



Basic Principles

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

Introduction

Our Geography Curriculum is designed to help our pupils form a schema within their long-term memories. Schema theory states that all knowledge is organised into units and is a conceptual system for understanding and organising knowledge in a meaningful way.

A schema is distinct from information, which is just isolated facts that have no organisational basis or links. We have used the Geography Curriculum Companion (Chris Quigley) to help us develop a curriculum which:

- Uses concepts as the basis for the schema
- Strengthens the schema with knowledge
- Deepens connections

Threshold Concepts

Threshold concepts are the 'Big Ideas' that underpin a subject. Threshold Concepts come up repeatedly over time. Students return to the same concepts over and over and gradually build understanding of them. In Geography, we have identified four Threshold Concepts:

- **Investigate Places** – this concept involves understanding the geographical location of places and their physical and human features
- **Investigate Patterns** – this concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate Geographically** – this concept involves understanding geographical representations, vocabulary and techniques (e.g. map and fieldwork)

Milestones









These are the attainment goals for each two year period.

- EYFS Milestone
- Milestone 1 – Years 1 and 2
- Milestone 2 – Years 3 and 4
- Milestone 3 – Years 5 and 6



Progression of Threshold Concepts for each Milestone

Milestone 1

Investigate places	Investigate patterns	Communicate geographically
<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Identify land use around the school. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
 Location  Physical features  Human features  Diversity	 Physical processes  Human processes	 Techniques  Vocabulary

Milestone 2

Investigate places	Investigate patterns	Communicate geographically
<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
 Location  Physical features  Human features  Diversity	 Physical processes  Human processes	 Techniques  Vocabulary



Milestone 3

Investigate places	Investigate patterns	Communicate geographically
<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topographical maps – as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
 Location Physical features Human features Diversity	 Physical processes Human processes	 Techniques Vocabulary

Learning Lenses

These are the facets of each Threshold Concept which help to strengthen the schema.

Threshold Concepts	Investigate Places	Investigate Patterns	Communicate Geographically
Milestones	Milestone 1-3 A description of the end goals	Milestone 1-3 A description of the end goals	Milestone 1-3 A description of the end goals
Learning Lenses (Knowledge Categories)	 	 	



Building the Geography Curriculum

At Sytchampton, we have developed a two-year rolling programme to ensure that pupils revisit Threshold Concepts regularly within their mixed year groups.

We have selected topics which are re-visited and linked across both Years within the milestone so that pupils can make links and connections, strengthening their long term memory and knowledge and enabling them to apply their learning in wider contexts.

EYFS

Key Stage 1 (Milestone 1)

During Key Stage 1, pupils study the Geography of their own locality, then expand to learn about the countries which form the United Kingdom and their capital cities. Pupils then have an opportunity to compare locations in the UK to a contrasting location in Australia. Pupils' knowledge is then expanded to include identifying the Continents and Oceans of the World and how location affects climate and weather. Threaded throughout these topics is learning how to use maps of the world helping pupils to link their knowledge of the different locations they have studied.

Lower Key Stage 2 (Milestone 2)

During Lower Key Stage 2, pupils' locational knowledge is expanded to deepen their understanding of physical and human features of the continent of Europe. This builds upon their learning in Key Stage 1. Pupils begin to understand the impact of Physical Processes and Human Processes upon our landscapes and how this impacts upon Climate Change. Map work threads throughout every topic once again, but pupils now develop an understanding of the equator, hemispheres and longitude and latitude.

Upper Key Stage 2 (Milestone 3)

In Upper Key Stage 2 pupils expand their locational knowledge by studying North and South America, comparing the Human and Physical Features and using their prior knowledge to understand how these have impacted upon the landscapes and ways of life. Pupils also develop a deeper understanding of Biomes and Climate zones using their mapping knowledge from LKS2. Map work threads again through every topic, with a greater understanding of the more detailed features of maps. Pupils then apply the Geographical knowledge they have gained over the three milestones to an in depth field work study of the local area.