



# TEAM Multi Academy Trust

## Geography: Roots, Shoots & Sprouts



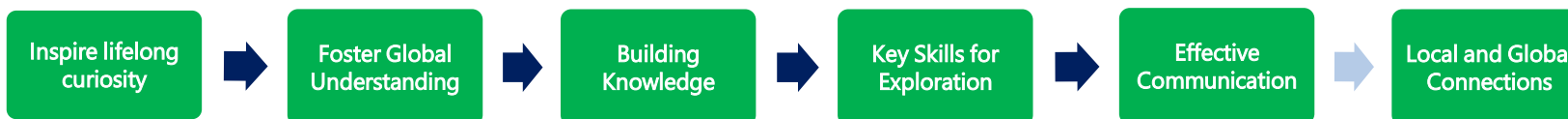


# Geography

## Vision

- **Inspire Lifelong Curiosity:** Our geography curriculum is designed to spark a deep curiosity about the world, encouraging pupils to explore and question the diverse landscapes, cultures, and phenomena they encounter.
- **Foster Global Understanding:** By immersing students in the study of different places and peoples, we aim to cultivate a profound understanding and appreciation of the interconnectedness of the world, fostering empathy and global awareness.
- **Build Lasting Knowledge and Skills:** Through engaging and dynamic lessons, we ensure that students not only acquire essential geographical knowledge but also develop critical thinking and analytical skills that will serve them throughout their lives.

## Intent



## Implementation



## Impact



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. 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 Geographical skill.

## 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.

# Intent

Inspire Curiosity	Spark deep curiosity about the world, encouraging pupils to explore and question diverse landscapes, cultures, and phenomena.
Foster Global Understanding	Cultivate empathy and global awareness by helping children understand the interconnectedness of the world and their role as global citizens.
Building Knowledge	Enhance learning through educational visits that provide practical experiences and real-world contexts for geographical concepts.
Developing Key Skills for Exploration	Develop essential geographical skills such as map reading, data collection, analysis, and fieldwork techniques to enable pupils to explore the world effectively.
Effective Communication	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations
Local and Global Connections	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations

# Implementation

Passion for Exploring the World	Our two-year programme ensures complete coverage of the KS2 National Curriculum, enabling children to name and locate significant places around the globe.
Name and Locate Places of the World	We develop pupils' geographical skills through hands-on fieldwork, where they collect, analyse, and communicate data. Leaders and governors rigorously monitor this aspect to maintain high standards.
Geographical Skills and Fieldwork	We inspire a passion for exploring the world by incorporating real-life contexts and educational visits, making learning relevant and engaging. External experts, trips, and visitors bring geography to life for our students.
Human and Physical Geography	Our curriculum covers both human and physical geography, ensuring that children understand the interaction between people and their environments. We continually enhance resources and integrate technology to support this learning.
Geographical Vocabulary	We assess and build upon pupils' understanding of geographical vocabulary before and after each unit, ensuring they can effectively communicate their knowledge.
Global and Local Connections	Through partnerships, such as our link with a school in India, and our focus on local geography, we deepen pupils' understanding of their locality and the wider world, fostering a sense of global citizenship.

# Roots, Shoots & Sprouts

Subject: Geography	Year: 1 & 2	Term: Spring 2
<b>National Curriculum Aims</b>	<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>• WALT understand how to read and create simple maps using symbols and a key, and to collect and organise data from maps.</li> <li>• WALT name and locate the seas surrounding the UK, as well as the five oceans and seven continents around the world on a world map or globe.</li> <li>• WALT identify and describe the physical and human features of a country (India).</li> <li>• WALT describe and compare the human and physical features of the countryside in Devon and India.</li> <li>• WALT draw or read a range of simple maps and aerial images to locate places in Devon and India.</li> <li>• WALT review our prior learning and demonstrate our understanding of geographical vocabulary, and create a display museum about farming in India and Devon.</li> </ul>	
<b>Key Elements</b>	<p><b>Key Elements:</b> Maps and Symbols/World Geography/Physical and Human Features/Locality Study and Comparisons/Maps</p>	
<b>Key Questions</b>	<p><b>Five Key Questions:</b> What are the different continents on the world map? Where in the world is India? What is the climate like in India? How does the landscape vary around the Himalayas?</p>	
<b>Curriculum coherence</b>	<p><b>Building Learning Power - Prior Learning:</b> In Reception, the children explored a variety of geographical themes through engaging projects. In the Autumn Term, they began with 'Marvellous Me,' where they learned about their immediate environment and where they live. This included an introduction to local geography and the concept of community. As they moved to 'Let's Investigate,' they explored the changes in seasons, focusing on autumn and winter. Through these topics, they began to understand different weather patterns and physical features in their locality. By the Spring term, the children delved into 'Caring, Sharing &amp; Daring,' learning about growing and gardening, which introduced them to natural environments and the life cycles of plants and mini-beasts. This theme encouraged them to observe and explore their surroundings more closely, fostering a sense of curiosity about the world. In Year 1, building on their reception experience, the children embarked on a broader exploration of geography. They started with learning about continents and oceans, and the physical features of cold climates. They study contrasting locations, such as Britain and a non-European country (India), focusing on human and physical features.</p> <p><b>Building Futures - Future Learning through the project:</b> As the children progress to Year 3 and 4, they will deepen their geographical knowledge through diverse and engaging topics. In 'Rocks, Relics and Rumbles,' they will explore physical features such as volcanoes. 'Misty Mountain and Winding Rivers' will introduce them to the geography of mountains and river systems, incorporating map work and connections to India. The 'Blue Abyss' will revisit rivers and oceans, emphasising physical features, map skills, and environmental issues. 'Urban Pioneers' will expand their understanding of both physical and human features in urban environments. In Years 5 and 6, their geographical education will become even more comprehensive. During Autumn, they will study 'Britain at War,' examining the impact of warfare on geography through a local study of East and West Germany. 'Sow, Grow &amp; Farm' will focus on farming, land use, and environmental concerns, with specific attention to India. In Spring, they will explore 'Dynamic Dynasties,' involving map work and the achievements of the Shang Dynasty in China. 'Hola Mexico!' and 'Groundbreaking Greeks' will look at the geography of Mexico and Greece, respectively, through settlement studies and map work. Additionally, in 'Maafa' and 'Frozen Kingdoms,' they will learn about the slave trade, civil rights, and the geography of North America, Africa, and the polar regions. The topic 'Peasants, Princes &amp; Pestilence' will cover the history and geography of medieval Europe, while 'Off with Her Head' will explore the setting up of the Church of England. Finally, 'Road Trip USA' will provide a comprehensive study of North American geography, contrasting different regions and cultures within the continent. This progression in geographical learning aims to build a strong foundation for understanding the world, fostering a sense of global awareness and environmental stewardship.</p> <p><b>Vocabulary:</b></p>	

Key Text				
Development of Knowledge	Lesson	Lesson Content	Substantive Knowledge	Disciplinary Knowledge
	Lesson 1	<p><b>What do you already know about food, farming and where food comes from?</b></p> <p><b>What are the different continents?</b></p> <p>Use world maps to record on and atlases and a globe to identify the 7 continents on the Earth.</p> <p>Locate UK and India. Explain that India is a country (not a continent), but it is known as a 'sub-continent'.</p>	<p><b>Students should understand:</b></p> <ul style="list-style-type: none"> <li>• That maps and aerial images help people to locate places and compare them.</li> <li>• That maps can be used to spot geographical features.</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Children can draw and read simple maps using symbols and a key.</li> <li>• Children can collect and organise data in charts and tables from primary and secondary sources.</li> </ul>
	Lesson 2	<p>Recap lesson 1</p> <p><b>Where in the world is India and what is it like there?</b></p> <p>Use Google Earth to locate High Bickington and Sanjivini International School in Mumbai. Compare the two locations.</p> <p>Now look at the areas of countryside surrounding the two built up locations. What is similar? What is different?</p>	<ul style="list-style-type: none"> <li>• Where India is and how it compares to UK in size.</li> <li>• That there is countryside in both India and UK and that some of the land is used for farming.</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Children can name and locate seas, oceans, and continents on a world map or globe.</li> <li>• Children can use maps, globes, and atlases to gather geographical information.</li> </ul>
	Lesson 3	<p>Recap lesson 2</p> <p><b>What is the climate like in India?</b></p>		<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Children can identify and describe the</li> </ul>

	<p>How does the climate help farmers to decide what to grow?</p> <p>Look at a range of crops from India that are NOT grown in UK. Consider why that is (climate).</p>		<p>size, location, and position of physical and human features.</p> <ul style="list-style-type: none"> <li>Children can observe, record, and categorise features of a coastal town</li> </ul>
Lesson 4	<p>Recap lesson 3</p> <p><b>How does the landscape vary around the Himalayas?</b></p> <p>What makes the Himalayas so different from much of the rest of India?</p> <p>Identify physical features of the Himalayas and say why they are not good for growing crops.</p> <p>Identify features of the land around Mumbai and say why crops are grown there.</p>	<ul style="list-style-type: none"> <li><b>Physical features</b></li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children can describe and compare the human and physical features of different coastal towns.</li> <li>Children can use diagrams and maps to organise and present geographical information.</li> </ul>
Lesson 5	<p>Recap lesson 4</p> <p><b>Plan a meal</b></p>	<ul style="list-style-type: none"> <li>That maps help people to plan a route and locate features.</li> <li>Maps use symbols and a key to represent geographical features.</li> <li>About Grace Darling and her contributions to coastal safety.</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children can draw and read simple maps using symbols and a key.</li> <li>Children can compare life in different historical periods using timelines.</li> <li>Children can gather and record information from interactive maps</li> </ul>

	Lesson 6		<ul style="list-style-type: none"> <li>• The key events in the story of Grace Darling.</li> <li>• Why Grace Darling became famous and her contributions to coastal safety.</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Children can retell historical events through drama, art, and music.</li> <li>• Children can work collaboratively to create and perform a story.</li> </ul>
	Lesson 7		<ul style="list-style-type: none"> <li>• And can explain key geographical vocabulary related to coastal features and maps.</li> <li>• The important aspects of the RNLI, coastal features, the story of Grace Darling, and coastal towns.</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Children can review and articulate their learning through discussion and presentation.</li> <li>• Children can create informative and visually appealing displays to share knowledge.</li> </ul>
GSP Lesson	Lesson 8		<ul style="list-style-type: none"> <li>• Key physical and human features of coastal towns in the UK and Karnataka.</li> <li>• The cultural aspects of coastal towns in both regions.</li> </ul>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Children can compare and contrast geographical features and cultural aspects of different coastal towns.</li> <li>• Children can create informative and visually appealing presentations to share their findings.</li> </ul>

## Vocabulary

UK seas	The large bodies of salty water around the United Kingdom, such as the Atlantic Ocean, North Sea, English Channel and Irish Sea
Physical Features	Natural parts of the landscape, like mountains, rivers, beaches, and cliffs.
Human Features	Things built by people, like houses, roads, bridges, and shops.
Grace Darling	A brave woman who lived a long time ago and became famous for rescuing people from a shipwreck.
Lighthouse	A tall building with a bright light at the top, built near the coast to help ships navigate safely.
Cliff	A high, steep rock face, often found by the sea.
Victorian	The time when Queen Victoria was the queen of England, from 1837 to 1901.
RNLI Lifeboat	A special boat used by the Royal National Lifeboat Institution to rescue people in trouble at sea.
Compass	A tool with a needle that always points north, used to help find directions.
United Kingdom	The country made up of England, Scotland, Wales, and Northern Ireland.
Map Key	A guide on a map that explains what the symbols and colours mean
Ocean	A very large body of salty water that covers most of the Earth's surface.
Westward Ho!	A seaside town in Devon, England, known for its beach and coastal features
Whitby	A coastal town in North Yorkshire, England, famous for its historic abbey and being a fishing port

# Compass directions



Write the words north, south, east or west to describe the direction of travel.

Whitby to Portsmouth

Hornsea to Lytham St Annes

Harwich to Cromer

Poole to Seahouses

Plymouth to St Ives

Kinlochbervie to Campbeltown

Aberdeen to Seahouses

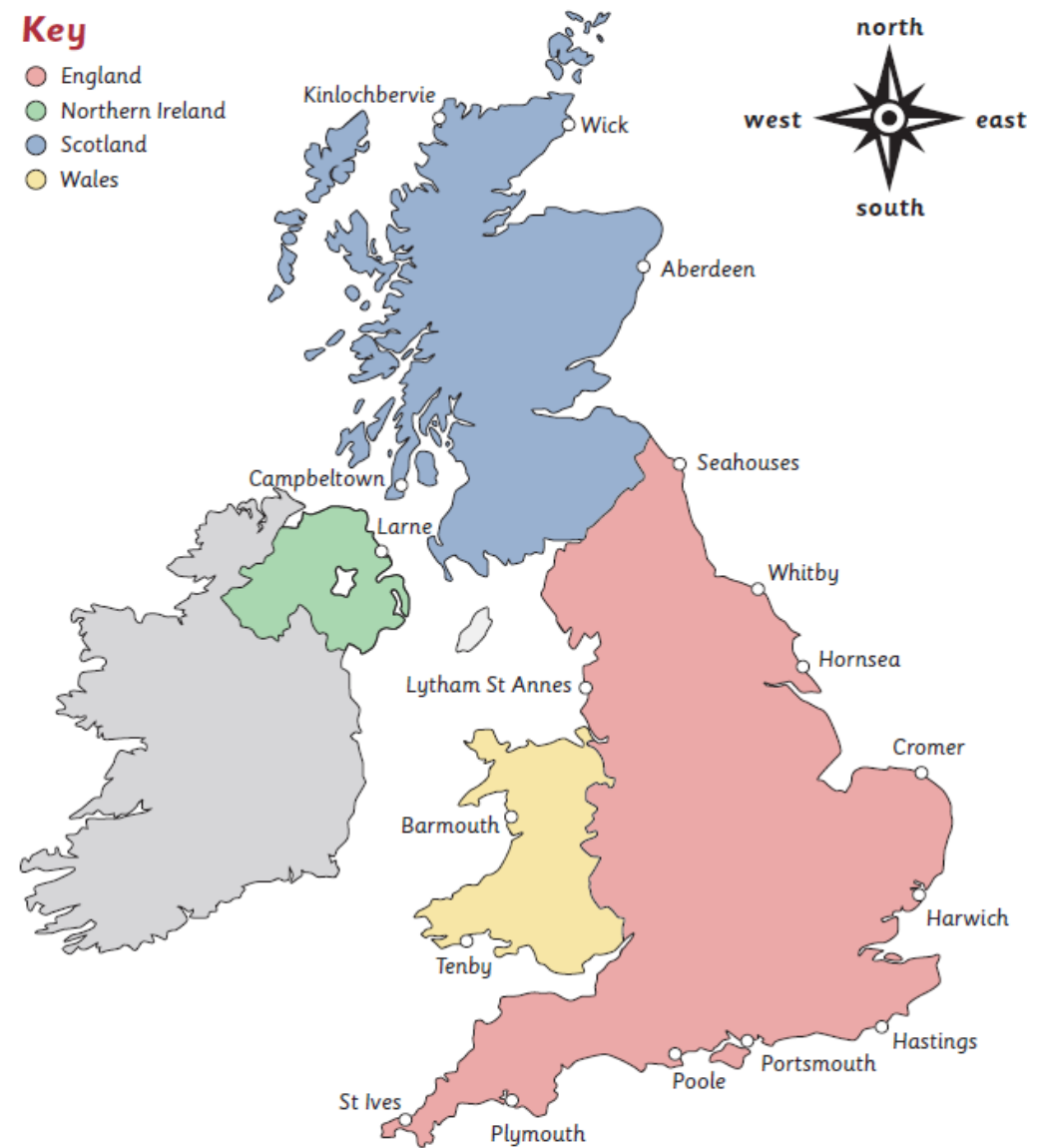
Whitby to Larne

Portsmouth to Hastings

Poole to Wick

## Key

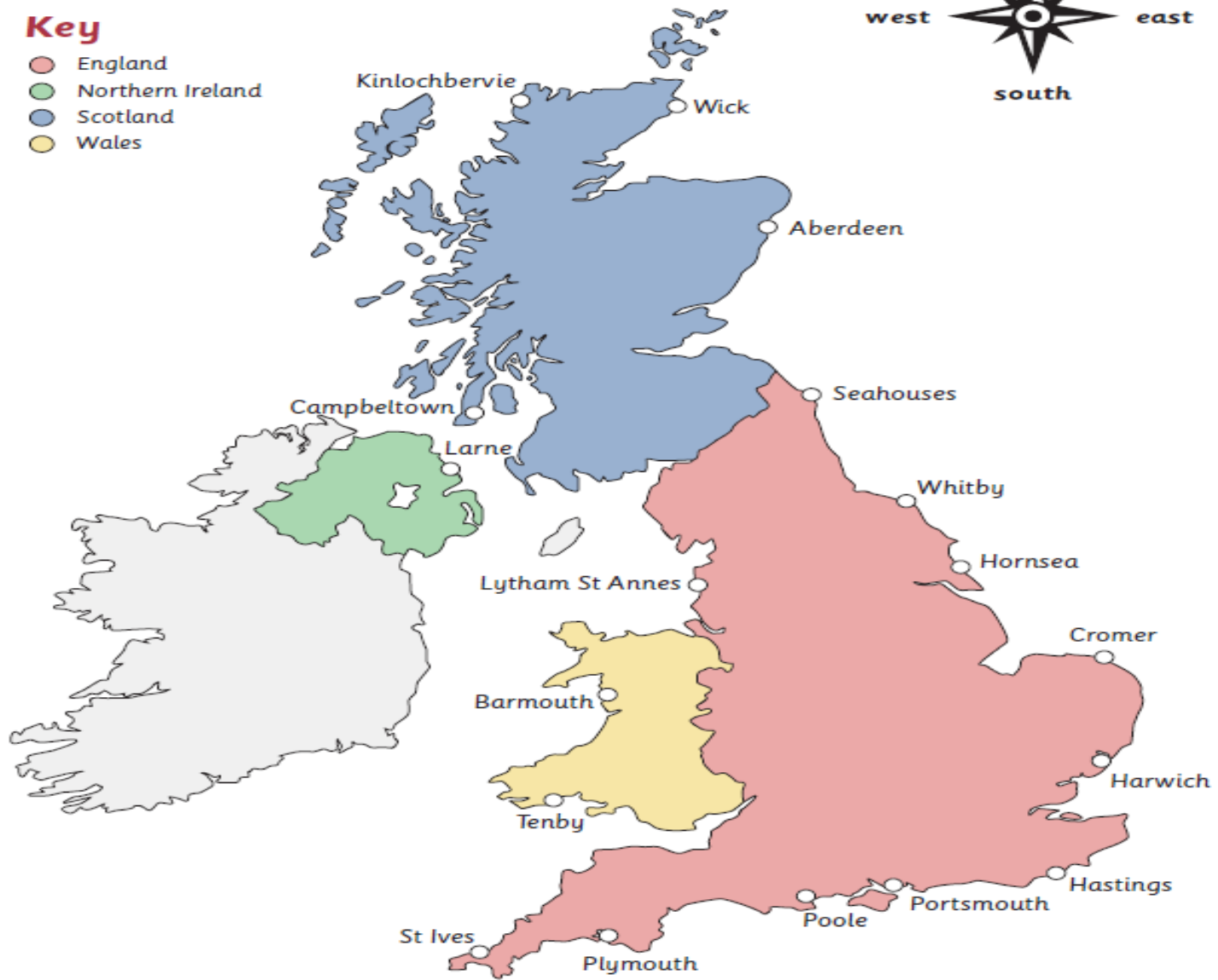
- England
- Northern Ireland
- Scotland
- Wales



# United Kingdom coastline

## Key

- England
- Northern Ireland
- Scotland
- Wales



# Whitby



Key	
	abbey
	beach
	bridge
	building
	bus station
	campsite
	cliff
	footpath
	forest
	heritage centre
	information
	lifeboat station
	lighthouse
	museum
	nature trail
	parking
	pier
	place of worship
	public toilet
	railway station
	road
	sports centre
	tourist feature
	visitor centre

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