



# NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - GEOGRAPHY





# Our Curriculum at Nevill Road Juniors

- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



## Our Curriculum Intent

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.  
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.  
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.  
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.  
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

# Pedagogy of Learning



## Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.

# Pedagogy of Learning

## Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

### In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



# Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

## Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

## Hooks

Educational experiences through trips and visitors  
Books for hooks  
Hands on learning experiences  
Artifacts

## Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

## Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

## Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

## Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

## Quizzing

Create quiz questions on a topic. Could be multiple choice eg  
What is a metaphor?  
a) A comparison using 'like, as, then.'  
b) A comparison where one thing is another  
c) A comparison with a human attribute

## Sentence Stems

Sentence stems  
Scaffolding language  
Talk, talk and more talk  
Developing reasoning in mathematics  
Highlighting key vocabulary

## Building on Prior Knowledge

Activating prior knowledge  
Creating shared experiences

## Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

## Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

## Post-learns

Children evaluate their learning at the end of a unit.  
Children reflect on their learning.

## Can you still?

....last week  
....last month  
....last term  
....last year

Display board in class; use as starter question to recap.

## Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

## Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

## DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

# Pedagogy of Learning

## Check understanding throughout the lesson and provide feedback.



### **In lessons you will see:**

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

# Curriculum Leader - Joanne Smethurst (2023 - Present)

## **Our Geography Intent:**

- We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We aim to provide children with the opportunities to investigate and build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.

# Implementation

- Geography at Nevill Road is taught in blocks throughout the year, so that children can achieve depth in their learning.
- Geography Units are planned coherently across year groups to build children's understanding progressively from their local area into the wider world.
- Chris Trevor (Geography Specialist) planned our curriculum in conjunction with staff to ensure all Geography lessons follow the 2014 KS2 National Curriculum and KS2 Skills and Knowledge list.
- An overarching enquiry question drives each unit of work with each lesson having an enquiry question to answer during the lesson.
- Lessons develop the children's use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Key vocabulary is outlined for each year group, building on what has been taught before.

# Implementation

- Opportunities are provided for children to develop their skills and fieldwork using maps and atlases (both physical, digital and Digimaps).
- Fieldwork allows children to apply their geographical skills in a real-life setting, exploring the school grounds and their local area and the features within it.
- Year 5 go on an overnight fieldwork residential to Castleton to develop map work skills.
- Where possible, Geography lessons make links to other subjects such as History.
- At the beginning of each topic, children are able to convey what they know already through a Pre Learn task. At the end of the unit children complete this task again as a post learn to capture learning.
- We have the same high expectations for all learners, including those with SEND in Geography. The attached provision map shows what Geography looks like for all learners at Nevill Road Junior School.
- All learners are included, providing relevant support for those with additional needs (educational, medical or otherwise).

# Impact

What will it look like by the time children leave school and at the end of each academic year?

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge and vocabulary. Children record what they have learned comparative to their starting points at the end of every topic (pre and post learns)

# Policy

To find out more about our  
Geography policy click the link below:

[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/3001545](http://www.nevillroad-jun.stockport.sch.uk/serve_file/3001545)



## Nevill Road Junior School Geography Policy 2020-2021

### Intent

Why do we teach this? Why do we teach this is the way we do?

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# Progression of Skills in Geography



## Geography Progression of Knowledge and Skills – Years 3 - 6

	Year 3 UK Focus Why is the UK such a great place to live?	Year 4 Europe Why is Europe such a great place to live?	Year 5 Central and North America What's so special about North America?	Year 6 South America What's so special about South America?
Locational Knowledge	Name and locate counties and cities (using maps) of the United Kingdom	Locate the world's countries, using maps to focus on Europe (including the location of Russia)	Locate the world's countries, using maps to focus on North America	Locate the world's countries, using maps to focus on South America
	Name and locate geographical regions and their identifying human and physical characteristics	Name and locate environmental regions, key physical and human characteristics, countries and major cities	Name and locate environmental regions, key physical and human characteristics, countries and major cities	Name and locate environmental regions, key physical and human characteristics, countries and major cities
	Name and locate key topographical features (including hills, mountains, coasts and rivers,) and land-use patterns	Identify key topographical features of the UK - coasts and rivers* and how some of these aspects have changed over time * fieldwork week	Name and locate counties and cities of the UK (Anglo Saxons & Vikings) and key topographical features including 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	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the



## Geography Progression of Knowledge and Skills – Years 3 - 6

			Prime/Greenwich meridian and time zones (including day and night)	Prime/Greenwich meridian and time zones (including day and night) Recap on Year 5 work
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Athens or Naples/Pompeii)	Understand geographical similarities and differences through the study of human and physical geography of a region within North America	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Snowdonia) and a region within South America
Human and Physical Geography	Describe and understand key aspects of: physical geography including vegetation belts, rivers and mountains (name only)	Describe and understand key aspects of: physical geography including rivers, volcanoes and earthquakes and the water cycle	Describe and understand key aspects of: physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes	Describe and understand key aspects of: physical geography including climate zones, biomes and vegetation belts, rivers, mountains volcanoes and earthquakes
	Describe and understand key aspects of: human geography including types of settlement and land use	Describe and understand key aspects of: human geography including types of settlement and land use	Describe and understand key aspects of: human geography including types of settlements and land use	Describe and understand key aspects of: human geography including types of settlements and land use
	Describe and understand key aspects of: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

To see how the knowledge, skills, concepts and vocabulary are progressed throughout the school, follow the link below:

[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/564793](http://www.nevillroad-jun.stockport.sch.uk/serve_file/564793)

# Sequence of Learning Whole School Plan

At Nevill Road Geography is taught in blocks over the year in order to immerse children in the subject. Year 3 Autumn, Year 4 and 5 Spring and Year 6 Summer. High quality lessons are planned and delivered from a new Year group planning structure which is enquiry question led and skills/knowledge based. Evidence in books shows high quality teaching linked clearly to LO for skill and knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Spring 2
Year 3	When would you prefer to live-Stone Age, Bronze Age or Iron Age?		Why is the UK such a great place to live?		How successful was the civilisation of Egypt? FIELDWORK WEEK-School Grounds	
Year 4	Can we thank the Ancient Greeks for anything in our lives today? FIELDWORK WEEK-Rivers		Why is Europe such a great place to live?		What impact did the Romans have on Britain?	
Year 5	What is in the name of <u>Bramhall</u> ?  FIELDWORK WEEK- Local study of houses and shops		What's so special about North America?		Who won the struggle to settle in Britain before 1066? Castleton Visit Fieldwork and Map work skills	
Year 6	What was so magnificent about the Mayas?		What was the impact of wars on Britain?		What's so special about South America? North Wales Fieldwork week Conway centre Mapwork skills	

### Geography Autumn Term Year 3 Overview

**Main Enquiry Question:** *Why is the UK such a great place to live?*

**Resources:** Collins UK in Maps, CGP United Kingdom Study Book

Plan [Bee Twinkl](#)

L1	<p><b>Pre-Learn What do you know already?</b> Draw a map of the UK showing what you know. Use a map of the UK to re-draw your map and accurately show what you know. Keep both to show progression. <b>LO: I understand the purpose of maps</b></p> <ul style="list-style-type: none"><li>• Collins UK in Maps p2-3</li></ul> <p>Understanding Maps, different types of maps and what they show, why we have maps, map makers, what rules they follow. Activity: Understanding the features of a map - annotate a map to explain what each feature does e.g. grid, scale, key, symbols <b>VOCABULARY:</b> <a href="#">key</a>, <a href="#">atlas</a>, <a href="#">map</a>, <a href="#">globe</a></p>
L2	<p><b>Sticky Learning:</b> In pairs. Sheet with features headings of a map on. Point to a feature. Pair has to explain feature. Swap. <b>How is the UK organised? Meet the UK</b> <b>LO: I can name the countries and some of the main cities of the UK.</b> <b>LO: I can use the 8 points of a compass to locate these.</b> <b>LO: I can understand the need for a key</b></p> <ul style="list-style-type: none"><li>• CGP United Kingdom Study Book p2-3 Meet the UK</li><li>• Collins UK in Maps p6 UK countries</li></ul> <p>Activity: Recap on what the UK stands for and represents. What is the difference between the <u>UK</u> and Great Britain? Show on a map of UK where countries are and main cities using 8 points of the compass. Use a key to show cities. <b>VOCABULARY:</b> <a href="#">United Kingdom</a>, <a href="#">Great Britain</a>, <a href="#">country</a>, <a href="#">city</a>, <a href="#">compass</a>, <a href="#">key</a></p>
L3	<p><b>Sticky Learning:</b> What are the 4 countries of the UK? Capital city of each country? On UK map on IWB can you label any cities? Describe where they are in relation to each other using 8 points of the compass? <b>How is the UK divided up? Local Governments</b> <b>LO: I can name some of the counties in the UK.</b> <b>LO: I can use the 8 points of a compass to locate these.</b></p> <ul style="list-style-type: none"><li>• CGP United Kingdom Study Book p4-5</li></ul> <p>The organisation of the UK. Who makes the rules? Smaller areas (different names depending on country) What local government <u>does</u>.</p>

Each lesson is thought out purposefully with clear steps in order to achieve the learning objective. Here we have made links to our 'sticky' learning, vocabulary and required resources.



# Geography lessons at Nevill Road.

In lessons you will see:

- Teacher talk is kept to a minimum ensuring children work hard and focus upon their learning.
- A clear outcome for the children and what devices they will be using to complete the unit.
- Lessons begin with a recap of previous learning and with 'Can you still.... Questions.
- Vocabulary is explored throughout lessons.
- What is coming up next.

Can you still...

1. What are the 4 countries that make up the UK?
2. Explain where they are using the compass points.
3. Where are these cities:
  - London
  - Belfast
  - Cardiff
  - Manchester



Vocabulary

Talk to your partner what do these words mean?

key

atlas

compass

county



# Vocabulary

At Nevill Road Junior School we develop pupils' vocabulary by:

- Each lesson will have a focus on the key technical (tier 3) words for the unit. These will be displayed on the PowerPoints during the teaching part of the lesson and referred to throughout the lesson.
- Pupils are encouraged to share vocabulary throughout the lesson and ask questions.

Vocabulary

Talk to your partner, what do you think the words mean. Can you give an example?

topographical

hills and mountains



# Assessment

- To begin each unit, children are asked to complete a pre learn (on pink paper) and at the end of the unit the children are given a post learn ( on green paper). This assessment uses the enquiry questions which are the main body of the unit and focuses on key knowledge and chronological understanding.

- Teachers then complete an assessment grid at the end of the unit indicating children that are working towards the expectations and those that have met the expectations. ( this is related to key knowledge from the post assessment and skills observed in lessons)

**Pre- Learning - Why is Europe such a great place to live?**

Look at the map opposite. What does it show?

Name three countries you can see on this map

In the box below, write down the names of any capital cities, rivers or mountains in Europe.

Label the eight compass points

**The Clarifier**  
Identifying biomes using the features of the Earth's surface. Identify the biomes and explain what you can see in each biome.

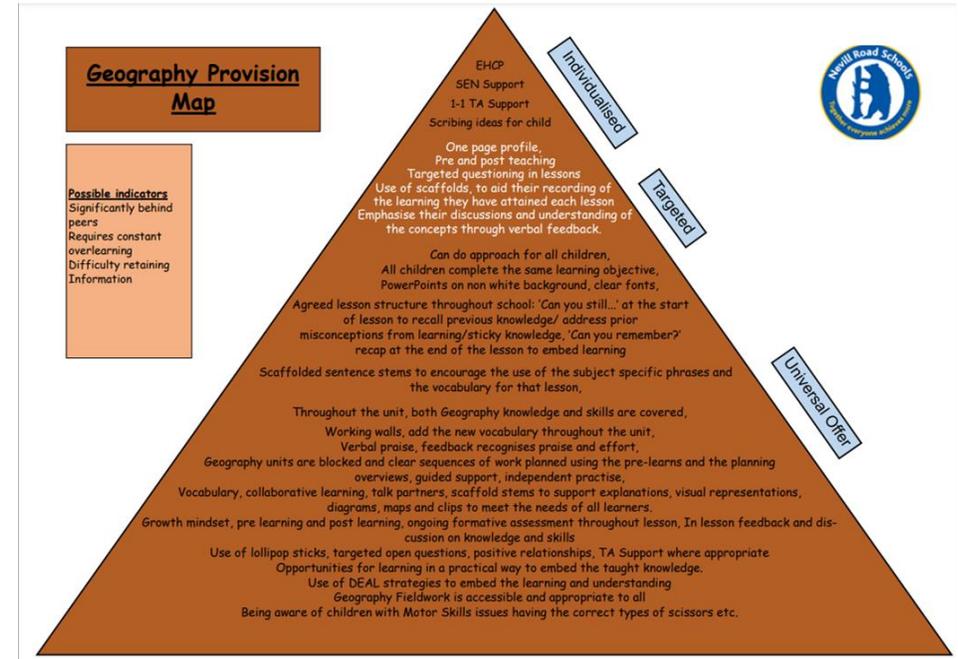
Explain the meaning of the words **biome** and **climate**

Tell me what you know about volcanoes and earthquakes

	Emerging/Developing			Expected/Secure		
Year 3	3OT (24)	3G (26)	3P (24)	3OT (24)	3G (26)	3P (24)
Why is the UK such a great place to live?	7	5	3	17	21	24
Year 4	4K (26)	4T (28)	4P (23)	4K (26)	4T (28)	4P (23)
Rivers	7	10	3	19	18	20
Year 4	4K (27)	4T (28)	4P (24)	4K (27)	4T (28)	4P (24)
Europe	6	6	2	21	22	22
Year 5	5DR	5JW	5H	5DR	5JW	5H
What is so special about North America?						
Year 6	6B	6H	6C	6B	6H	6C
What is so special about South America?						

# Inclusion

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through a range of texts and reading skills.
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning such as frames and sentence stems to ensure pupils do not suffer with cognitive overload.
- Teaching assistants are used effectively to help scaffold learning and support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language. In reading, EAL pupils will use word mats, picture cues, Google translate, reading texts are chunked into smaller parts to not overwhelm pupils. Advice is sought from EDS.



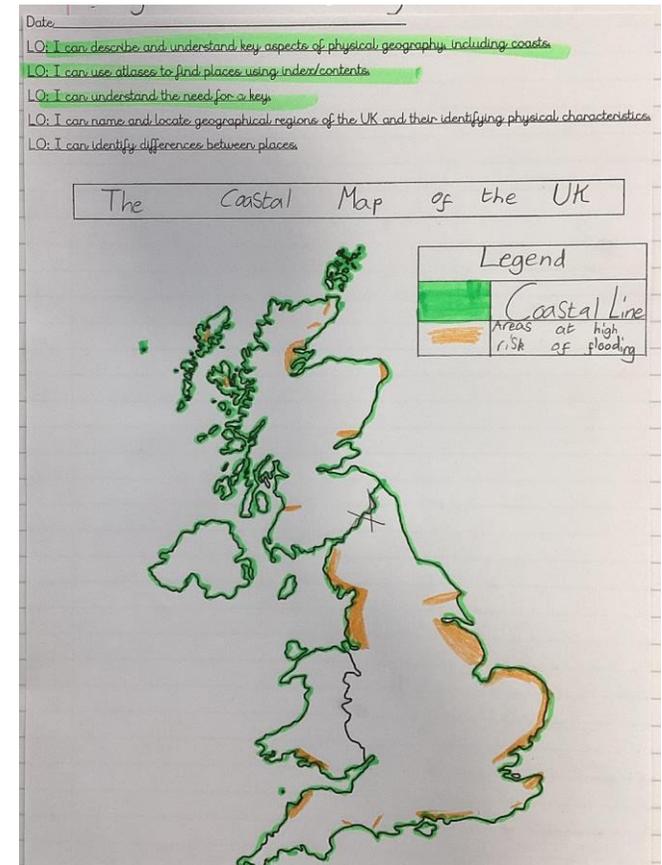
# British Values

- **Mutual respect** - Online Safety / social media responsibilities and behaviours / respect to each other online
- **Tolerance** - Using computing to access cultural diversity, through research projects, E-safety and
- **Individual liberty** - Navigate and use computers independently, researching projects across the whole curriculum
- **Democracy** - School council using computing resources to produce posters and documents to teach how to successfully navigate voting system within the school.
- **Rule of Law** - Children demonstrate how to be safe online, using search engines safely and demonstrating how to follow school rules regarding E-safety.

<http://www.nevillroad-jun.stockport.sch.uk/page/our-school-values/42774>

# Monitoring and Evaluation

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.



# Monitoring Geography At Nevill Road.



## Subject Leader Monitoring

Date: 06.10.22

Subject: Geography

### Intent

Book looks - Year 3, 5 and 6 no Geography in Autumn 1.

Year 4: *Clear progression shown from pre to post learn. Children are given chance to correct their work and address misconceptions through the use of triangles. Children are challenged through the use of squares which allows them to confirm and extend their understanding further. Key vocabulary is clear.*

**We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives** - Through pupil voice, Yr6 were very enthusiastic about Geography and mentioned a flag book they look through and a game they enjoy playing at the end of the day called Wordle. This is a game where you guess the shape of country. One child commented on how this had led him to learn nearly all the flags of each country and from this he could draw the shape too. Year 4 were able to use key vocabulary in context about rivers including meander.

**Opportunities are provided to investigate and build geographical expertise from their local area (UK Year 3) to the wider world Europe - Year 4, North America - Year 5 and South America - Year 6).** This includes locational knowledge and understanding of human and physical features. Through pupil voice, chn could talk about their learning from the previous year. Year 6 said they learnt about world wonders and the location of North America. Year 4 pupils struggled to recall their learning about the UK. From Year 3

**Geographical and fieldwork techniques:** During pupil voice, chn spoke about fieldwork and walking around their local area. Chn spoke about using maps and locating local places such as Macclesfield Forrest.

### Implementation

Year 3 - book & planning look evidence

- Assess prior knowledge using a pre-learn - evidence of this in all classes.
- An overarching enquiry question drives each unit of work with each lesson having an enquiry question to answer during the lesson - lesson planning is linked to the enquiry questions. LO for each lesson links to Overview.
- Lessons develop the children's use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Evident in books and planning
- Key vocabulary is outlined for each year group, building on what has been taught before- Evident in overviews at start, on Flipcharts, displays and in books.
- Opportunities are provided for children to develop their skills and fieldwork using maps and atlases (both physical, digital and Digimaps). Excellent use of maps, some drawn by children and OS maps to compare a city and village.

# Next Steps

- To continue to monitor *Geography* across school
- Ensure an open-door approach continues where staff feel supported
- To attend network meetings and CPD opportunities and making sure those opportunities are available to staff when required.