



# Geography Curriculum at TEAM Multi Academy Trust – Coast to Canyon



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# Geography

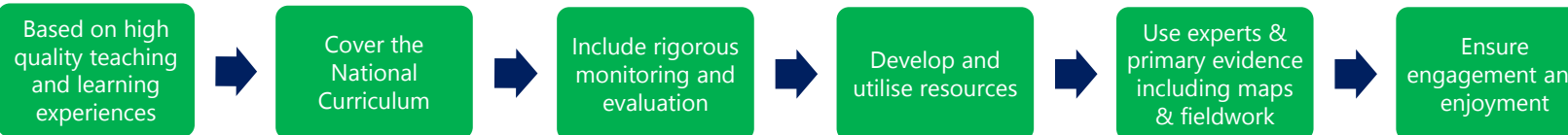
## Vision

- Geography plays a crucial role in helping students understand their own identity and sense of place in the world.
- The school Geography Curriculum seeks to develop key skills; uncover important geographical (substantive) knowledge and introduce children to disciplinary knowledge (how and why geography has been interpreted by geographers).
- Students will learn how their locality, Britain, the wider world have been shaped by physical and human processes.

## Intent



## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Rigour

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary rigour is developed through geographic enquiry and interpretation – developing students' ability to think geographically. To ensure pupils can learn more and know more over time, we believe it is crucial that our geography curriculum develops both categories of knowledge as well as geographic

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

## Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

## Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

## Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.



# Coast to Canyon

Subject: History Year: 5/6 Term: Summer 1

|                                 |  |
|---------------------------------|--|
| <b>National Curriculum Aims</b> | <p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>Locate the world’s countries</li> <li>Name and locate counties and cities of the UK; geographical regions (human and physical characteristics) and land-use patterns</li> <li>Identify latitude, longitude, hemispheres, tropics, equator, arctic &amp; Antarctic circles, prime meridian and climate zones, biomes, vegetation belts</li> <li>Understand geographical similarities and differences of a region of UK and a region in India</li> <li>Use maps, atlases and digital mapping</li> </ul> |
|---------------------------------|--|

|                     |   |
|---------------------|---|
| <b>Key Elements</b> | <p><b>Key Elements:</b></p> <ul style="list-style-type: none"> <li>Human – settlement and land use</li> <li>Physical – Mountains / Rivers</li> <li>Mapping – Atlases and maps of USA</li> </ul> |
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|                      |  |
|----------------------|--|
| <b>Key Questions</b> | <p><b>Five Key questions:</b><br/>         What is the USA? Where would you go on a road trip? What physical features can be found? What is NYC like? Who are the native Americans and other significant people?</p> |
|----------------------|--|

|                             |  |
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| <b>Curriculum coherence</b> | <p><b>Building Learning Power - Prior Learning:</b><br/>         As students progress through the rolling programme, their geographic knowledge is built, connecting past lessons to new ones. In ‘Coast to Canyon’, students build on learning from Y3/4, where they explored rivers, coasts and mountain environments, and from Y1/2, where they learnt about Whitby on the coast of the UK. Development of locational understanding will be built on as will students’ ability to make sense of different places from primary sources of evidence including aerial photographs, maps and first-hand information. Understanding of decisions historians have made in writing histories of the period will also be developed.</p> <p><b>Building Futures - Future Learning through the project:</b></p> <ul style="list-style-type: none"> <li><b>Foundational Understanding:</b> Students establish locational knowledge and place knowledge in the UK and north-west India.</li> <li><b>Conceptual Development:</b> Students delve into the broader geographical context of land use understanding motivations and societal impacts, building on learning in KS1 and laying the groundwork for more complex geographical concepts in KS3.</li> <li><b>Critical Analysis:</b> By continuing to evaluate geographical understanding related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing geographical concepts in KS3.</li> <li><b>Local Context:</b> Exploring how the <i>physical features of N Devon and East Anglia</i> affect the farming that takes place there. communities local to the school provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3.</li> <li><b>Broader Connections:</b> Students place <i>India</i> in broader geographical narratives, enabling understanding of connections between different geographical locations...</li> </ul> <p><b>Vocabulary:</b><br/>         See the glossary below</p> |
|-----------------------------|--|

|                                 | Lesson          | Content   | Substantive knowledge  | Disciplinary knowledge         |
|---------------------------------|-----------------|---|--|--------------------------------|
| <b>Development of Knowledge</b> | <b>Lesson 1</b> | <p><b>What do you already know about the USA?</b><br/>           Write down what you think you may know about the Geography of the USA</p> <p><b>Retrieval Grid</b><br/>           Look at the retrieval grid – does this make you think of anything else?</p> <p><b>What is the USA?</b><br/>           Map the states, time zones, and borders of USA</p> | <p><b>Students should understand:</b></p> <ul style="list-style-type: none"> <li>The size, shape and extent of USA.</li> <li>The capital of USA is Washington DC.</li> <li>That there are 48 states in ‘mainland’ USA.</li> <li>That Alaska and Hawaii are also states of USA.</li> <li>Each state has its own capital.</li> <li>What oceans and countries border USA.</li> <li>USA is so vast from east to west that it has different Time Zones and what these are.</li> </ul> | <b>What do Geographers do?</b> |

|                            |                 |   |   |  |
|----------------------------|-----------------|---|---|--|
|                            |                 |   | <ul style="list-style-type: none"> <li>• That USA is a mix of physical and human geographical features.</li> </ul>  |  |
|                            | <b>Lesson 2</b> | <p>Review</p> <p><b>Where would you go on a road trip?</b></p> <p>Research three of the cities of the USA – plan a road trip from east to west.</p>   | <ul style="list-style-type: none"> <li>• Details about either Philadelphia or Miami / Chicago, Denver or Dallas / Seattle or San Francisco.</li> <li>• Where these cities are.</li> <li>• How big they are and what they are famous for.</li> <li>• What they are like.</li> <li>• How far they are apart.</li> <li>• Options people have for travel between them.</li> </ul> |  |
|                            | <b>Lesson 3</b> | <p>Review.</p> <p><b>What amazing physical features can be found in the USA? – PHYSICAL features</b></p>  | <p>What:</p> <ul style="list-style-type: none"> <li>• the Grand Canyon is.</li> <li>• Yosemite is.</li> <li>• The Painted Desert is.</li> <li>• The Rocky Mountains are.</li> <li>• The Great Lakes are.</li> </ul>   |  |
|                            | <b>Lesson 4</b> | <p>Review.</p> <p><b>What is NYC like? – HUMAN features.</b></p> <p>Compare NYC to Mumbai</p>   | <ul style="list-style-type: none"> <li>• What are some of the famous features of NYC.</li> <li>• Where it is on the map.</li> <li>• What are the names of the rivers and islands that help to define NYC.</li> <li>• What are the similarities and some of the differences between the two cities.</li> </ul>   |  |
|                            | <b>Lesson 5</b> | <p>Review.</p> <p><b>Who are the native Americans and other significant people? (History link)</b></p>  | <ul style="list-style-type: none"> <li>• Christopher Columbus landed in North America in 1492.</li> <li>• The Vikings probably sailed to North America.</li> <li>• That native peoples (Indigenous or First Nation people) already lived in North America before any explorers arrived from Europe.</li> </ul>  |  |
| <b>Assess &amp; Review</b> | <b>Lesson 6</b> | <p><b>Retrieval Grids</b></p> <p>Complete a world map of significant farm production.</p> <p>Complete retrieval lesson to illustrate what you know about world food production at end of the project.</p> | <ul style="list-style-type: none"> <li>• Complete SLaE pages recapping what has been learnt in the project</li> </ul>   |  |

### Disciplinary rigour

How does the curriculum develop pupils' capacity to think geographically, i.e. questioning the nature of people, places and the environment?

Do plans show how pupils will be taught to use geographical approaches?



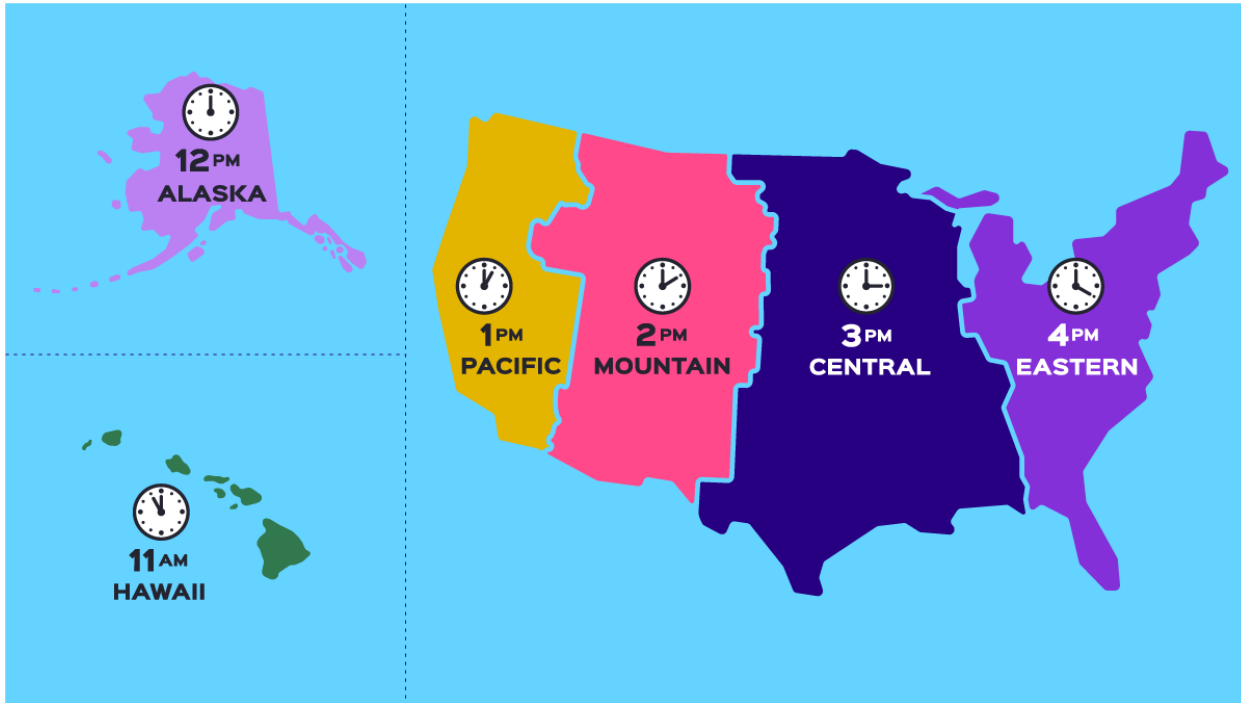
## Glossary

|  |   |
|--|---|
| <b>Physical features</b>                         | Geographical features that are created by the actions of plate tectonics, wind, rain, glaciers, rivers & oceans   |
| <b>Human features</b>                            | Geographical features that are created by the actions of humans   |
| <b>North America</b>                             | A continent – a land mass (including islands) of nearly 25 million square km  |
| <b>USA</b>                                       | United States of America – a country on the continent of North America  |
| <b>State</b>                                     | An area of land with its own government and laws, within the republic of USA  |
| <b>State Capital</b>                             | The capital city of a state   |
| <b>East Coast</b>                                | USA's coast on the Atlantic Ocean   |
| <b>Mid-West</b>                                  | The central area of USA with little or no coastline   |
| <b>West Coast</b>                                | USA's coast on the Pacific Ocean  |
| <b>Time Zones</b>                                | An area of land from north to south in which all places have the same time. The previous time zone to the east will be an hour in front and the next time zone to the west will be an hour behind. USA has six time zones |
| <b>Native / Indigenous / First Nation People</b> | The inhabitants of North America before any European 'discovery'  |
| <b>Vikings</b>                                   | Scandinavian explorers  |
| <b>Christopher Columbus</b>                      | Explorer and navigator from Italy   |
| <b>Navajo, Cherokee, Sioux, Apache, Comanche</b> | Five of the most populous tribes of Native American people  |
| <b>New York City</b>                             | The most densely populated city in USA made up of five boroughs   |
| <b>Manhattan Island</b>                          | Island on which much of NYC is built  |
| <b>Grand Canyon</b>                              | Enormous gorge cut through Arizona by the Colorado River  |
| <b>The Great Lakes</b>                           | Lakes on the border with Canada that contain 21% of all of the world's fresh water  |
| <b>Yosemite</b>                                  | Yosemite National Park is a 1,200 square miles mountainous region of waterfalls, deep valleys, grand meadows, ancient giant sequoias, a vast wilderness area, and much more   |
| <b>Monument Valley</b>                           |   |

# Appendix 1: USA State Map



## Appendix 2: USA Time Zone Map





Physical features  
(geography)



Human features  
(geography)



North America



USA



State



State capital



East coast



West coast



Coast To  
Canyon  
(USA)



Native American  
people



Navajo



Mid-west



Time zones



Christopher  
Columbus



Vikings



New York  
City



Manhattan



Grand  
Canyon



Great  
Lakes



Yosemite



Monument  
Valley

