Geography at Malin Bridge

'Geography is the study of the Earth's physical features, land, water, air and living things. Geography is also the study of the human features of the world, the diverse places, people, and resources and how these affect and are affected by the natural world.'

Vision

Our vision for Geography is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Lessons equip pupils with knowledge about **diverse places**, **people**, **resources** and **natural and human environments**, together with a deep understanding of the Earth's key **physical and human processes**. We aim to build an awareness of how Geography **shapes our lives** at multiple scales and over time. Through our high-quality curriculum, pupils develop the confidence to **question** and **observe** places, **measure** and **record** data in various ways, and **analyse** and **present** their findings.

Good is not enough if it can be better and better is not enough if it can be best.

AT MALIN BRIDGE PRIMARY OUR PUPILS...

"It teaches us about the world and we can explore places you can't always visit in real life." *Eloise Y5*

Intent

For pupils to develop both **geographical skills** and **knowledge**, including fieldwork.

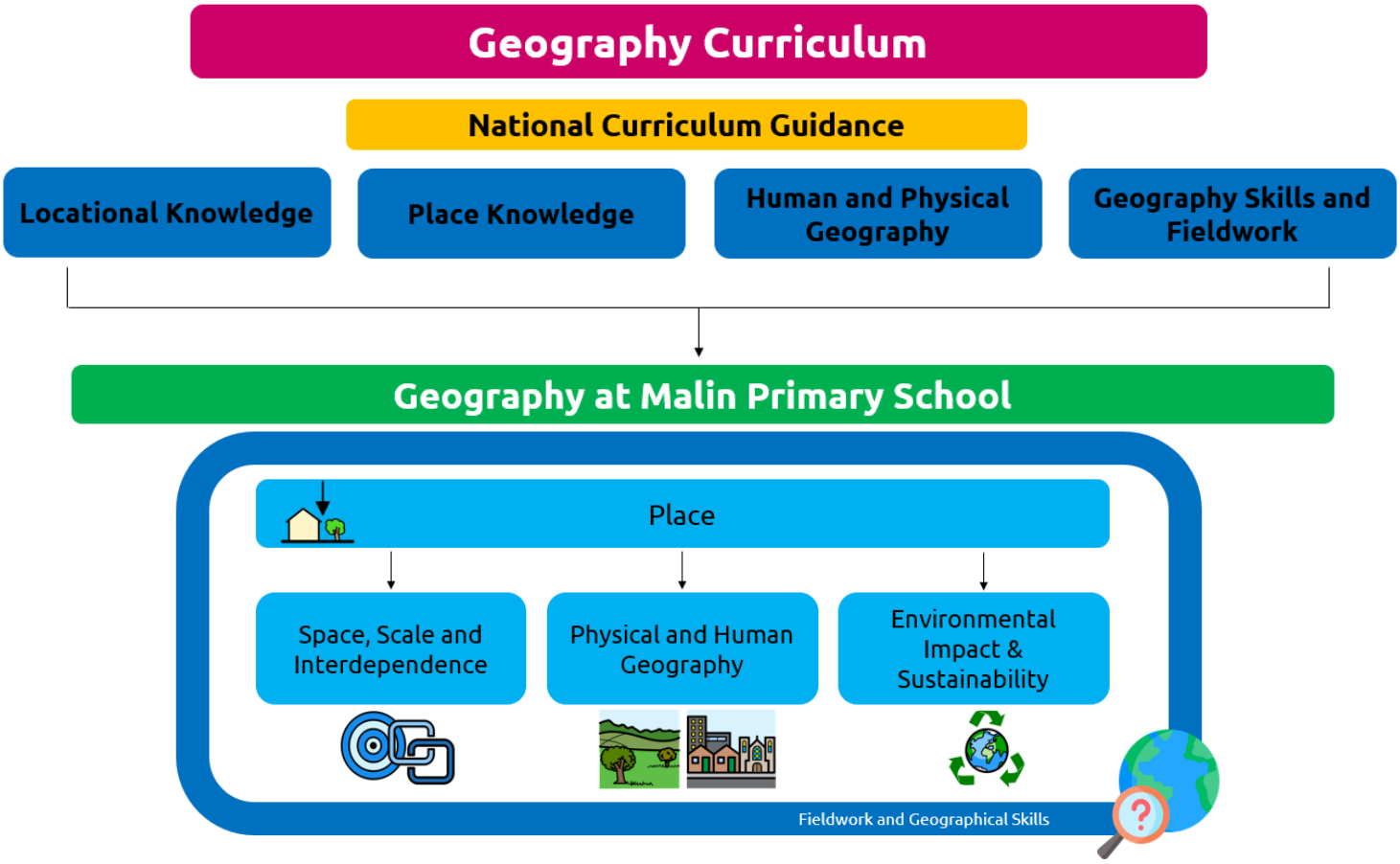
All pupils develop **critical thinking** skills; **asking and answering questions**, **explaining** and **analysing evidence.**

For pupils to develop a **deep appreciation** for the **diversity of people**, **places**, **cultures** and **environments** in the locations studied.

Prepare pupils for **future geography learning** and **careers** beyond Malin bridge.

Geography Key Concepts

The Geography curriculum is built around 4 key concepts, which link to the four strands as set out in the National Curriculum: locational knowledge, place knowledge, human and physical geography, and geography skills and fieldwork. These concepts are **place**; **space, scale and interdependence; physical and human geography, and environmental impact and sustainability.**



These concepts have been thoughtfully selected to ensure that pupils not only retain **the essential information** but that they can also **relate facts and ideas to each other**, **develop explanations**, **generalise** and **categorise**, and **think abstractly**.

Although there are differing views regarding what geographical concepts are, we feel that those selected at Malin Bridge provide our pupils with a solid understanding of geography which fully equips them for further learning at KS3 and beyond.

Geography skills and fieldwork are interwoven across all Geography units, alongside the key concepts, to ensure pupils acquire and refine the necessary skills ready for the future.

Please see the skills sheets and individual knowledge sheets for more information.

Pupils develop their understanding of these concepts through meaningful examples and repeated exposure in a range of contexts from EYFS to Y6, including the integrated resource. The 3D approach of the curriculum design ensures these concepts are revisited and built upon across other subjects areas and all key stages. Over time, pupils schemata will grow to develop a complex and rich understanding of these concepts.

Each Geography unit acts as a building block to ensure the knowledge and concepts learned directly build on previous units and lay foundations for what pupils will go on to learn both within Malin Bridge and in KS3. All Geography units are aligned with the National Curriculum and therefore enable children to meet the end of key stage attainment targets.

Please refer to the Curriculum booklet for more information about the 3D curriculum.

Key Concepts

Place

Place signifies more than a geographical location, it encompasses distinctive **features**, **landscapes**, **community** and **diversity**.

Features *of a place make it distinct, including both physical and human features.* ***Landscape*** *and surrounding environment also play a part, whether it's a cityscape or countryside, near or far.* ***Communities*** *are often created when people are connected by their shared experiences of a place.* ***Diversity*** *refers to the fact that no two places are exactly alike. Places are unique , from the way they make us feel, to their size, type and location.*

Understanding and forming an imagination of 'place' means looking at all these different characteristics together.

Space, Scale & Interdependence

Space acts as a foundation for ideas like **location**, **distribution**, **pattern**, **interaction** and **distance**.

Location *refers to where something is, whether that's a mountain or a city.* ***Distribution*** *is about how things are spread out across space, while* ***pattern*** *refers to how these distributions repeat or vary.* ***Interaction*** *examines how different elements, such as information, goods and people, within a space relate to and influence each other.* ***Distance*** *is about how far apart things are within that space.*

Pupils learn that these concepts can be observed in various physical and human geographical features like landforms, urban areas and political systems. Therefore, understanding 'space' involves examining these features and the relationship between them.

Scale can refer to the size or level of geography, from local to regional, to national, to international to global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.

Interdependence is a key idea, highlighting how everything, including **people**, **places, environments**, and **processes**, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.

Physical & Human Geography

Physical and **human** processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.

Environmental Impact and Sustainability

Environmental impact and **sustainability** explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.

Diversity in the Curriculum




Concepts relating to **cultural awareness** and **cultural diversity** are interwoven through the geography curriculum, as well as *all other aspects of the curriculum* at Malin Bridge through the school drivers. As part of the geography offer, pupils are encouraged to explore the similarities and differences between various cultures and identities, deepening their understanding of our global community.




Please see the Curriculum Booklet, English Booklet and Protected Characteristics Map for more information about how diversity is interwoven through the curriculum.

Geography Subject Story

There are **Subject Stories** for all foundation subjects, which detail the journey pupils go on through each curriculum area during their time at Malin Bridge. They contain the **key concepts**, which are built over time, as well as how each unit fits into the 'bigger picture' of the curriculum. Finally, the subject stories also contain an agreed glossary of definitions to ensure **consistent language** is used throughout school.

GEOGRAPHY AT MALIN BRIDGE

By the end of studying Geography at Malin Bridge, children will be able to answer questions such as:

- Where in the world is the **place** studied? What are the **differences and similarities** of the places studied?
- What are the **physical features** in the location studied, and what impact do they have on the area?
- What are the **human features** in the location studied, and what impact do they have on the area?
- What positive and negative **impact** do humans have on the **environment**? How can we reduce the negative impact and become more **sustainable**?
- Describe how the **space** has developed over time including any notable patterns seen. What impact does the geographical issue have on different **scales**? How does **interdependence** influence ecosystems, trade or cultures of the places studied?

Key Concepts	Associated vocabulary
Place	*location, locate, country, continent, oceans, counties, equator, longitude, latitude, northern hemisphere, southern hemisphere, tropics, regions, compass points, ordinance survey, global citizenship, diversity, migration, immigration, immigrant, features, landscape, community, personal, experience*
Physical and Human Geography	*rivers, mountains, volcanoes, earthquakes, water cycle, similarities, differences, hills, coasts, climate zones, biomes, vegetation belts, tsunami, spatial variation, settlement, land use, migration, similarities, differences, cities, towns, capitals, villages, hamlets, global citizenship, sustainability*
Space, Scale and Interdependence	*location, distribution, pattern, interaction, distance, national, local, international, global, interconnected, interconnection, compact, connections, experience, regional, enquiry, reliant, dependent, relationship*
Environmental Impact and Sustainability	sustainable, sustainability, ecology, eco-friendly, carbon footprint, impact, pollution, ecosystems, local, global, resources, technology, population density, fast fashion, future, maintenance, restoration, recycle

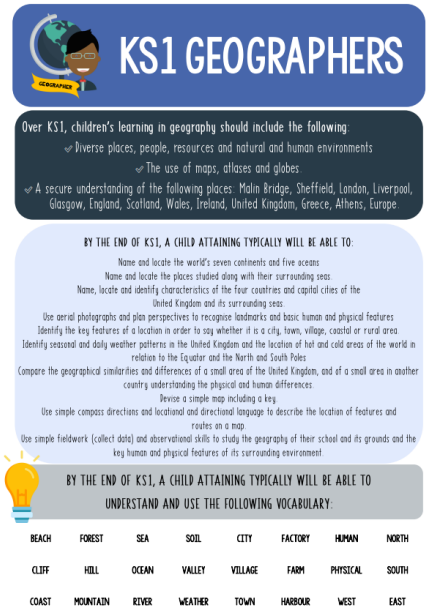
These concepts have been thoughtfully selected to ensure that pupils not only retain the essential information but that they can also **relate facts and ideas to each other**, **develop explanations**, **generalise** and **categorise**, and **think abstractly**. Although there are differing views regarding what geographical concepts are, we feel

Geography Glossary

aerial photo	a photograph taken from an aircraft or other flying object of the earth below.
agriculture	is another word for farming. It includes both growing and harvesting crops and raising animals, or livestock.
anemometer	A device for measuring wind speed.
architecture	The science and art of designing buildings
atlas	a collection of maps
barometer	A scientific instrument for measuring air pressure.
base	the bottom of a mountain where the land starts to rise.
beach	a pebbly or sandy shore next to the sea
biomes	areas that share similar climate, vegetation and animal species.
capital city	a city that is the centre of government for the country
city	a large town
climate	weather conditions of a certain area over a long period of time.
climate change	describes a change in the average conditions — such as temperature and rainfall — in a region over a long period of time.

Skills Sheets

There are skills sheets for each foundation subject, for each phase, detailing the **practical** and **disciplinary** knowledge. These include what a child who is attaining typically, should **be able to do by the end of their phase**. They also include the key vocabulary which children should be able to use.

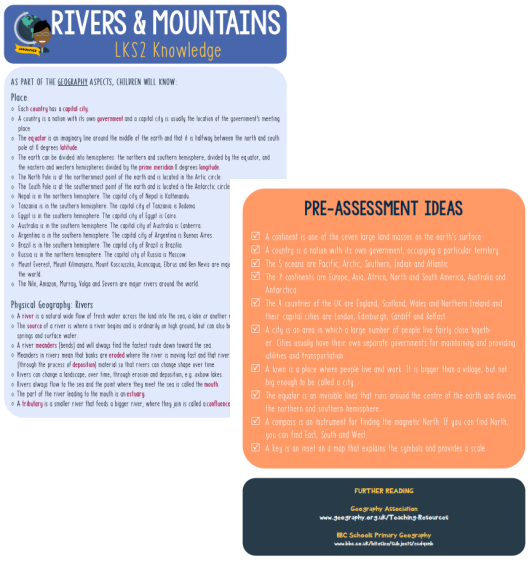


The subject story and skills sheets are available upon request.

Knowledge Sheets

Each unit taught has a corresponding knowledge sheet which details the precise **substantive knowledge** that pupils will be taught. This provides consistency across all classes, so all children are exposed to the same knowledge. The knowledge listed is not all for memorisation; rather, it provides a context to support children in developing skills and disciplinary knowledge. These documents also detail the prior knowledge children need to have in order to assimilate new knowledge into existing schema.

Fieldwork and fieldtrip opportunities are also included on the knowledge sheets to ensure pupils build skills and knowledge of how **geographical enquiries are structured** and **carried out**. Pupils begin with familiar and concrete places in the local environment before gradually moving towards more unfamiliar and abstract places.



Fieldwork

Fieldwork is all about **exploring**!

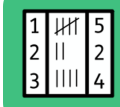
All Geography units have some element of fieldwork designed into them.

Fieldwork is built around an **enquiry question** which is either set by the teacher, or one pupils have decided for themselves.

Enquiry Question

Method

What data are you going to collect?
How are you going to collect it?



Data

Result

What does the data tell you?

Conclusion

Evaluation

All fieldwork requires **data** to be collected. Data can be either **human** (information about people) or **physical** (information about natural landscapes).

Data can also be either **primary** (information that is collected first-hand, such as tallies, measurements and photographs), or **secondary** (information that someone else has previously collected and made available).

At Malin Bridge, we use a mixture of primary and secondary data depending on the place(s) being studied and the enquiry question being explored.

For more examples of possible enquiry questions used for fieldwork, please refer to individual unit knowledge sheets.

KS1

Where is Malin Bridge?

Is litter a problem in our area?
Are people happy living in this area?
Is traffic a problem in our area?

Weather

Does the weather this week match the forecast?
What clothes should I pack for a trip out?
What is the weather like in Athens this week?

LKS2

Malin Bridge to Maasai Mara

What facilities are there in my local area compared to Tanzania?

Rivers and Mountains

Is our local river cleaner than this river?
How fast does the river flow here?

Kingdom of Benin

How has the population in Benin changed over time?
What impact does trade have on this area?

UKS2

North America

Is the population growth greater in the US or UK?
Does our local area or this area have more resources for tourism?

Climate Disasters

Is climate change a problem in our area?

Natural Disasters

Which areas do natural disasters have the worst effects on?

Geography in the Early Years

Pupils in FS1 (Nursery) and FS2 (Reception) engage with Geography through the **Understanding the World** area of learning. Pupils are guided to make sense of their physical world and their community; this is achieved through personal experiences which increase their knowledge and sense of the world around them, for example going on field trips to local places such as the park, the museum and the English Institute of Sport. Pupils also develop their knowledge through meeting important members of society such as firefighters and nurses. Through listening to a broad range of carefully selected stories, poems, rhymes and non-fiction texts, pupils foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Our youngest pupils learn about the world through asking and answering questions about places that are familiar to them, such as school, home and the natural world. They talk about why things happen and how things work, and begin to develop an understanding of growth, decay and changes over time. Pupils are encouraged to show care and concern for living things and the environment, and they begin to understand the effect their behaviour can have on the environment.

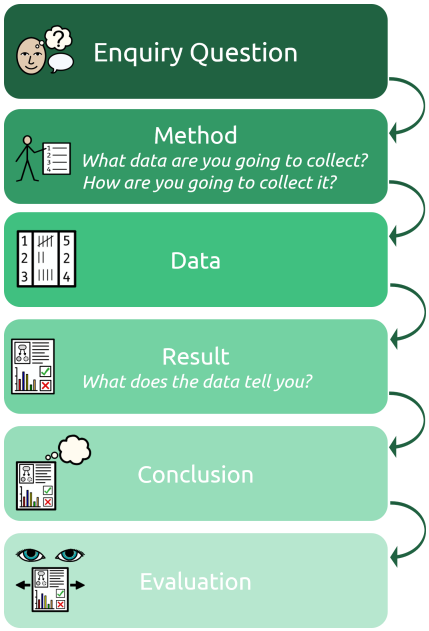
Please see EYFS knowledge sheets and topic stories for more information.



Pedagogy in Geography

Teachers use a range of pedagogical approaches to teaching Geography, which are selected based on the content being delivered. These include:

◊ Fieldwork enquiries are used in all parts of school to ask and answer geographical questions. All phases follow the same structure for enquiries, however not all year groups carry out each element independently.



For example, in Y3, pupils may investigate the question *How is access to fresh water distributed?* by looking at a range of secondary data sources.

◊ Explicit instructions and modelling by teachers in order to establish a framework of geographical knowledge and understanding of key concepts and skills.

◊ Using other curriculum areas to reinforce geography content, for example the UKS2 Design and Technology *Sustainable Fashion* unit reinforces and builds on the knowledge learnt throughout the geography curriculum linked to the concept of **Environmental Impact and Sustainability.** In LKS2, pupils learn about Benin art whilst reinforcing knowledge of Africa from the dedicated geography units *Malin Bridge to Maasai Mara* and *Rivers and Mountains.*

◊ ICT is used to enhance lessons and pupils engagement including the use of GIS (Geographical Information Systems). Pupils have access to Digimap, which allows them to further develop their understanding of **place** and **scale**.

◊ Discussions, debates and deliberations are used so pupils can formulate ideas, construct arguments and understand bias and perspectives.

Geography

SPACED RETRIEVAL

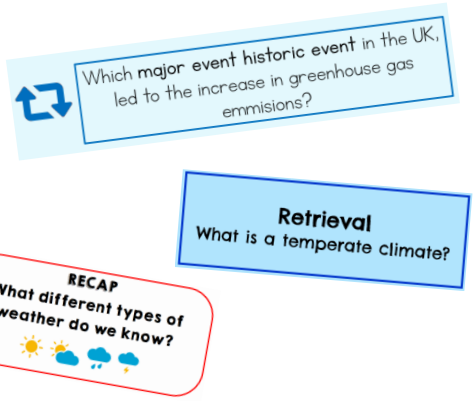
EYFS Dinosaurs	EYFS Animals	EYFS Woodland	EYFS Wizard School	EYFS Farm
KS1 Ice-Age to Iron-Age	KS1 Victorians	KS1 Where is Malin Bridge?	KS1 The Great Fire of London	KS1 Weather
LKS2 Malin Bridge to Maasai Mara	LKS2 Kingdom of Benin	LKS2 Rivers and Mountains	LKS2 The Environment	Key Concepts
UKS2 North America	UKS2 Islamic Empire	UKS2 Natural Disasters	UKS2 Climate Disasters	UKS2 Sustainable Fashion

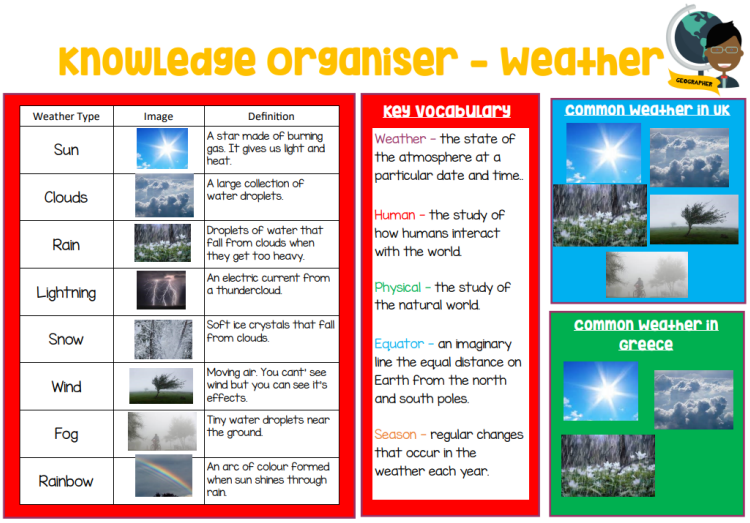
Spaced Retrieval

The Geography retrieval flipchart provides teachers with an effective way of building pupil's long term memory. It has been meticulously designed to span content from Early Years to Y6, allowing pupils to recall key learning. This method is about fostering deep comprehension and ensuring that knowledge is retained in long-term memory. By revisiting and recalling information at spaced intervals, pupils build stronger cognitive connections, making the information more readily accessible when they need it most.

Other resources used for retrieval practise include:

- recap stickers
- knowledge organiser recaps
- mini quizzes
- partner recap tasks
- last lesson/last week/last unit/last year reviews





Diversity & Anti-racism Education

The diversity school driver, along with the latest research in anti-racism education, underpins the Geography curriculum from FS1 to Y6. The Geography curriculum ensures that units delivered to pupils include a **diverse range of voices** and **perspectives**. Resources and texts represent a wide range of **cultures, races**, and **backgrounds**.

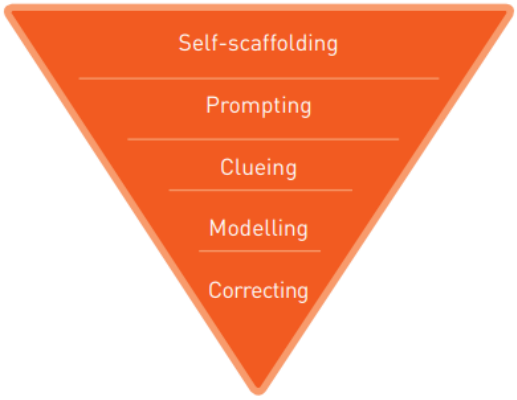
All staff working with pupils have attended anti-racism training to reflect on their own biases and foster an inclusive and equitable learning environment, ensuring that all pupils feel **respected**, **represented**, **valued**, and **supported**.

To build solid knowledge of diversity in geography, all phases have a **continent** assigned, which they use as an 'anchor point' across the whole curriculum. Phases use this to develop pupils' understanding of a **diverse range places, people, resources and environments**. By the time pupils leave Malin Bridge, they should have a solid understanding of a wide range of people and places from all continents, including historical events that took place there, significant figures, as well as an understanding of the differing cultures across the world.

See the overview document for more detail.

Scaffolding and Stretching

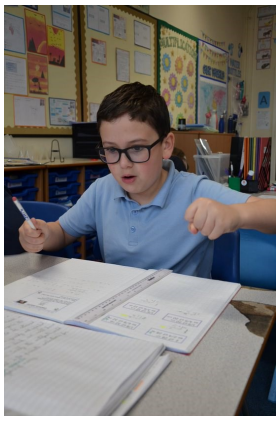
Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach session and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model *(taken from Making Best Use of Teaching Assistants)* which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.



Adaptations for SEND

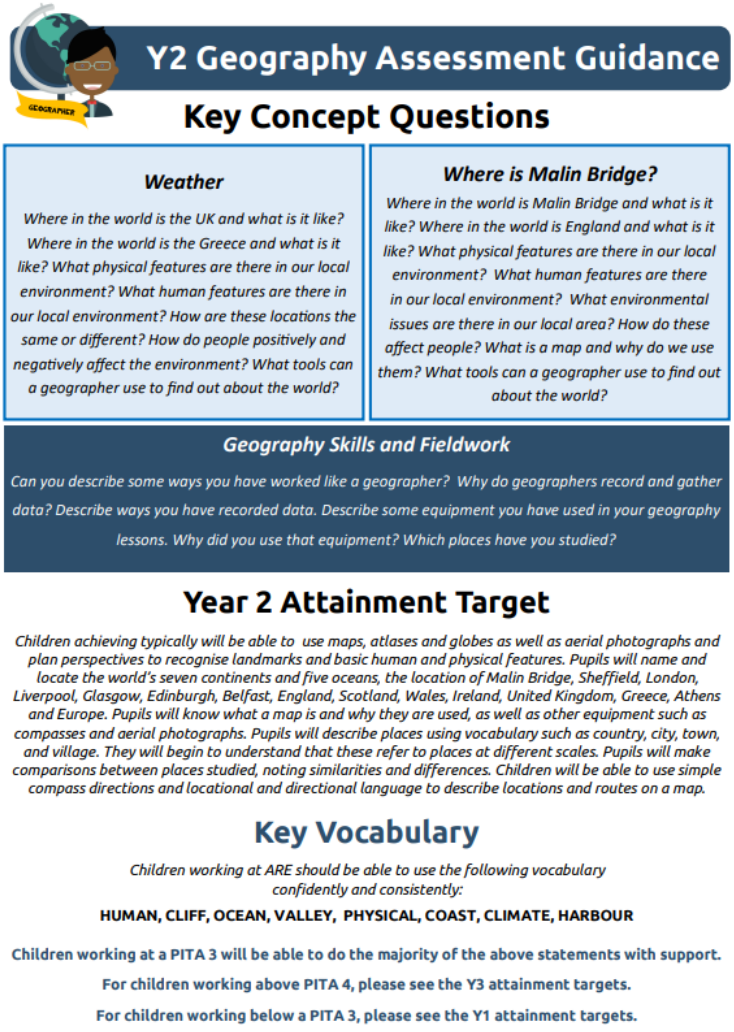
We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our geography curriculum is thoughtfully adapted to ensure that SEND pupils receive the support and accommodations necessary to thrive academically and personally. Teachers know that concepts and language in geography lessons can create barriers for pupils. Language is therefore taught explicitly at the start of new topics and pre-teaching of new vocabulary happens where needed. First hand experiences, such as field trips, activities and visits are used to help pupils analyse and understand what they have seen. Pupils are supported when making comparisons between people or places, as this can be an area of difficulty for those pupils with ASD, amongst others. Teachers also ensure that all pupils, and especially those with SEND, have appropriate thinking time in order to respond in class discussions and debates. This approach is particularly helpful in increasing participation and build self-confidence.

See the **SEND** booklet for more information.



Assessment: *The Impact*

To help staff make a **summative assessment** of pupils achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA *(Point in Time Assessment)* score; these range from 1-6. Please see the Curriculum booklet for more information. Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.



Y2 Geography Assessment Guidance

Key Concept Questions

Weather

Where in the world is the UK and what is it like? Where in the world is the Greece and what is it like? What physical features are there in our local environment? What human features are there in our local environment? How are these locations the same or different? How do people positively and negatively affect the environment? What tools can a geographer use to find out about the world?

Where is Malin Bridge?

Where in the world is Malin Bridge and what is it like? Where in the world is England and what is it like? What physical features are there in our local environment? What human features are there in our local environment? What environmental issues are there in our local area? How do these affect people? What is a map and why do we use them? What tools can a geographer use to find out about the world?

Geography Skills and Fieldwork

Can you describe some ways you have worked like a geographer? Why do geographers record and gather data? Describe ways you have recorded data. Describe some equipment you have used in your geography lessons. Why did you use that equipment? Which places have you studied?

Year 2 Attainment Target

Children achieving typically will be able to use maps, atlases and globes as well as aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Pupils will name and locate the world's seven continents and five oceans, the location of Malin Bridge, Sheffield, London, Liverpool, Glasgow, Edinburgh, Belfast, England, Scotland, Wales, Ireland, United Kingdom, Greece, Athens and Europe. Pupils will know what a map is and why they are used, as well as other equipment such as compasses and aerial photographs. Pupils will describe places using vocabulary such as country, city, town, and village. They will begin to understand that these refer to places at different scales. Pupils will make comparisons between places studied, noting similarities and differences. Children will be able to use simple compass directions and locational and directional language to describe locations and routes on a map.

Key Vocabulary

Children working at ARE should be able to use the following vocabulary confidently and consistently:

HUMAN, CLIFF, OCEAN, VALLEY, PHYSICAL, COAST, CLIMATE, HARBOUR

Children working at a PITA 3 will be able to do the majority of the above statements with support.

For children working above PITA 4, please see the Y3 attainment targets.

For children working below a PITA 3, please see the Y1 attainment targets.

See the Responsive Teaching section and the Impact section of the Curriculum Booklet for more information.

Foundation subject assessment guidance sheets are available for Y1-Y6. These outline the geography units that have been covered for each year group and include appropriate concept questions. These questions support teachers in assessing how well pupils can explain their substantive knowledge in the context the geography concepts. The assessment sheet contains an attainment descriptor of what a typical attaining child should be able to achieve by the end of the year. These, along with the knowledge sheets and skills sheets, help teachers to make their judgement.

A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

Appendices

(available on request)

Subject Story

Knowledge Sheets

Geography Assessment Guidance

SEND Booklet

Curriculum Booklet

English Booklet

Protected Characteristics Map

Malin Bridge Primary School

Chorus Education Trust