

Intent

The purpose of the Geography curriculum at Al-Islamia is to, virtually and physically, tour the wider world and develop a fascination, respect and appreciation of the rich diversity of the countries, places, and people that they explore. This exploration will take place through the lens of the three Geography domains outlined in the National Curriculum 2014 framework, namely:

- Locational Knowledge
- Human and Physical Geography
- Geographical Skills and fieldwork

When planning the curriculum, we have given thought to knowledge and skills that children can develop and implement through constant, and relevant, application thereof. We have also linked the study to our Reading curriculum by including comprehension and whole class study of texts that explore aspects such as life in other places, global warming, natural disasters and the achievements and work of activists and significant individuals, e.g., Greta Thunberg.

Although we recognise that vocabulary is not statutory, developing this area will enable children to access technical texts and understand more of the world around them. The immersive, and often-times project-based, nature of study enables children to be introduced to, and be given contexts for, vocabulary development and application. As the children work through the years, they will revisit and continue using taught vocabulary while being introduced to more challenging and age- and unit-appropriate Geographical language. The subject file has an appendix of the expected vocabulary progression for our pupils.

The breadth of content that the children will cover will be reflective of the diverse cultural tapestry at Al-Islamia and across Britain. We hope to explore, through Geographical study, how aspects such as economics, world events, natural disasters and human endeavour create and affect lives across the world. Through this window to the world, children at Al-Islamia will appreciate and explore their own local area, but also compare and contrast their lives to people around the world and in different locales.

We promote **IKHLAS**:

Inspiration – Knowledge – Healthy Living – Leadership – Aspiration – Spirituality

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Implementation

Geography is taught as three discrete units of learning, each focusing on one geography domain, while applying and reviewing other geographical skills where appropriate. The units of work have been adapted from Hamilton Trust based on the National Curriculum Framework for Geography study, and selected to enhance children's experience and understanding of the world.

Hamilton Trust has been selected for its high-quality resources and planning which aligns to the National Curriculum expectations. We also expect this to be a source for good CPD, as the links and resources to support teaching and learning have been selected carefully, and fact checked before being published.

With regards to CPD, we will work with staff to explore prior learning so teachers are aware of content that is taught in previous years, and where learning leads in the upper years. We will also be looking to work with reputable companies such as the Geographical Association or the Royal Geographical Society (memberships pending) for online CPD linked to the primary curriculum. With the breadth of courses on offer, teachers will be able to access, or be directed to, courses that align to their own interests, units or areas for improvement,

Teachers will look to the long- and medium-term planning which outlines the objectives for each unit, to plan inclusive, engaging and relevant activities to teach, model and provide opportunities to develop and apply geographical skills and knowledge.

A discrete unit to develop geographical skills such as using a compass, reading a map, etc. have been planned into Years 2, 4 and 6 with aspects of these objectives within other units where relevant across all year groups.

In subsequent geography units, previously learned skills and knowledge should be reviewed and applied so children can become familiar with selecting and applying relevant skill and knowledge to the opportunities provided.

Learning will be reviewed using four (4) Rapid Recall questions as outlined on the Assessment Policy. This will ensure that learning is consolidated and reviewed constantly and that key skills are revisited and remain secure.

As we deliver our Geography units, we will monitor and review that learning and progress to make adjustments to unit placement, unit content and learning activities. We will, in future, also look to including Geography Week/s throughout the year so children can be challenged to demonstrate their understanding of Geographical aspects, e.g., places, people or events.

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Impact

Successful and engaging Geography study will open a window to the world. Children will be able to talk about local and other regions of England and the UK; compare and contrast geographical and physical features; apply and explain geographical skills such as map reading and understand the impact of economics and global and human phenomena that affects lifestyles around the world.

Language use will be relevant to age group, reflective of study, and used accurately. Skills will be developed by degree, unit by unit and year by year. Children will be able to recognise their progress and take pride in their attainment.

Geography will be assessed through end-of-unit activities or lessons. We do not expect to have formal assessment papers for Geography. The outcome from the assessment activities will be used to track attainment and progress on the monitoring system (currently Classroom Monitor) and logged into class Mark books.

In order to ensure that knowledge is retained and understood, teachers should plan activities, questions, projects or assessments that provide them with the evidence to show learner progress and awareness. The evidence should be recorded in audio, video or photo format, and linked to support teacher assessment on Classroom Monitor.

Of the three areas of Geography study, we are strongest in **Human and Physical Geography** and in **Geographical Skills and Fieldwork**. This is due to the constant reference to features in various areas, but also because of our implementation of walks around our local area for both discrete Geographical objectives, as well as for recreation, library visits and access to the community Sports' Hall.

We have found that **Locational and Place Knowledge** continues to be an area for improvement, largely in part to children's limited experiences of the locality and the world around them. We will be working on this area by planning actual visits and experiences where possible – especially within Leicester City – and virtual visits via the Internet, 'penpals' and/or virtual tours. In addition, when implementing the Geography Weeks, we will focus on these areas to bring them into more relevance for the children.

Our SEND and EAL pupils perform comparatively to their peers – the QFT approach and the inclusive teaching and learning activities allow for all children to engage and progress effectively and with meaning.

Review

This policy will be reviewed annually and edited to reflect the school's action plan and National Curriculum statutory guidance.

Review Date: September

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In order to provide a coherence to the learning, Geography is separated into 4 disciplines:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

The National Curriculum objectives for Geography are organised into expectations for the two Key Stages. The tables below outline how objectives are met within each year group:

National Curriculum Objectives - KS1	Year 1	Year 2
<i>Locational Knowledge</i>		
name and locate the world's seven continents and five oceans		What are the oceans and continents of the world? What do I know about the world? What can I locate on a world map?
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	What is a capital city? What is special about England? Would you visit Scotland? What can we learn about Wales? Where and what is Northern Ireland?	What seas surround the UK? What are waves? What is a weather pattern? Can I create a weather forecast? What are key aspects of the UK?
<i>Place Knowledge</i>		
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Where is Kenya?	
<i>Human and Physical Geography</i>		
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		What is a weather pattern? What climate zone is the UK in? What are Polar and Desert climate zones? How do people live in Mediterranean and Tropical climate zones?
use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Can I read simple coordinates on a map? Are our parks enough? What shops do we have in our locality? What is life like in a Kenyan city? What is life like on a Kenyan farm? What is a capital city?	

	What is special about England? Would you visit Scotland? What can we learn about Wales? Where and what is Northern Ireland?	
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Can I read simple coordinates on a map? Are our parks enough? What shops do we have in our locality? What is life like in a Kenyan city? What is life like on a Kenyan farm? What is a capital city? What is special about England? Would you visit Scotland? What can we learn about Wales? Where and what is Northern Ireland?	
<i>Geographical Skills and Frameworks</i>		
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	What is life like in a Kenyan city? What is life like on a Kenyan farm? What is a capital city? What is special about England? Would you visit Scotland? What can we learn about Wales? Where and what is Northern Ireland?	What seas surround the UK? What are the oceans and continents of the world? What are waves? What is a weather pattern? What do I know about the world? What are Polar and Desert climate zones? How do people live in Mediterranean and Tropical climate zones? What are key aspects of the UK? What can I locate on a world map?
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	What is a compass? Can I use a treasure map of our school? Can I read simple coordinates on a map? Are our parks enough?	What is a weather pattern? What is a map key? Can I create a weather forecast? Can I apply compass knowledge?
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Can I read simple coordinates on a map? Are our parks enough? What shops do we have in our locality? What is a capital city? What is special about England?	What is a map key? How do cartographers make maps? What are key features in my school? What information can I record about our local area?

	Would you visit Scotland? What can we learn about Wales? Where and what is Northern Ireland?	
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Can I create a geographical route around our school? What can I learn about our school? How do we get to school? Do we have lots of traffic around our school? Can I read simple coordinates on a map? Are our parks enough? What shops do we have in our locality?	What are key features in my school? What information can I record about our local area?

National Curriculum Objectives - KS2	Year 3	Year 4	Year 5	Year 6
<i>Locational Knowledge</i>				
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Where is Kumaon? Where is Europe? What can I learn about capital cities in Europe? What are the features of the 9 major biomes?	Can I identify major rivers of the world? What can maps and atlases tell us about the world?	How was the Grand Canyon formed? What is the topographical nature of the Grand Canyon region? What are the geological features of the Grand Canyon? Where is the Amazon Basin?	What can maps and atlases tell us about the world?
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		What can I remember about maps? What is topography? How is land used around the school? What are satellite images and can I interpret one? What can a map tell me about the UK?	What are the regions of the UK? What are key topographical features of the UK?	What can I remember about maps? What is topography? How is land used around the school? What are satellite images and can I interpret one? What can a map tell me about the UK?
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	How are mountains formed?	What is a rainforest?		

Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Where are the rainforests of the world?		
<i>Place Knowledge</i>				
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Is my life different or similar to somebody else's? What is life like in Kumaon? What is the climate in the Himalayas? What are homes like in Kumaon? How do Kumaoni people learn? Am I lucky to have access to clean water? What can I report about Europe?	What have we done to our rainforests? How can we combat climate change? How can I help combat climate change at home? How can others help save the rainforests?	What can I include on a map of the local area? What is life like in an urban area? What geographical features should I include about the school? What is special about my local area? How was the Grand Canyon formed? What is the topographical nature of the Grand Canyon region? What are the geological features of the Grand Canyon? How is the land used for trade and economy in the Amazon Basin? What is the impact of deforestation in the Amazon Basin?	
<i>Human and Physical Geography</i>				
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	How are mountains formed? What mountains and rivers are in the European continent? How does climate effect life in Europe?	What is a rainforest? Where are the rainforests of the world? How is a river formed? How does a river travel? What is the water cycle? How can two rivers differ?	What are key topographical features of the UK? What are the biomes of the world? How do climates, nutrients and vegetation interact in an ecosystem?	How do earthquakes happen? What happens when an earthquake strikes? Can I understand life in an earthquake zone?

	What are physical and human geographical features in Europe? What are the features of the 9 major biomes? What is an example of a food web in Russia? How have flora and fauna adapted in Russia? Can I represent a Russian biome? What are physical and human geographical features in Russia?	What are estuaries and deltas?	How do living things survive in a biome? How are ecosystems interdependent? How are living things in a biome placed? What are some of the threats that biomes face? How was the Grand Canyon formed? What is the topographical nature of the Grand Canyon region? What are the geological features of the Grand Canyon? What are the geological features of my area (e.g., Botanical Gardens)? Where is the Amazon Basin?	How do buildings survive an earthquake? How are volcanoes formed? Where in the world are volcanoes? What does a volcano look like on the inside? What is a volcanic eruption like?
describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	What is life like in Kumaon? What are homes like in Kumaon? How do Kumoani people learn? Am I lucky to have access to clean water? How does climate effect life in Europe? What are physical and human geographical features in Europe?	What have we done to the rainforests? How can we combat climate change? How can I help combat climate change at home? How can others helps save the rainforests?	What can I include on a map of the local area? What is life like in an urban area? What geographical features should I include about the school? What is special about my local area? What are the regions of the UK? How is the land used for trade and economy in the Amazon Basin?	

	What are physical and human geographical features in Russia?		What is the impact of deforestation in the Amazon Basin?	
<i>Geographical Skills and Frameworks</i>				
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Where is Kumaon? What can I learn about capital cities in Europe?	What is a rainforest? Where are the rainforests of the world? How is a river formed? What can maps and atlases tell us about the world? What can a map tell me about the UK?	What can I include on a map of the local area? How do climates, nutrients and vegetation interact in an ecosystem? How do living things survive in a biome? How are ecosystems interdependent? How are living things in a biome placed? What are some of the threats that biomes face? Where is the Amazon Basin? How is the land used for trade and economy in the Amazon Basin?	How do earthquakes happen? What happens when an earthquake strikes? Can I understand life in an earthquake zone? How do buildings survive an earthquake? How are volcanoes formed? Where in the world are volcanoes? What does a volcano look like on the inside? What is a volcanic eruption like? What can maps and atlases tell us about the world? What can a map tell me about the UK?
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		What can I remember about maps? What is topography? What can maps and atlases tell us about the world? What can a map tell me about the UK?		What can I remember about maps? What is topography? What can maps and atlases tell us about the world? What can a map tell me about the UK?
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		How is land used around the school? What are satellite images and can I interpret one?		How is land used around the school? What are satellite images and can I interpret one?