



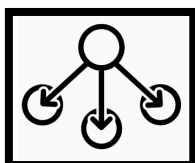
Harper Bell

Seventh-day Adventist Primary School



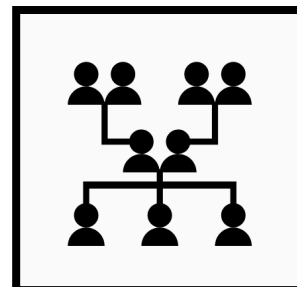
Geography Curriculum

Geography at Harper Bell



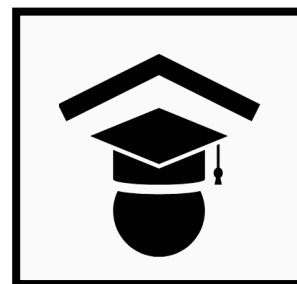
Curriculum Drivers

Cultural Heritage - the topics and content selected for the study of human and physical geography, where possible and in line with the National Curriculum, have been selected to reflect the cultural heritage of the Harper Bell pupils. The geography of Birmingham, Britain, Africa and the Caribbean underpins our curriculum.



Aspirations - All geographical content and topics are planned around the assumption that our pupils hold the ambition to study geography at university and will require subject knowledge in their future career.

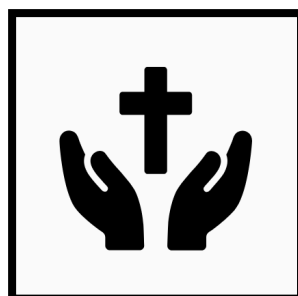
Broadly speaking, we share the view that 'the rich get richer and the poor get poorer', although in terms of our geography curriculum we believe that 'knowledge-rich get richer and the knowledge-poor get poorer'. Our knowledge-led geography curriculum sets out specific bodies of information that must be taught in-depth. With fewer topic areas studied and subjects valued highly in their own entity (rather than as part of a broader topic-based approach), we can focus teaching on the aim of deepening pupil understanding and avoid surface-level understanding.



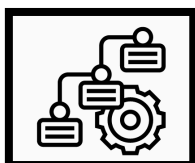
So called 'wow lessons' and 'enrichment days' are avoided as they often jeopardise the learning and retention of knowledge. Such lessons and experiences often limit the depth of learning that takes place. For example, a lesson about a country with a contrasting climate to that of Britain's should focus on deepening pupils' understand of lines of latitude/longitude, the equator, the Tropics and the like. This knowledge should not be lost to a lesson that focuses on sampling the foods and clothing of said country. While such activities are undeniably enjoyable, their capacity for expanding pupils' knowledge is limited.

Faith - As a Seventh-day Adventist school which is unashamedly proud of its Christian faith, our curriculum goes over and above the individual subjects and topics that we study. All work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship.

More specific to geography, wherever possible, we have integrated our faith into the curriculum content. For example, year six study human and physical geography via the Bible. Using scripture as the starting point for a more in-depth study of topics covered. For example, they learn about international trade from the starting point of King Solomon and natural disasters through the experiences of Jonah.



Geography at Harper Bell



Sequencing Content

The Harper Bell geography curriculum ensures that pre-requisite knowledge is considered and linked to new learning. Not just geographical knowledge, but also knowledge gained via history, art and from our pupils' home lives.

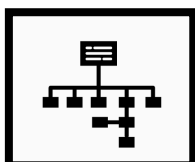
A range of continents, countries and cities are taught across each key stage, providing pupils with the opportunity to refine understanding of key skills and knowledge.



Geographical Skills

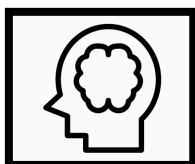
Our geography curriculum is underpinned by four key skills that reoccur a number of times and in different year groups:

1. Locating places using maps and atlases
2. Using a compass to identify direction
3. The design and use of maps, incorporating grid-references, keys and symbols
4. Fieldwork, observational work and local studies



Deepening Understanding

Core knowledge (e.g. migration, settlement development and the impact of history on human geography) is set out as fundamental concepts that underpin our geography curriculum. Opportunities to space concepts and themes in a spiralling format have been taken. Topics are revisited throughout a pupil's time at Harper Bell, albeit with increasing difficulty in order that pupils can build their schema as they mature.

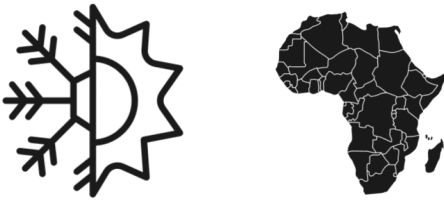




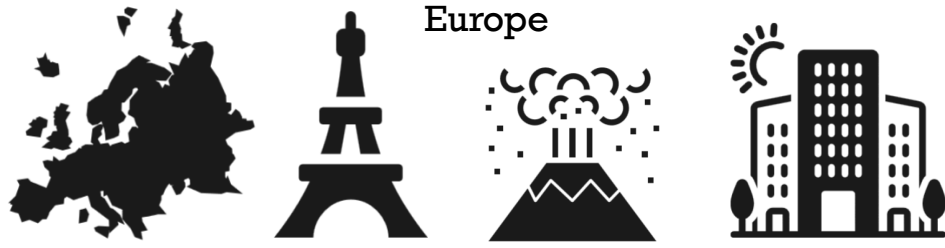
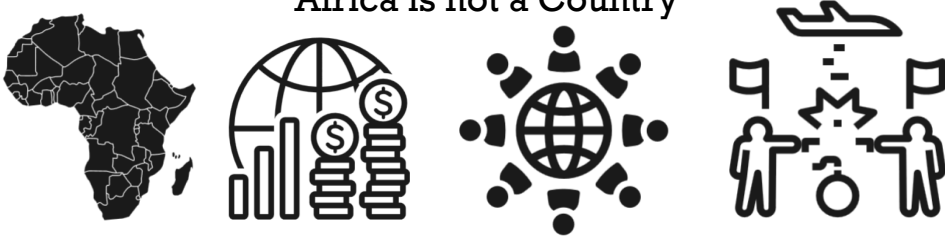
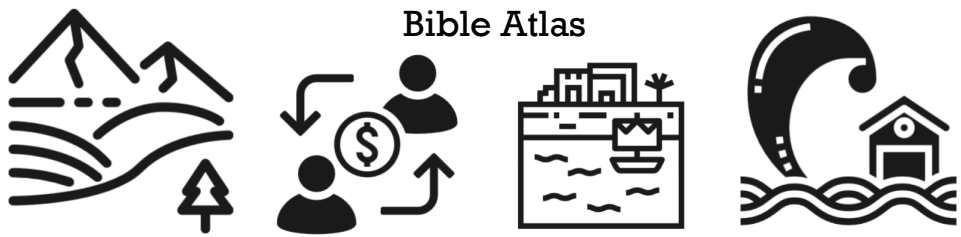


Retrieval Practice

Remembering information and knowledge is celebrated and a fundamental part of our geography curriculum.

Pupils take part in regular mini-quizzes and retrieval activities to strengthen their memory. Each topic culminates in the design of a graphic organiser and an essay that is judged solely on its geographical content, rather than its spelling, punctuation and grammar.





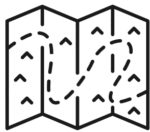



Geography Overview

| | Topic One | Topic Two |
|------------|---|---|
| Year One | Hot and Cold Countries  | Changing Seasons  |
| Year Two | Great Britain  | Caribbean  |
| Year Three | Birmingham  | |
| Year Four | Europe  | |
| Year Five | Africa is not a Country  | |
| Year Six | Bible Atlas  | |

Enquiry Questions

| | Topic One | Topic Two |
|-------------------|---|--|
| Year One | <p>Hot and Cold Countries</p> <p>How is life in a hot country different to life in a cold country?</p> | <p>Seasons</p> <p>Do all countries have four seasons like we do in Britain?</p> |
| Year Two | <p>Great Britain</p> <p>Is the geography and culture of all four countries of the United Kingdom of Great Britain the same?</p> | <p>Caribbean</p> <p>Is the Caribbean a single country?</p> |
| Year Three | <p>Birmingham</p> <p>“Birmingham has always been a huge city!”</p> <p>Do you agree? Why?</p> | |
| Year Four | <p>Europe</p> <p>“All countries in Europe are the same (eg. in terms of culture, language, history) and that’s why they’re in the same continent.”</p> <p>Do you agree? Why?</p> | |
| Year Five | <p>Africa is not a Country</p> <p>“Africa’s history has nothing to do with its geography of today”</p> <p>Do you agree? Why?</p> | |
| Year Six | <p>Bible Atlas</p> <p>“The Bible has more in common with a history lesson than a geography lesson. In fact, it contains very little geography.”</p> <p>Do you agree? Why?</p> | |

Geographical Skills

| Key Skills | | Times Examined |
|--|---|----------------|
|   | Locating places in the world using maps and atlases | 8 |
|   | Compass directions | 6 |
|   | Using and designing maps | 6 |
|   | Fieldwork and observational skills | 4 |

| Hot and Cold Countries | | | | |
|------------------------|--|--------------------|--------------------------|------------------------------------|
| Year One | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |

| Changing Seasons | | | | |
|------------------|--|--------------------|--------------------------|------------------------------------|
| Year One | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |

| Great Britain | | | | |
|---------------|--|--------------------|--------------------------|------------------------------------|
| Year Two | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |

| Caribbean | | | | |
|-----------|--|--------------------|--------------------------|------------------------------------|
| Year Two | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |

Geographical Skills

| Geography of Birmingham | | | | |
|-------------------------|--|--------------------|--------------------------|------------------------------------|
| Year Three | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |



| Geography of Europe | | | | |
|---------------------|--|--------------------|--------------------------|------------------------------------|
| Year Four | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |



| Africa is not a Country | | | | |
|-------------------------|--|--------------------|--------------------------|------------------------------------|
| Year Five | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |



| Bible Atlas | | | | |
|-------------|--|--------------------|--------------------------|------------------------------------|
| Year Six | Locating places using maps and atlases | Compass directions | Using and designing maps | Fieldwork and observational skills |

Geographical Knowledge

| Key Knowledge | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Name and locate the world's seven continents and five oceans | | | | | | |
| Name, locate and identify characteristics of Britain's four countries, capital cities and seas | | | | | | |
| Locate the world's countries, using maps and atlases | | | | | | |
| Human geography: Understand geographical similarities and differences between a part of the UK and a contrasting non-European country | | | | | | |
| Physical geography: Understand geographical similarities and differences between a part of the UK and a contrasting country | | | | | | |
| Identify seasonal and daily weather patterns in the UK | | | | | | |
| Compare the climate of the UK with that of a contrasting country | | | | | | |
| Use geographical vocabulary to refer to key physical and human features | | | | | | |
| Describe the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the UK and other countries | | | | | | |
| Understand how the human geography of a country/region has changed over time and the catalyst/impact of any change(s) | | | | | | |
| Identify the position and significance of latitude, longitude and Equator | | | | | | |
| Identify the position and significance of the Northern Hemisphere and Southern Hemisphere | | | | | | |
| Identify the position and significance of climate zones, biomes and vegetation belts | | | | | | |
| Identify the position and significance of the Prime/Greenwich Meridian and time zone | | | | | | |
| Describe and understand key aspects of rivers, mountains, volcanoes and earthquakes, and the water cycle | | | | | | |
| Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water | | | | | | |
| 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, and a non-European country | | | | | | |

Progression of Content

| | Key Stage One | |
|-----------------------------|--|--|
| | Year One | Year Two |
| Geography Skills | Use simple compass directions and locational and directional language to describe the location of objects and features . | Use simple compass directions and locational and directional language to describe routes on a map |
| Fieldwork | 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 | 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 |
| Locational Knowledge | 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 seven continents and five oceans |
| Mapwork | Use world maps, atlases and globes to identify the United Kingdom and its countries | Devise a simple map and use and construct basic symbols in a key . Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. |
| Physical Geography | Identify seasonal and daily weather patterns in the United Kingdom ; compare UK weather to that of contrasting county | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles . Describe key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |
| Human Geography | | Describe key human features , including: city, town, village, factory, farm, house, office, port, harbour and shop |
| 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 | |

Progression of Content

| | Lower Key Stage Two | |
|----------------------|--|---|
| | Year Three | Year Four |
| Geography Skills | Use maps and atlases to locate, describe and compare places. Use grid references to locate a place on a map | Use maps and atlases to locate, describe and compare places. Use grid references to locate a place on a map. |
| Fieldwork | 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. | 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. |
| Locational Knowledge | Use maps and geographical language to locate North African, European and Asian countries and cities and describe their key physical and human characteristics. Link to history topic of the Roman Empire. Name and locate British counties . | Use maps and geographical language to locate European and North American countries and cities and describe their key physical and human characteristics. Link to history topic of the Vikings. |
| Mapwork | Use maps, atlases and globes to locate countries and describe features studied. Use simple grid references to identify locations on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Use maps, atlases and globes to locate countries and describe features studied. Use simple grid references to identify locations on a map. Draw maps of increasing complexity, using aerial view and a key. Understanding of Prime/Greenwich Meridian and time zones (including day and night). |
| Physical Geography | Describe key physical features , including: rivers, oceans, hills, mountains, | Describe key physical features , including: rivers, mountains, time zones, volcanoes, |
| Human Geography | Describe key human features , including: city, town, village, how cities change and grow over time, migration, | Describe key human features , including: city, town, village, transport, urbanisation, food chains, |
| Place Knowledge | Name and identify key British mountains ; | Name and identify cities and towns; compare the human and physical geography of contrasting locations. Describe how the human and physical geography of a place changes and develops with time. |

Progression of Content

| | Upper Key Stage Two | |
|----------------------|--|---|
| | Year Five | Year Six |
| Geography Skills | Use four-figure grid references , symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Use six-figure grid references , symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| Fieldwork | 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. | 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. |
| Locational Knowledge | Name and locate counties and cities of Africa , 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) |
| Mapwork | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Understand how colonialism shaped the borders of African countries. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Physical Geography | Describe key physical features , including: dispersal of peoples across continent, diversity of Africa depending on location, common misconceptions re: Africa e.g it's a country, the whole continent is poor and besieged by disease and famine, impact of imperialism on natural resources. | Describe key physical features , including: mountains, rivers, continents, Nile Delta study, natural resources, tsunamis |
| Human Geography | Describe key human features , including: populations, migration, impact of war and natural disasters, impact of imperialism, comparison of Sudan and South Sudan. | Describe key human features , including: impact of international conflicts, international trade |
| Place Knowledge | Understand geographical similarities and differences through the study of human and physical geography of different regions and countries of Africa; detailed studies of Ghana, Sudan and South Sudan . | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Asia |

End of Topic Essay Example



Africa is not a Country
“Africa’s history has nothing to do
with its geography of today”
Do you agree? Why?

Over the last six lessons, pupils have learned about the physical and human geography of Africa and the lasting legacy of the colonial era. During this study, they focused on the countries of Ghana and Sudan/South Sudan, with a particular focus on their human geography in the 21st century.

Essay overview:

- Pupils finish the unit by writing their own essay, allowing them to apply the knowledge that they have gained.
- We advise taking one lesson to plan the essay, and two lessons to write it.
- You can decide whether or not pupils have their booklet available as they write. If pupils can write from memory it will be quicker, and more individual.
- However we need to provide students with the scaffolds they need to all experience success. Therefore, a planning sheet may be useful in helping pupils to chunk their ideas together into paragraphs.
- Graphic organisers may also be used as a prompt for writing.
- As a general guide, expectations around essay writing are:
 - Year three - 1-2 pages; informative text
 - Year four - 2-3 pages; informative text
 - Year five - 2-3 pages; persuasive text
 - Year six - 3-4 pages; persuasive text

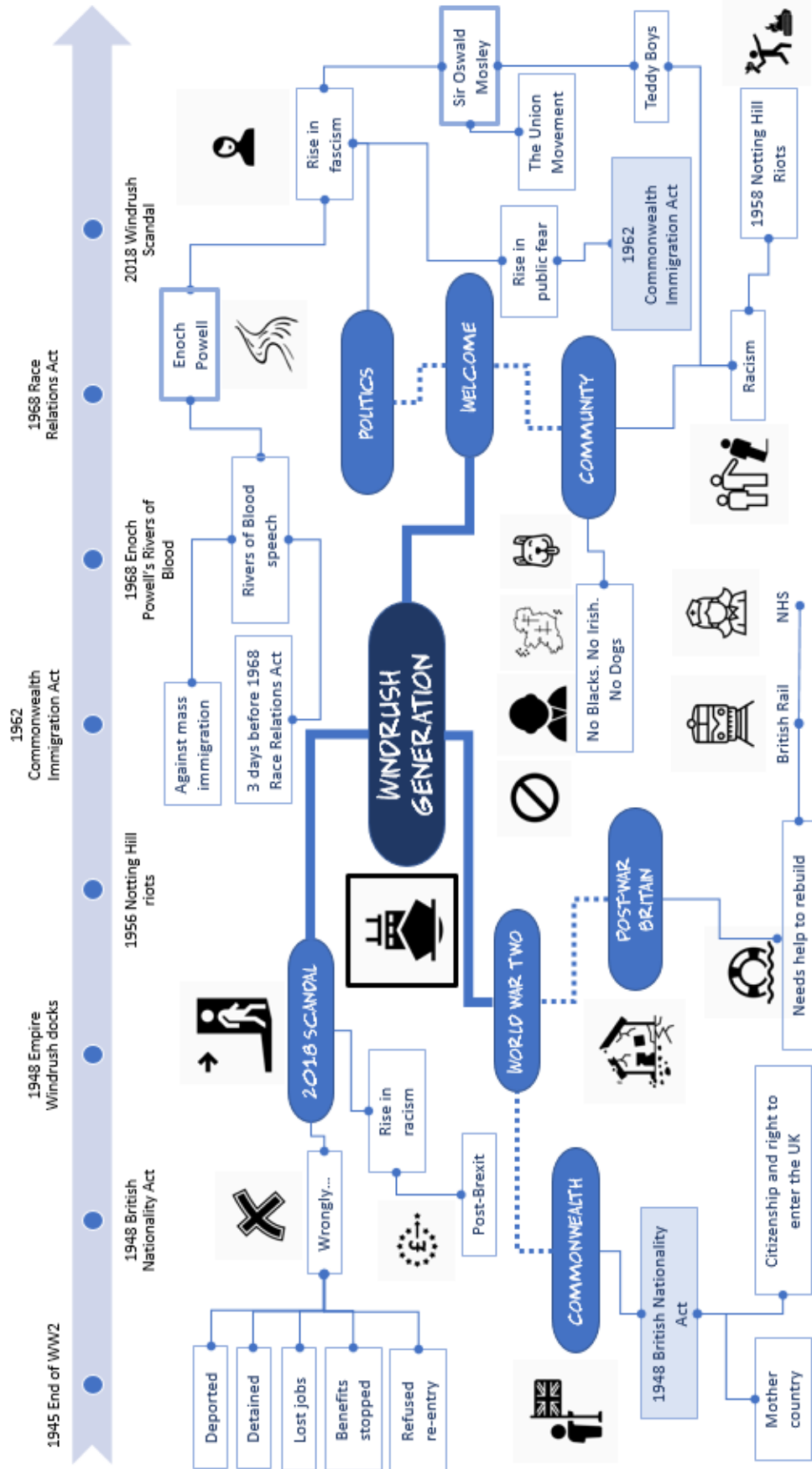


Vocabulary for Improving Essay Writing

| Adding | Sequencing | Illustrating | Cause and Effect |
|---|--|--|--|
| and also as well as moreover too furthermore additionally | First, Second, Finally, Next, Meanwhile, After Then Subsequently, | for example such as for instance in the case of as revealed by illustrated by demonstrated by shown by An example of this is | Because as a result of so therefore consequently resulting in leading to hence which resulted in |
| Comparing | Qualifying | Contrasting | Emphasising |
| Similarly Likewise As with Equally Like Equally In the same way | but however although unless except apart from as long as if | whereas instead of alternatively otherwise unlike on the other hand conversely contrariwise | above all in particular especially significantly indeed, notably prominently importantly |

Graphic Organisers

Poorly organised knowledge cannot readily be remembered or used. But students don't know how to organise their knowledge effectively. Teach the utility of good organisation. Teach how to use good knowledge organisation. Teach how to generate good knowledge organisation.
 FREDERICK REIF (2015) Applying Cognitive Science to Education



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. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Barack Obama