



West Drayton Academy

Believe • Empower • Achieve

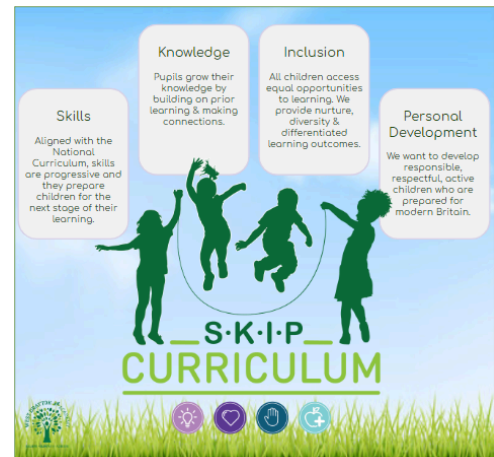


GEOGRAPHY CURRICULUM



INTENT

The Geography curriculum intent fits in with the whole school curriculum. It is part of the SKIP curriculum: Skills, Knowledge, Inclusion and Personal Development. The Geography curriculum is built around 3 knowledge concepts (population, settlements and environment), and these allow children to progressively build their knowledge of these concepts over their schooling. Geographical skills are embedded into the curriculum, as a means to acquire knowledge and to apply in fieldwork. Ensuring that the geographical knowledge and skills progress from EYFS to Year 6, enables pupils to achieve ambitious outcomes by the time they leave West Drayton Academy.



At West Drayton Academy, we equip children to be lifelong learners and to evolve into good citizens, and the Geography curriculum supports our pupils to achieve this. The curriculum allows pupils to regularly make local geographical links, allowing them to see the relevance of geography in their day-to-day lives. Geography permeates through other aspects of school life, such as through citizenship lessons, to ensure that pupils see the relevance of geography in the wider world. Our Geography curriculum is engaging, promoting enthusiasm and interest from the children.




IMPLEMENTATION

Knowledge Concepts Progression

The geography curriculum is structured around three knowledge concepts: population, settlement and environment. Children will encounter and explore these knowledge concepts every year at West Drayton Academy, demonstrated in the Geography Knowledge Concepts document. It gives them the opportunity to build on prior learning in a meaningful way that supports the retention of knowledge.



Medium Term Plans detail the relevant prior knowledge that pupils have from previous year groups and topics. It is important that pupils know and remember more over time, so teachers begin lessons with questions to support Assessment for Learning (AfL). This will involve retention questions for the previous lessons in the topic, as well as questions to activate relevant prior knowledge that will support pupils with their learning in that lesson. Medium Term Plans also detail the specific knowledge that pupils will gain from the topic, so that teachers are clear on the topic end points.

	Settlements / Places Y1 Where I live → Y1 Around the World → Y1 Seas and Coast → Y2 Countries of the UK → Y3 Villages, Towns and Cities → Y3 Mountains, Volcanoes and Earthquakes → Y4 Rivers → Y4 Migration → Y4 Natural Resources → Y5 Slums → Y6 Population
Throughout EYFS, KS1 and Y3, children will learn about a variety of settlement types and explore factors which are both advantageous and damaging for settlement growth. When pupils study Migration in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Year 6 units on Population and Globalisation draw on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.	
	Population / People Y1 Where I live → Y2 Countries of the UK → Y3 Villages, Town & Cities → Y4 Migration → Y4 Natural Resources → Y5 Slums → Energy & Sustainability → Y6 Population → Y6 Globalisation
Geography is the study of places and the relationships between people and their environments. Our curriculum guides pupils through an exploration of human geography focusing on where people live, what they do and how they use the land. As the curriculum progresses, children will begin to focus on the distribution of population across the world, population density in certain areas, and the movement of people. Children will be encouraged to analyse human activity and how humans can affect the world in which we live.	
	Environment Y1 Around the World → Y1 Seas & Coasts → Y2 Weather & Climate → Y3 Mountains, Volcanoes & Earthquakes → Y3 Water & Weather → Y4 Rivers → Y4 Natural Resources → Y5 Biomes → Y5 Energy & Sustainability → Y6 Globalisation
At the beginning of their journey, children learn about different environments around the world. Children learn about weather patterns and how weather and climate differs around the world. This learning prepares children for KS2 where they will begin to explore human impact on the environment. Y4 Natural Resources then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year 6 units on Population and Globalisation draw on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.	

Knowledge Concepts Descriptions

Skills Progression

By the end of Key Stage 2, we want pupils to be confident, independent geographers; a key component of this is pupils confidently using geographical skills in lessons. These skills are planned out to progress across the Geography curriculum, as detailed in the Geography Skills Progression. Pupils will encounter and build on each of these skills each year, so that by the time they reach Year 6 they are using and applying these skills confidently, independently and purposefully, in order to achieve our ambitious curriculum aims.

The skills used are detailed on Medium Term Plans, so that teachers can ensure they are explicitly referring to and teaching them. Pupils are aware of these skills so that in each lesson, they understand how they are learning this information and how they are being Geographers.

Unit Overview						
	Enquiry Question	Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	Where do people live?	To explain the impact of a growing population on urban areas	Human and Physical			
2	What affects where people live?	To develop a key to identify different land use on a map	Human and Physical	Exploring nomadic lifestyles		Y3 History: Prehistoric Britain Maths: Venn Diagrams
	Trip Local area walk					
3	How do human settlements differ?	To develop a key to identify different land use on a map	Human and Physical Mapwork		Land use in West Drayton	
4	What makes up a city?	To locate places on a map using 4 figure grid references	Mapwork		OS Map to find famous London landmarks	Maths: Coordinates
5	Can you design your own settlement?	To create map of a settlement including a key and grid references	Human and Physical Mapwork		Some children may choose to map West Drayton	
6	'There are more advantages to living in a city than disadvantages.' Do you agree?					

Example of Unit Overview on a Medium Term Plan, detailing the focus skill for each lesson.

LONG TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1		Where I live Population Settlements		Around the World Settlements Environment		Seas and Coasts Settlements Environment Trip to the seaside (#55)
Year 2		Weather & Climate Environment		Countries of the UK Population Settlements		Map Makers Settlements
Year 3		Villages, Towns and Cities Settlements Population		Mountains, Volcanoes and Earthquakes Settlements Environment		Water & Weather Environment
Year 4		Rivers Settlements Environment		Migration Settlements Population		Natural Resources Environment Population
Year 5		Slums Population Settlements		Biomes Environment Trip to the Living Rainforest (#83)		Energy & Sustainability Environment Population
Year 6		Population Population Settlements Environment		Globalisation Population Settlements Environment		

SKILLS PROGRESSION

	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork	Collect data from their school and its grounds (e.g. trees, mode of transport).	Collect and answer questions about data from the local area.	Collect and analyse data from the local area.	Collect, analyse and present data from the local area (including observations and measures).	Collect data from the local area and explain and present findings (including observations and measures). Compare findings to a different location in the world.	Collect data from the local area and explain and present findings considering impact and solutions.
Enquiry	Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features.	Use a range of sources (maps, diagrams, atlases, globes, aerial photographs) to recognise landmarks and features.	Compare and contrast appropriate sources E.G maps, atlases, globes, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.	Compare, contrast and analyse appropriate sources E.G maps, atlases, globes, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.	Compare, contrast, analyse and evaluate appropriate sources E.G maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.	Select, compare, contrast, analyse and evaluate appropriate sources E.G maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, aerial photographs.
Human and Physical	Identify seasonal and weather patterns in the UK. Identify human and physical features in their local area..	Identify similarities and differences of human and physical geography between the UK and the wider world. Apply knowledge of the world to understand climate and weather patterns.	Identify and categorise human and physical characteristics of countries and cities. Identify the impact that human and physical environments have on each other.	Research human and physical characteristics of countries and cities. Analyse the impact that human and physical environments have on each other.	Compare human and physical characteristics of countries and cities. Analyse the impact that human and physical environments have on each other and understand how some of these aspects have changed over time.	Assess the impact of human and physical characteristics of countries and cities. Evaluate the impact that human and physical environments have on each other and propose solutions.
Location and Place	Identify similarities and differences between where we live and other places in the UK. Identify similarities and differences with the wider world.	Identify characteristics of the four countries and capital cities of the UK.	Identify similarities and differences of regions.	Compare and contrast different regions.	Compare different regions and analyse why changes occur over time.	Compare different regions and analyse how the impact of changes over time could affect the future.

<p>Mapwork</p>	<p>Locate the countries of the UK (using world maps, atlases and globes).</p> <p>Draw basic maps using symbols/ pictures.</p> <p>Use directional language to describe the location of features on a map.</p>	<p>Locate the world's continents and oceans (using world maps, atlases and globes).</p> <p>Draw basic maps using keys and symbols.</p> <p>Use the 4 compass points to describe the location of features on a map.</p>	<p><i>Locate cities and counties of the UK and some countries in the world</i> using globes, atlases and world maps.</p> <p>Consolidate the use of 4 compass points.</p> <p>Use 4 figure grid references.</p> <p>Create simple scale drawings and understand the importance of a key.</p>	<p><i>Locate cities and counties of the UK and some countries in the world</i> using globes, atlases, OS maps and digital maps.</p> <p>Use the 8 compass points.</p> <p>Use 4 figure grid references and begin to use 6 figure.</p> <p>Draw maps using OS map symbols.</p>	<p><i>Locate cities and counties of the UK and some countries in the world</i> choosing appropriate resources.</p> <p>Use 4 and 6 figure grid references effectively. (Maths)</p> <p>Draw a variety of maps using OS map symbols (e.g. digital mapping).</p>	<p><i>Locate cities and counties of the UK and some countries in the world</i> choosing appropriate resources on more detailed maps.</p> <p>Consolidate use of 6 figure grid references.</p> <p>Draw maps of increasing complexity and accuracy.</p>
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SOLO TAXONOMY

VOCABULARY

In order for pupils to be confident geographers, we expect them to accurately and confidently use geographical vocabulary. The vocabulary that they need to know in each topic is detailed on the first page in each medium term plan. This will align with the vocabulary detailed on knowledge organisers which pupils will keep in their books. In addition, this vocabulary will be displayed on working walls with appropriate accompanying visuals, to support pupils' understanding.

Context					
Unit	Countries of the UK				
Assessment	Can you label a map of the UK? What would you write in a postcard from a capital city?				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	The National Curriculum for KS1 states that pupils should name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should also use world maps, atlases and globes to identify the United Kingdom and its countries. This lesson builds on children's learning from Year 1, Around the World , growing their understanding of the UK and its countries. The key knowledge concepts covered in this unit are settlements and population . Children will be introduced to different settlements found across the UK (villages, towns and cities) and the physical and human features that identify these features using aerial photographs - this serves as a precursor to Y3, Villages, Towns and Cities where this learning will be built upon. Children will have the opportunity to develop their map skills, locating capital cities on a map of the UK/using an atlas. Lesson 4 introduces pupils to geographical enquiry and simple data collection (an element of fieldwork). While reinforcing the UK's capital cities and using numeracy skills, pupils will develop fluency using compass directions (north/south/east/west). Children will be encouraged to frequently make comparisons with locations across the UK and where they live, continuing to develop their knowledge about the relationship between the world, the United Kingdom and their locality and where people live, developing their awareness of population . In this unit, children will compare the population of the countries of the UK, in year 3, this learning will be built upon with children learning about population density and the impact of a growing population in urban areas. In the final assessment lesson, children will be able to choose a capital city from any of the 4 countries of the UK and demonstrate their knowledge of the characteristics and landmarks that identify that location.				
Skills <i>What skills are taught in this unit? Skills Progression</i>	Fieldwork: Collect and answer questions about data from the local area. Enquiry: Use a range of sources (maps, diagrams, atlases, globes, aerial photographs) to recognise landmarks and features. Human & Physical: Identify similarities and differences of human and physical geography between the UK and the wider world Location & Place: Identify characteristics of the four countries and capital cities of the UK. Mapwork: Locate the world's continents and oceans (using world maps, atlases and globes); Use the 4 compass points to describe the location of features on a map.				
Vocabulary <i>To be displayed on the working wall</i>	Border Population Country	Human features Physical features United Kingdom	Settlement Hamlet Village	Town City Northern Ireland	England Wales Scotland

First page of a medium term plan, detailing the vocabulary for the topic.

At the beginning of each lesson, when introducing the learning objective and knowledge concept, the applicable vocabulary for that lesson will be shared with pupils. It provides an opportunity to explicitly discuss the meaning of words, so that later in the lesson, pupils are equipped with the correct, technical vocabulary to discuss their learning.

RETENTION

Our Geography curriculum is designed in such a way that supports children learning and remembering more over time. As they build on prior knowledge, their understanding of the bigger picture of Geography broadens. We support this in lessons through a number of ways:

Knowledge Organisers

Each geography topic has an accompanying knowledge organiser, which each child will have stuck in their book at the beginning of the topic. It highlights particular vocabulary, knowledge, images and maps which will be key to the topic. Pupils can refer back to this throughout the topic, helping them to recall prior knowledge.

Knowledge organiser

Layers of the Earth

Earthquakes occur when plates jolt forward after getting stuck

Volcanoes erupt when magma rises to the surface

A shield volcano

A stratovolcano

Structure of the Earth	
Crust	Solid rock, 0–70 km thick; continental (granite) and oceanic (basalt); made up of tectonic plates
Mantle	Solid rock, approx. 2,900 km thick
Outer core	Liquid metal: iron and nickel; approx. 4,500 °C
Inner core	Solid metal: iron and nickel; approx. 6,000 °C

Rocks and metals	
Granite	A type of rock formed by cooled magma; granite is the most common rock on the continental crust
Basalt	A type of rock formed by cooled magma; basalt is the most common rock on the oceanic crust
Iron	A type of metal: iron is the most common metal on Earth
Nickel	A type of metal

Mountains, volcanoes and earthquakes

Vocabulary	
Epicentre	The point on the Earth's surface directly above the focus. An earthquake is felt most strongly at the epicentre.
Focus	The point deep underground where an earthquake starts
Fold mountain	A mountain created when tectonic plates collide and cause the plates to wrinkle upwards
Friction	A force between two things that are trying to move past each other
Lava	Magma that has reached the Earth's surface
Magma	Molten (melted) rock beneath the Earth's surface
Moment magnitude scale	A scale from 1–10 to measure the strength of earthquakes
Pressure	A physical force created when solid things push against each other, or when gasses build up inside something and push against the sides
Seismic waves	Waves of energy created by an earthquake that travel through the Earth
Tectonic plates	Large sections, or plates, that make up the surface of the Earth

Volcanoes	
Shield volcano	Largest volcanoes on Earth; wide base, low height Example: Kilauea (Hawaii) and Erta Ale (Ethiopia)
Stratovolcano	Most of the world's volcanoes are stratovolcanoes; high with steep sides Example: Mount Vesuvius (Italy) and Bárðarbunga (Iceland)
Active volcano	A volcano that has erupted at least once in the last 10,000 years and still shows some signs of activity, such as movement of the plate beneath it, or gasses being released into the air
Dormant volcano	A volcano that has erupted in the last 10,000 years but is not showing signs of activity; however, it is expected to erupt again at some point
Extinct volcano	A volcano that has not erupted in the last 10,000 years and shows no signs of activity

Pre-Learning Slide

Each lesson begins with a pre-learning slide. This offers the opportunity for teachers to activate relevant prior knowledge for pupils, that will help to contextualise that day's lesson. The questions may come from concepts covered in the previous lesson, earlier in the topic, the previous topic or from a previous year group. There may not always be a question in each section, as the priority is that questions are selected purposefully for each lesson. Through this, teachers use AfL effectively to ascertain whether pupils have the necessary knowledge to understand that particular lesson, and therefore address any key misconceptions prior to introducing any new content.

1. In the last Lesson

What are the lines of latitude? How do they affect climate?



2. A few lessons ago

Name all the biomes you remember.



3. In the last unit

4. Before that

What is deforestation?
Why does it happen?
What is the impact?



Retrieval Quizzes

After introducing the learning intention for the particular lesson, each lesson will also have a ‘retrieval quiz’ section. This involves asking specific questions for pupils to recall the key acquired knowledge from the previous lesson. By more frequently expecting children to retrieve prior knowledge, we are supporting them to remember more over time. These questions will often be answered in a multiple choice format, or short answers, on whiteboards. This allows teachers to use AfL to ensure pupils have acquired the key knowledge from the previous lesson. It helps teachers to know who may require further support in this topic, to ensure that they finish the topic, having learned and remembered the necessary knowledge and skills.

Quiz

1. What is the Equator? Tick the correct answer.

- a. a biome
- b. a line of latitude
- c. a Pole

2. Match each biome to its average summer temperature and average annual rainfall. Draw lines between them.

Summer temperature	Biome	Annual rainfall
35–40 °C	Tropical rainforest	2,000 mm +
25–35 °C	Coniferous forest (taiga)	1,000 mm
25–30 °C	Tundra	500–1,000 mm
20–25 °C	Savanna	Less than 500 mm
10–20 °C	Desert	250 mm or less
10 °C	Temperate deciduous forest	150–250 mm

3. Read the statements below. Tick ‘True’ or ‘False’ for each one.

- a. Dry air has no clouds, so deserts are very hot in the day. True False
- b. Rising air with lots of water vapour makes clouds and rain. True False
- c. In the tropical rainforest biome, sinking air creates clear skies and no rain. True False

GEOGRAPHY IN THE WIDER-CURRICULUM

In line with our curriculum intent, it is vital that pupils see the relevance of Geography in the real world. We therefore strive to make connections to this beyond the geography lessons taking place in the classroom.

Whole-School Events and Assemblies

As a school, we mark whole-school events throughout the year, often explored in assemblies. Where possible, we make the link between events that are relevant to the subject of Geography. Examples include Earth day, World Environment Day and World Oceans Day.

From this year, we will be participating in and celebrating the National Festival of Fieldwork in line with the Geographical Association. This provides an opportunity for all pupils to participate in enjoyable, purposeful fieldwork across the whole school. This serves as an extra enrichment to the Geography curriculum, as it is not necessarily tied in with specific topics. It allows opportunities for pupils to work across year groups and see the relevance and potential of Geography in the real world.



National Festival of Fieldwork

June 2024

Personal Development

At West Drayton academy, we want to develop responsible, respectful and active children who are prepared for modern Britain. We plan out opportunities to support pupils' personal development, and some of this particularly links to our Geography curriculum. Through our personal development of pupils, we explore caring for the environment: this helps pupils to see the importance of Geography in the real world. Such discussions and links demonstrate the importance of the subject to pupils, and help to shape healthy attitudes towards the environment and the planet which will help our pupils to be well-rounded citizens in the future. We also explore the British Values through our personal development: this is an important link to make in Geography, as we endeavour to teach pupils about people and places that are different from their own experiences. It is therefore important to teach pupils about tolerance and mutual respect for others, to support their learning about other people, places and cultures.



Personal Development



GRADES

We want our pupils to understand and respect peoples' differences. We highlight this through grades: peoples differences in regards to a person's **G**ender, the **R**elationships we have with other people, **A**ge, **D**isability, **E**thnicity and **S**exual orientation. This is a fundamental element of Geography, as we endeavour to teach pupils about people and places that may differ from their own first hand experiences. This helps to broaden pupils' understanding and experiences of the world; however, there is a danger that, not taught carefully, pupils can continue to develop stereotypical views and assumptions of people and places. Therefore, we ensure that places are taught with accurate resources which tell the whole-story of a place. We ensure that pupils learn about different cultures and ethnicities with tolerance and understanding of how others may be different. This contributes to our pupils leaving school ready to be well-rounded citizens.



Each week, we participate in a class debate and vote around a particular topic. Some of these topics link particularly with environmental issues and Geography, such as:

- Should the UK open new oil fields?
- Do you want more renewable energy?
- Do we know how to care for electronics?
- Do we care about keeping rivers and seas clean?

The Votes for Schools themes allow pupils to apply their learning to current, real-world issues. Many, including those above, relate to the Geography curriculum directly. This allows teachers to highlight the importance and relevance of the subject for pupils, and they can consider their classroom learning in light of these discussions.

100 Club

The 100 Club offers 100 experiences for pupils across the school to enrich their education. Many of these align with Geographical knowledge, skills and experiences.



Knowledge



Life Skills



Experiences

Knowledge:

- Pupils will learn flags of world countries.
- Pupils will name and locate famous landmarks across the world.
- Pupils will name the continents and oceans of the world.
- Pupils will name the major cities of the UK.
- Pupils will name and locate the longest rivers in the world.
- Pupils will name and locate countries and capital cities across the world.

Skills:

- Be a 'recycling hero'.
- Send a postcard from the seaside.
- Navigate public transport.

Experiences:

- Climb a hill.
- Explore a cave.
- Go Geocaching.
- Walk through a forest.
- Observe living things grow.
- Visit the beach.
- Taste food from other countries.
- Participate in 'naturewatch'.
- Experience a living rainforest.
- Have a penpal from another country.
- Have an adventure holiday.
- Float in a boat.

INCLUSION

It is vital that all subjects are accessible for all pupils. Therefore, we ensure that our Geography curriculum is taught in such a way that appropriate adaptations can be made to ensure all pupils can learn the geographical knowledge and skills for the topic. One way this is done is through the previously mentioned SOLO taxonomy. Pupils may achieve the learning intention for the lesson by achieving the Bronze goal, which will be planned in such a way that pupils can achieve the learning intention independently. There is always the opportunity for all children to achieve silver, gold or platinum, therefore every child has the opportunity for support for their learning, as well as the opportunity to stretch and challenge their understanding.

We also ensure that new geographical concepts and vocabulary are introduced to pupils with practical examples and visuals wherever possible. Accompanying images for new vocabulary, for example, helps pupils to understand and use new vocabulary appropriately. Teachers will use a variety of methods of teaching and demonstrating new learning to pupils, to ensure all pupils have the opportunity to understand new knowledge in their geography lessons.

Where pupils may be working significantly out of their year group, teachers ensure that their curriculum is not narrowed. Pupils will still learn geography, but the priority may be ensuring these pupils acquire key, important knowledge from previous year groups. Without these key pieces of knowledge, pupils will be unable to access the current topic. Therefore, teachers use AfL appropriately to personalise learning for key pupils, whose achievement of Geography learning outcomes may look different, but will not narrow their access to a broad and balanced curriculum.

IMPACT

The impact of our Geography curriculum is measured in a variety of ways.

Assessment - Think Questions

The foundation of our Geography curriculum is that it is progressive in both knowledge and skills. To ensure this can happen appropriately, we ensure that pupils have met the expectations of each topic. Each topic is designed around a 'Think' Question (examples of these can be seen below). These questions are displayed at the start of each lesson, and the knowledge gained in each lesson is discussed in the context of the question. At the end of the topic, pupils are given the opportunity to show what they have learnt through answering the 'Think' question. This allows pupils to demonstrate both what they know, and how it applies in the real world. Some children will also show an ability to consider multiple points of views, as well as engaging with critical thinking skills. For some pupils, particularly in KS1 where pupils' writing ability may still be emerging, it is more appropriate to answer the 'Think' question verbally.

Year Group		Autumn 2	Spring 2	Summer 2
1	Topic	Where I Live	Around The World	Seas and Coasts
	'Think' Question		What will I see on a journey around the world? How is this similar and different to where I live?	Would you like to go on holiday to the seaside? Why?
2	Topic	Weather and Climate	Countries of the UK	Map Makers
	'Think' Question		Can you label a map of the UK? What would you write in a postcard from a capital city?	Can you draw a map of your dream town?
3	Topic	Villages, Towns and Cities	Mountains, Volcanoes and Earthquakes	Water and Weather
	'Think' Question	'There are more advantages to living in a city than disadvantages.' Do you agree?	Imagine you are in charge of a town. How would you plan for a volcanic eruption?	Why does it rain?
4	Topic	Rivers	Migration	Natural Resources
	'Think' Question	Why should we protect rivers from pollution?	'Migration has more disadvantages than advantages.' Do you agree?	'Every country should stop mining natural resources.' How much do you agree with this statement?
5	Topic	Slums	Biomes	Energy and Sustainability
	'Think' Question	How far do you agree with the following statement? 'Governments around the world should clear slums away.'	How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'	'Humans are not capable of living sustainably.' How much do you agree with this statement?
6	Topic	Population	Globalisation	
	'Think' Question	'Population increase is one of the greatest risks to the planet.' Do you agree?	'Globalisation has made the world a better place.' How much do you agree?	

Think Questions for each topic.

Assessment - Knowledge Quiz

As well as the 'Think' question, pupils in KS2 will complete a knowledge quiz at the end of the topic. This helps teachers to assess who has gained the key knowledge detailed on the MTP. It is important that pupils have acquired and remembered this knowledge, to aid their retention of knowledge over time as well as to help them build on learning in future topics. Questions will take different formats, including multiple choice or open-ended questions. Questions are sourced from the Reach scheme directly, to ensure that they match with the intended knowledge of the topic.

GEOGRAPHY KNOWLEDGE QUIZ EXAMPLE

Year 3, Spring 2

Mountains, Volcanoes and Earthquakes

End of unit quiz


1)	<p>What are the four layers of the Earth? Write them down.</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p>	/1
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2)	<p>Fill in the blank to complete the sentence.</p> <p style="text-align: center;"> magma chamber vent mantle </p> <p>The part of a _____ volcano where magma collects is called a _____.</p>	/1
3)	<p>Read the statements below. Tick 'True' or 'False' for each one.</p> <p>a. Earthquakes can be predicted easily. True ___ False ___</p> <p>b. Earthquakes can cause tsunamis. True ___ False ___</p> <p>c. Volcano eruptions can only be predicted with a few minutes' warning. True ___ False ___</p> <p>d. 75% of the world's volcanoes are located within the Ring of Fire. True ___ False ___</p>	/1
4)	<p>Using the words in the box below, fill in the blanks to complete the sentences below.</p> <p style="text-align: center;"> earthquake friction moving plates </p> <p>Tectonic plates _____ past each other create a force called _____, which can cause them to get stuck. Energy builds up until the _____ suddenly move, causing an _____.</p>	/1
5)	<p>What is one way in which scientists can predict a volcanic eruption?</p> <p>_____</p> <p>_____</p> <p>_____</p>	/1
6)	<p>Cross out the incorrect words in bold to complete this sentence.</p> <p>When two plates collide, fold / wrinkle / shield mountains are formed.</p>	/1
7)	<p>How do we describe something that has an effect on money? Write your answer.</p> <p>_____</p>	/1
8)	<p>What is an advantage of living near a volcano?</p> <p>_____</p> <p>_____</p> <p>_____</p>	/1

9)	Why is tourism good for local people? _____ _____ _____	/1
10)	How might an earthquake affect a community? _____ _____ _____ _____ _____	/1
Total /10		

Assessment - Skills

As well as assessing knowledge, teachers assess Geographical skills each week and end the end of a topic. This is to ensure an accurate, up to date record is kept of which Geographical skills children have learned and become confident with. This helps each teacher to consider how to build on these skills in future lessons, as well as offering the opportunity to further develop and consolidate skills that pupils are not confident with. Pupils' achievement of skills and their knowledge quiz scores are recorded on a tracker. This information is then used to inform future planning within and across year groups.

 West Drayton Academy Believe • Empower • Achieve				SKILLS										KNOWLEDGE										
				G1 Fieldwork:		G2 Enquiry:	G3 Human and Physical:	G4 Location and Place:	G5 Mapwork:		Skills		AUTUMN TERM TOPIC: Burns	SPRING TERM TOPIC: Biomes	SUMMER TERM TOPIC:									
				Collect data from the local area and explain and present findings (including observations and measures).	Compare findings to a different location in the world.	Compare, contrast, analyse and evaluate appropriate sources E.G maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.	Compare human and physical characteristics of countries and cities.	Analyse the impact that human and physical environments have on each other and understand how some of these aspects have changed over time.	Compare different regions and analyse why changes occur over time.	Locate cities and countries of the UK and some countries in the world choosing appropriate resources.	Use 4 and 6 figure grid references effectively.	Draw a variety of maps using OS map symbols (e.g. digital mapping).				% of Skills Achieved	No. of Skills Achieved							
YEAR 5 GEOGRAPHY TRACKER 2022/23 % Skills: 0 - 50% (Red), 50 - 69% (Orange), 70 - 78% (Green), 80% + (Blue) Total Pupils: 90				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
First Name	Surname	Class	PP	0%	0%	0%	0%	0%	0%	0%	0%	0%	%	No.	9	Quiz Score (20)	Quiz Score (10)	Quiz Score (10)						
[Redacted]				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0			
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
				0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0

Example of a Geography Skills Tracker

The role of the geography subject lead

Termly monitoring of Geography is carried out. This involves triangulating the findings from learning walks/lesson observations, book-looks and pupil voice. The Geography lead will also check that assessments are taking place and being appropriately recorded, as detailed above in the knowledge quizzes and skills tracker. Through this, we can observe how well the intent of the Geography curriculum is being implemented. Teachers are given timely feedback with specific, achievable next steps to further improve our teaching of Geography. This then feeds into the next cycle of Geography monitoring

