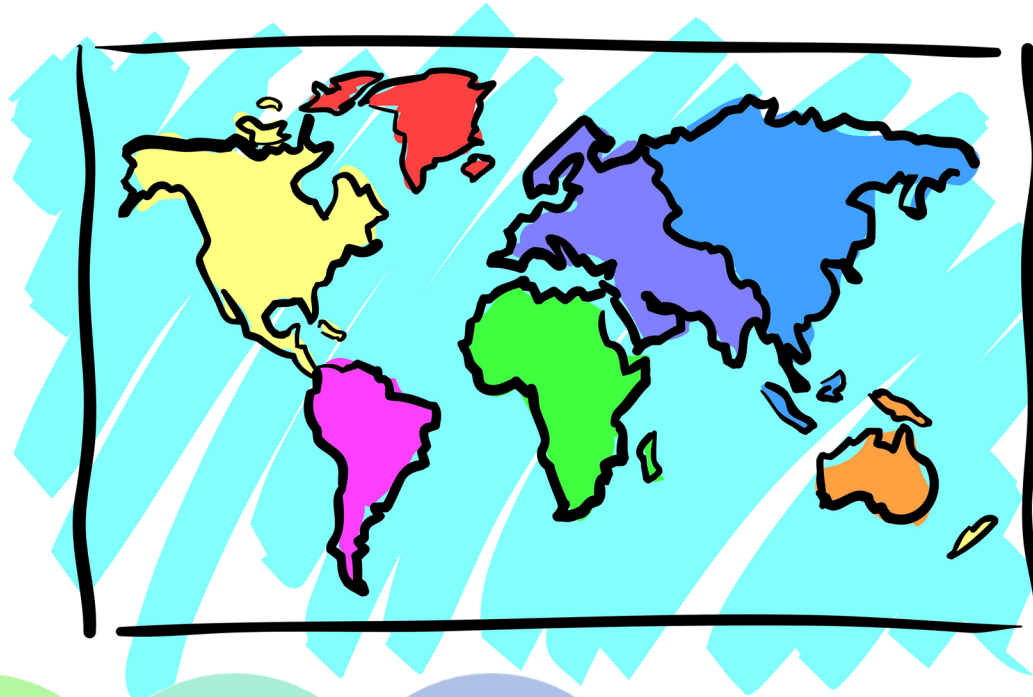


Angram Bank's Big Bus Curriculum

Geography



Locational
Knowledge

Place
Knowledge

Human &
Physical
Geography

Geographical
Skills & Field
Work



Geography

Angram Bank's Geography curriculum intends to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world to enable them to think like a geographer. This will enable children to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Furthermore, pupils will be able to meet the end of key stage attainment targets in the National curriculum.

Our intention is for pupils to develop a growing understanding of geographical concepts, terms and vocabulary with the confidence to:

- Question and observe places, measure and record necessary data in various ways, and analyse and present their findings.
- Apply both geographical skills and knowledge.
- Think critically with the ability to ask perceptive questions and explain and analyse evidence.
- Develop fieldwork skills in each year group.

Our curriculum follows the four subheadings from the national curriculum: Locational knowledge; Place knowledge; Human and physical geography ; Geographical skills and fieldwork.

Our Geography curriculum has a clear progression of skills and knowledge within these four strands across each year group, with key concepts woven across all units rather than being taught discretely. Our curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Our enquiry questions form the basis of each lesson within the Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

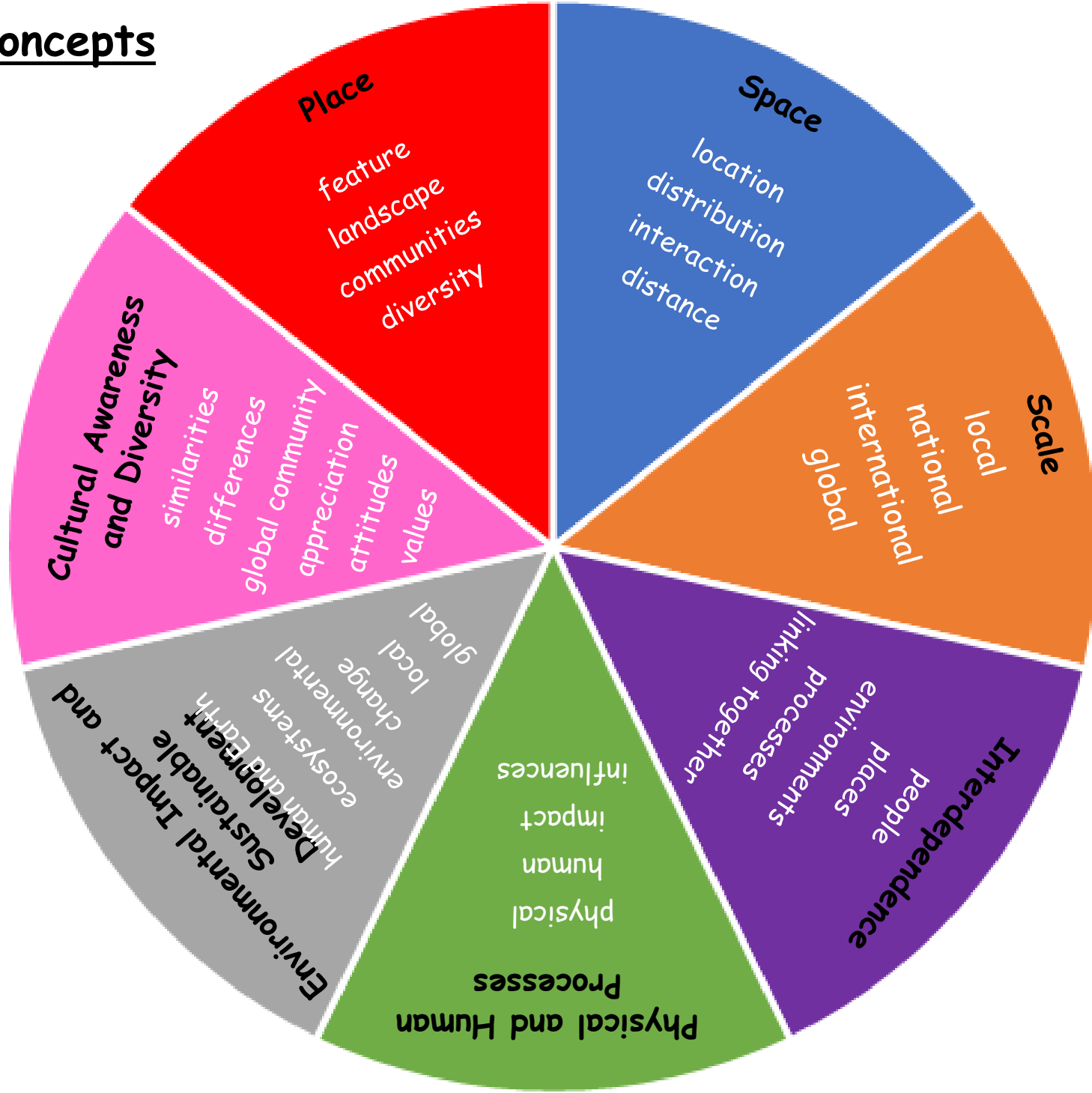
Our approach to learning enables teachers to assess children against the National curriculum expectations for Geography. After implementing our curriculum, pupils will leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

Design and Planning Non-Negotiables

- We follow Kapow which covers all National Curriculum statements
- Progression framework includes skills, knowledge and concepts children should know by the end of each year group
- The progression framework identifies endpoints for each year group
- Key concepts and vocabulary are identified and taught throughout the teaching sequence
- Previous learning is revisited throughout the sequence
- We annotate the planning to adapt to the needs of our children



Geography Concepts



Angram Bank's Geographical Concepts

Place	Space
Place signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity. Features of a place make it distinct, including both physical and human features. Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far. Communities are often created when people are connected by their shared experiences of a place. Diversity refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location. Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.	Space acts as a foundation for ideas like location, distribution, pattern, interaction, and distance. Location refers to where something is, whether that's a mountain or a city. Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary. Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other. Distance is about how far apart things are within that space. Pupils learn that these concepts can be observed in various physical and human geographical features like and forms, urban areas, and political systems. Therefore, understanding 'space' involves examining

Scale	Interdependence
Scale can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.	Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world
Physical and human processes	Environmental impact and sustainable development
Physical and human processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.	Environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.
Cultural awareness and diversity	
Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.	

Foundation Stage

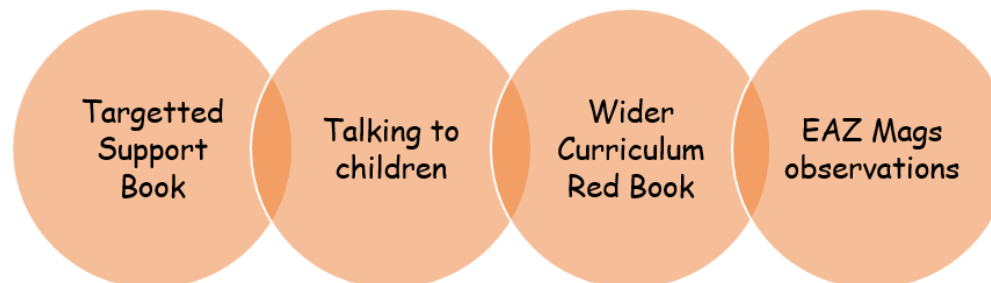
Understanding the world: People, Cultures and Communities

Intent: By the end of Foundation Stage our children will know some **similarities and differences** between different cultural communities in this country. They will be able to talk about the features of their own immediate **environment** using knowledge from discussions, stories and maps. Children will be confident speakers when explaining similarities and differences between life in this country and other countries. They will have an understanding of locational and place knowledge, Human and Physical features and develop the skills needed for the next stage of their education.

Sequence of implementation

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
FS1	Name and locate areas around Nursery. Caring for the nursery environment.	Recognise features of Nursery and familiar environments, e.g. shop, park	Observe the Weather Different jobs people do and where they work e.g. hospital, school. How can we show support to our local community?	Use observational skills to study nursery and school grounds.
FS2	Name and locate areas around school. Compare environments around the world. Map work through stories.	Recognise features of school grounds and places visited e.g farm. Talk about similarities and difference between different environments.	People and their role in our community and different cultures (visits, talks). Make observations about features of places. Who we are thankful for in our community? How can we support our community?	Use observational skills to study our local area and create simple maps. Begin to look at and talk about maps.

Where will we see the impact?



Geography—The National Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage One

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Curriculum Map

	Autumn	Spring	Summer
FS2	The EYFS activities are designed to be used throughout the year to support children in meeting the Early Learning Goals.		
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Year 3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5	Would you like to live in the desert?	Why do oceans matter?	What is life like in the Alps?
Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?