



**Pegasus Primary School**  
The best in everyone™  
Part of United Learning



**Orchard Meadow Primary School**  
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# Geography Curriculum

# Curriculum Intent Statement

At Orchard Meadow the geography curriculum will lay the foundations of knowledge and understanding to ensure that children become tolerant, confident and caring global citizens. We aim to inspire curiosity and fascination with the world around them and the world beyond their current experience. Children will develop a sense of identity based on their knowledge of the world and their place within it.

Through our drivers and linked enquiry questions children are taught about different places, people, resources and environments; have the opportunities to think deeply about the challenges that humans and our planet face and develop their understanding of the interaction between physical and human processes and how these shape the Earth's features over time.

Key driver	Outcome	Enquiry Q
<b>Respect</b>	I will develop respect for myself and others by learning about and celebrating the diversity of different places and cultures. I learn about similarities and differences between people, cultures and places and recognise everyone's unique experiences. I apply what I have learned to my own experiences so that I develop a sense of active compassion for others and for our world.	Year 6 <b>Is a global world good for our planet?</b>
<b>Determination</b>	I show determination to understand and appreciate the wonders of the natural world and I understand how humans display tenacity to overcome the obstacles that the physical world presents.	Year 2 <b>How do we survive in a wild world?</b>
<b>Creativity</b>	I understand how human creativity has enabled people to find the best in our world; thrive in varied environments and tackle the challenges that the physical world presents. I can make connections between places near and far and understand the process of change as a creative act.	Year 4 <b>Why on earth would you live here?</b>
<b>Confidence</b>	I work independently to use geographical skills to learn about places and have mastered the use of geographical tools.	Year 1 <b>What is my place in the world?</b>
<b>Enthusiasm</b>	I am curious about the world around me, appreciate the richness of culture and am passionate about seeking opportunity to make the most of where we live and the wider world.	Year 5 <b>How do we make the most of where we live?</b>
<b>Ambition</b>	I have a strong desire to learn about the world we live in and I am inspired by humans who challenge themselves to achieve great things. I understand the potential within all of us to change our society and am driven to make change in my own locality.	Year 3 <b>How do humans achieve great things at the ends of the earth?</b>

# Whole school summary

	Autumn	Spring	Summer
<b>Nursery</b>	<b>How is the world around us different?</b>		
	All about me <b>Where in the world are you from?</b>	Seasonal changes <b>Where has the snow gone?</b>	Holidays <b>Where in the world could you go?</b>
<b>Reception</b>	<b>How is the world around us different?</b>		
	Different weather <b>What's the weather like today?</b>	Animals and habitats <b>Where do you live Mr Tiger?</b>	Houses and homes <b>How do you build a house?</b>
<b>Year 1</b>	<b>What is my place in the world?</b>		
	Immediate locality: <b>How do I get to Orchard Meadow/Pegasus?</b>	The UK: <b>What is the United Kingdom?</b>	Continents and oceans: <b>If we're not in the UK, where are we?</b>
<b>Year 2</b>	<b>How do we survive in a wild world?</b>		
	Weather and seasons: <b>How can predicting the weather save lives?</b>	Hot and cold areas of the world <b>Would you prefer to live in a hot or cold desert?</b>	Case study: UK vs India <b>What happens when a street becomes a river?</b>
<b>Year 3</b>	<b>How do humans achieve great things at the ends of the earth?</b>		
	Latitude/ longitude/ maps: <b>Could you plot a route through a desert?</b>	Mountains: <b>Are people mad to climb mountains?</b>	Case study: UK vs N.America <b>How do people thrive in a frozen world?</b>
<b>Year 4</b>	<b>Why on earth would you live here?</b>		
	Earthquakes and volcanoes: <b>Can you make a city earthquake-proof?</b>	Types of settlement: <b>What if you could design the perfect place to live?</b>	Rivers: <b>The Thames: friend or foe?</b>
<b>Year 5</b>	<b>How do we make the most of where we live?</b>		
	The Water Cycle: <b>How do we maximise water as a resource?</b>	Case study: UK vs Europe: <b>Is Oxford the greatest city in Europe? (compare with 'twinned' cities)</b>	Fieldwork: <b>Could BBL be a top tourist destination?</b>
<b>Year 6</b>	<b>Is a global world good for our planet?</b>		
	Biomes/ climate zones: <b>What if there were no rainforests?</b>	Trade/ natural resources: <b>How many countries does it take to make a Mini Cooper?</b>	Energy/ global warming: <b>Who's right: Greta Thunberg or Donald Trump?</b>

# Coverage of Geographical Skills

	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Enquiry question:						
I can use locational knowledge to identify countries, continents, regions and topographical features.	All about me <b>Where in the world are you from?</b>					
I can compare and contrast human and physical geographical features in different places in the world with the UK.			Holidays <b>Where in the world could you go?</b>			
I can use geographical vocabulary to describe key human and physical features.						
I can describe physical and human geographical processes.		Seasonal changes <b>Where has the snow gone?</b>		Different weather <b>What's the weather like today?</b>		Houses and homes <b>How do you build a house?</b>
I can use maps, atlases, globes and digital resources to identify places and features.					Animals and habitats <b>Where do you live Mr Tiger?</b>	
I can use geographical tools including compasses to						
I can use fieldwork skills to observe, measure and record human and physical features in the local area.						
High quality outcome:						

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Coverage of Geographical Skills

	Year 1			Year 2		
	Autumn Immediate locality and school	Spring The UK	Summer Continents and oceans	Autumn Seasonal changes/ weather	Spring The equator and hot or cold areas of the world	Summer Non-European case study: Monsoon in India/ UK flooding
Enquiry question:	What is my place in the world?			How do we survive in a wild world?		
I can use locational knowledge to identify countries, continents, regions and topographical features.		What is the United Kingdom?				
I can compare and contrast human and physical geographical features in different places in the world with the UK.						What happens when a street becomes a river?
I can use geographical vocabulary to describe key human and physical features.					Would you prefer to live in a hot or cold desert?	
I can describe physical and human geographical processes.				How can predicting the weather save lives?		
I can use maps, atlases, globes and digital resources to identify places and features.			If we're not in the UK, where are we?			
I can use geographical tools						
I can use fieldwork skills to observe, measure and record human and physical features in the local area.	How do I get to Orchard Meadow?					
High quality outcome:						
<b>Driver</b>	<b>Respect</b>	<b>Determination</b>	<b>Creativity</b>	<b>Confidence</b>	<b>Enthusiasm</b>	<b>Ambition</b>



# Coverage of Geographical Skills

	Year 3			Year 4		
	Autumn Latitude/ longitude and plotting coordinates	Spring Mountains	Summer N. America Case study – Inuit people	Autumn Volcanoes and Earthquakes	Spring Types of settlements – city vs country	Summer Rivers
Enquiry question:	What's it like at the ends of the Earth?			Why on earth would you live here?		
I can use locational knowledge to identify countries, continents, regions and topographical features.						
I can compare and contrast human and physical geographical features in different places in the world with the UK.			How do humans thrive in a frozen world?			
I can use geographical vocabulary to describe key human and physical features.						
I can describe physical and human geographical processes.		Are people mad to climb mountains?		Can you make a city earthquake-proof?		The Thames: friend or foe?
I can use maps, atlases, globes and digital resources to identify places and features.						
I can use geographical tools	Could you plot a route through a desert?				What if you could design the perfect place to live?	
I can use fieldwork skills to observe, measure and record human and physical features in the local area.						
High quality outcome:						
<b>Driver</b>	<b>Respect</b>	<b>Determination</b>	<b>Creativity</b>	<b>Confidence</b>	<b>Enthusiasm</b>	<b>Ambition</b>



## Coverage of Geographical Skills

	Year 5			Year 6		
	Autumn The water cycle	Spring European case study	Summer Fieldwork	Autumn Climate zones/ biomes	Spring Global trade and natural resources	Summer Global warming/ energy
Enquiry question:	<b>How do we make the most of where we live?</b>			<b>Is a global world good for our planet?</b>		
I can use locational knowledge to identify countries, continents, regions and topographical features.				What if there were no rainforests?		
I can compare and contrast human and physical geographical features in different places in the world with the UK.		Is Oxford the greatest city in Europe? (compare with 'twinned' cities)				
I can use geographical vocabulary to describe key human and physical features.						
I can describe physical and human geographical processes.	Do we really need water?				How many countries does it take to make a Mini Cooper?	Who's right: Greta Thunberg or Donald Trump?
I can use maps, atlases, globes and digital resources to identify places and features.						
I can use geographical tools						
I can use fieldwork skills to observe, measure and record human and physical features in the local area.			Could Blackbird Leys be a top tourist destination?			
High quality outcome:						

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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**Theme read:**

- *My Dream of Martin Luther King*, by Faith Ringold

**Key Vocabulary:**

Rights, prejudice, discrimination, protest, suffrage, racism, vote, boycott, march

Year 6 (Spring): Enquiry Question

## How did Dr Martin Luther King Jr fight injustice?

**Key driver:** Respect

**Key skills:** I can describe **reasons for** and **results of**, events, situations and changes.

**Year Enquiry:** How do societies change?

**Topics:** The US Civil Rights Movement

**Resources**

- *I Have a Dream Speech* text excerpts
- Photos of discriminatory signs

**Pupil Pledge**

Launch WALT: Outcome:	Lesson 2 WALT: Outcome:	Lesson 3 WALT: Outcome:	Lesson 4 WALT: Outcome:	POP quiz
Lesson 6 WALT: Outcome:	Lesson 7 WALT: Outcome:	Lesson 8 WALT: Outcome:	Lesson 9 WALT: Outcome:	Celebration

**Content:** What will we learn? What are the core concepts?

**Coherence:** How does this link to previous learning?

**Creativity:** How will we show we understand in multiple ways?

**Compassion:** What opportunities are there to teach compassion?

**Community:** What links are there to local resources?



# Humanities planning template

Year: 6	<b>Year Enquiry: How do societies change?</b>		
Term: Spring	<b>How did Dr Martin Luther King Jr fight injustice?</b>		
Driver	Respect		
By the end of this unit I will understand the following core concepts:		Deepening concepts:	
<ul style="list-style-type: none"> <li>Equality and inequality: what this looks like and how it affects people</li> <li>Rights and responsibilities: where rights come from and how they are linked to our responsibilities</li> <li>Activism: how individuals can make a change</li> </ul>		<ul style="list-style-type: none"> <li>What systems maintain inequality</li> <li>Legacy and how this can be interpreted</li> <li>Non-violent and direct action</li> </ul>	
Geographical skill focus: I can describe <b>reasons for</b> and <b>results of</b> , events, situations and changes.			
High quality outcome:			
Vocabulary		Tier 2	Tier 3
Stage 1	Lesson 1	<p>WALT:</p> <p>Steps to Success:</p> <p>Outcome:</p> <p>Retrieval of prior knowledge:</p> <p>Narrative Hook resource:</p> <p>Will explore:</p> <p><b>People:</b></p> <p><b>Place:</b></p> <p><b>Problem:</b></p> <p><b>Possibilities:</b></p>	
Narrative hook			
Hypothesis/prediction			
Explore core concepts; key vocabulary			

	Lesson 2	WALT: Steps to Success: Outcome:		
	Lesson 3	WALT: Steps to Success: Outcome:		
	Lesson 4	WALT: Steps to Success: Outcome:		
	Lesson 5	POP Quiz against core concepts		

Stage 2  Deepening of core concepts	Lesson 6	WALT: Steps to Success: Outcome:		
	Lesson 7	WALT: Steps to Success: Outcome:		
Stage 3  Being a Geographer	Lesson 8	WALT: Steps to Success: Outcome:		
Stage 4  Assessment of understanding  Preparation for celebration  Celebration	Lesson 9	WALT: Steps to Success: Outcome:  End of unit assessment against core concepts <b>plus deepening concepts:</b>		

	Lesson 10	WALT: High quality outcome: Steps to Success: Outcome:		
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# Knowledge organisers