What knowledge must learners acquire?

- Locate world continents and oceans.
- Understand difference between physical and human Geography
- Locate and name key cities within the UK and capitals around the world.
- Identify seasonal weather and patterns.
- Use maps and atlases to locate places. Draw maps.
- Partake in fieldwork to undertake a study.

Strategies to support learners:

- Scaffolded work
- Additional support from adult/peers
 - Key word/vocab map prompt – added on display
 - Checklist of learning steps.
 - Modelling
 - Visual aids

Strategies to support learners include:

- Use of reward system- house and dojo points
- Catching children doing the right thing
- Adult and peer support
 - Pre teaching
 - Repetition of key learning points.
 - Clear language
 - Differentiated scaffolded and extended work to ensure all children are challenged.

Where is vocabulary and language explicitly taught?

Within each lesson, key words are referred to and discussed, highlighted and reinforced throughout each unit of work.

Key words are displayed and referred to – expectation that these will be spelt correctly (largely and age-appropriate).

Strategies to support learners include

- Memory activities
- Waiting/processing time
- Uncluttered tasks
- Use of high quality wagolls
- modelling

What does progression look like?

For each pupil with SEND, progression will look different depending upon their individual learning and development needs.

All pupils will be introduced to a progression of locational knowledge and place-based studies, starting with local knowledge through to exploring the world, identifying physical and human features. The study of key places around the world, allowing children to compare locations and explore how they have changed, will be included at all levels. Map work will increase in difficulty and scale and will be adapted and scaffolded to suit the needs of individual learners.

Key language features will be reinforced throughout each area of geography with new subject-specific vocabulary being introduced throughout.

Geographical process will begin with exploring weather, hot and cold places through to climate zones, rivers, volcanoes and earthquakes.

Seesaw

Teachers should plan for effective use of seesaw in Geography lessons. Where possible, work should be uploaded and commented on by the child to show their learning.

Resources

[Oddizzi Geography resource for primary schools](#)

www.geography.org.uk