



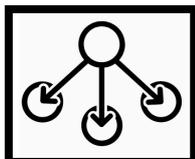
# Harper Bell

Seventh-day Adventist Primary School



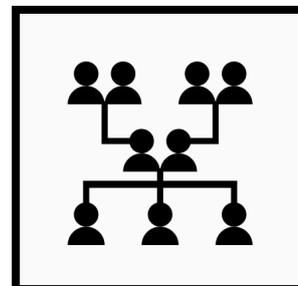
# Geography Curriculum

# Geography at Harper Bell



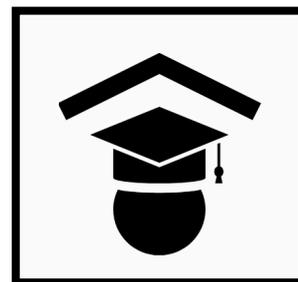
## Curriculum Drivers

**Cultural Heritage** - the topics and content selected for the study of human and physical geography, where possible and in line with the National Curriculum, have been selected to reflect the cultural heritage of the Harper Bell pupils. The geography of Birmingham, Britain, Africa and the Caribbean underpins our curriculum.



**Aspirations** - All geographical content and topics are planned around the assumption that our pupils hold the ambition to study geography at university and will require subject knowledge in their future career.

Broadly speaking, we share the view that 'the rich get richer and the poor get poorer', although in terms of our geography curriculum we believe that 'knowledge-rich get richer and the knowledge-poor get poorer'. Our knowledge-led geography curriculum sets out specific bodies of information that must be taught in-depth. With fewer topic areas studied and subjects valued highly in their own entity (rather than as part of a broader topic-based approach), we can focus teaching on the aim of deepening pupil understanding and avoid surface-level understanding.



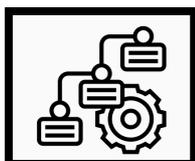
So called 'wow lessons' and 'enrichment days' are avoided as they often jeopardise the learning and retention of knowledge. Such lessons and experiences often limit the depth of learning that takes place. For example, a lesson about a country with a contrasting climate to that of Britain's should focus on deepening pupils' understanding of lines of latitude/longitude, the equator, the Tropics and the like. This knowledge should not be lost to a lesson that focuses on sampling the foods and clothing of said country. While such activities are undeniably enjoyable, their capacity for expanding pupils' knowledge is limited.

**Faith** - As a Seventh-day Adventist school which is unashamedly proud of its Christian faith, our curriculum goes over and above the individual subjects and topics that we study. All work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship.

More specific to geography, wherever possible, we have integrated our faith into the curriculum content. For example, year six study human and physical geography via the Bible. Using scripture as the starting point for a more in-depth study of topics covered. For example, they learn about international trade from the starting point of King Solomon and natural disasters through the experiences of Jonah.



# Geography at Harper Bell



## Sequencing Content

The Harper Bell geography curriculum ensures that pre-requisite knowledge is considered and linked to new learning. Not just geographical knowledge, but also knowledge gained via history, art and from our pupils' home lives.

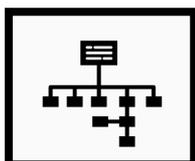
A range of continents, countries and cities are taught across each key stage, providing pupils with the opportunity to refine understanding of key skills and knowledge.



## Geographical Skills

Our geography curriculum is underpinned by four key skills that reoccur a number of times and in different year groups:

1. Locating places using maps and atlases
2. Using a compass to identify direction
3. The design and use of maps, incorporating grid-references, keys and symbols
4. Fieldwork, observational work and local studies



## Deepening Understanding

Core knowledge (e.g. migration, settlement development and the impact of history on human geography) is set out as fundamental concepts that underpin our geography curriculum. Opportunities to space concepts and themes in a spiralling format have been taken. Topics are revisited throughout a pupil's time at Harper Bell, albeit with increasing difficulty in order that pupils can build their schema as they mature.

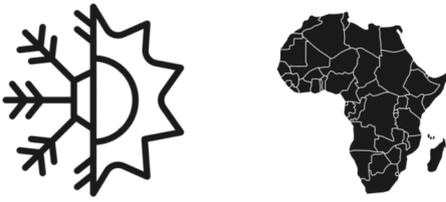
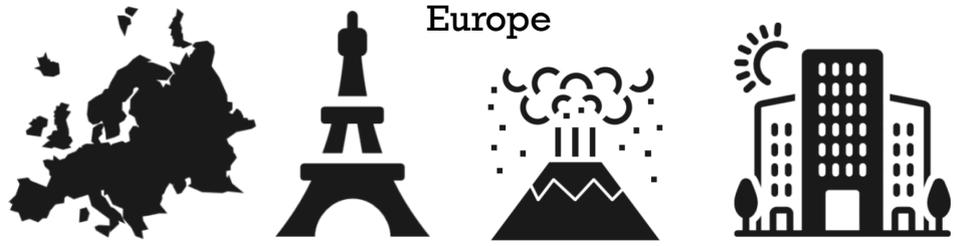
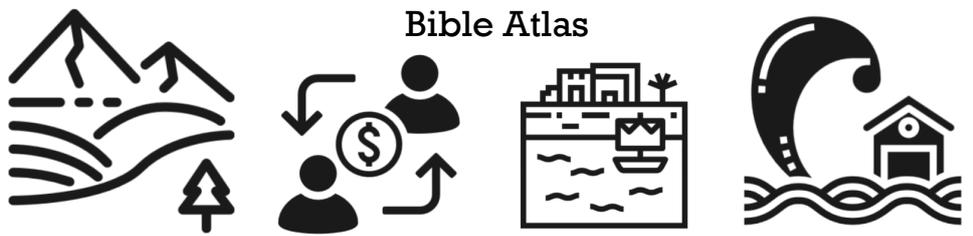


## Retrieval Practice

Remembering information and knowledge is celebrated and a fundamental part of our geography curriculum.

Pupils take part in regular mini-quizzes and retrieval activities to strengthen their memory. Each topic culminates in the design of a graphic organiser and an essay that is judged solely on its geographical content, rather than its spelling, punctuation and grammar.

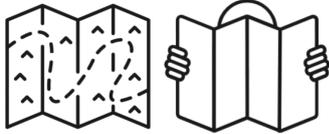
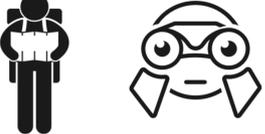
# Geography Overview

	Topic One	Topic Two
Year One	Hot and Cold Countries 	Changing Seasons 
Year Two	Great Britain 	Caribbean 
Year Three	Birmingham 	
Year Four	Europe 	
Year Five	Africa is not a Country 	
Year Six	Bible Atlas 	

# Enquiry Questions

	Topic One	Topic Two
<b>Year One</b>	<p><b>Hot and Cold Countries</b></p> <p>How is life in a hot country different to life in a cold country?</p>	<p><b>Seasons</b></p> <p>Do all countries have four seasons like we do in Britain?</p>
<b>Year Two</b>	<p><b>Great Britain</b></p> <p>Is the geography and culture of all four countries of the United Kingdom of Great Britain the same?</p>	<p><b>Caribbean</b></p> <p>Is the Caribbean a single country?</p>
<b>Year Three</b>	<p><b>Birmingham</b></p> <p>“Birmingham has always been a huge city!”</p> <p>Do you agree? Why?</p>	
<b>Year Four</b>	<p><b>Europe</b></p> <p>“All countries in Europe are the same (eg. in terms of culture, language, history) and that’s why they’re in the same continent.”</p> <p>Do you agree? Why?</p>	
<b>Year Five</b>	<p><b>Africa is not a Country</b></p> <p>“Africa’s history has nothing to do with its geography of today”</p> <p>Do you agree? Why?</p>	
<b>Year Six</b>	<p><b>Bible Atlas</b></p> <p>“The Bible has more in common with a history lesson than a geography lesson. In fact, it contains very little geography.”</p> <p>Do you agree? Why?</p>	

# Geographical Skills

Key Skills		Times Examined
	Locating places in the world using maps and atlases	8
	Compass directions	6
	Using and designing maps	6
	Fieldwork and observational skills	4

Hot and Cold Countries				
Year One	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills

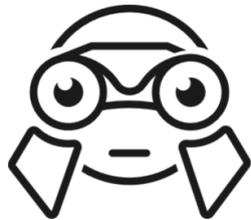
Changing Seasons				
Year One	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills

Great Britain				
Year Two	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills

Caribbean				
Year Two	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills

# Geographical Skills

Geography of Birmingham				
Year Three	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills



Geography of Europe				
Year Four	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills



Africa is not a Country				
Year Five	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills



Bible Atlas				
Year Six	Locating places using maps and atlases	Compass directions	Using and designing maps	Fieldwork and observational skills

# Geographical Knowledge

Key Knowledge	1	2	3	4	5	6
Name and locate the world's seven continents and five oceans						
Name, locate and identify characteristics of Britain's four countries, capital cities and seas						
Locate the world's countries, using maps and atlases						
Human geography: Understand geographical similarities and differences between a part of the UK and a contrasting non-European country						
Physical geography: Understand geographical similarities and differences between a part of the UK and a contrasting country						
Identify seasonal and daily weather patterns in the UK						
Compare the climate of the UK with that of a contrasting country						
Use geographical vocabulary to refer to key physical and human features						
Describe the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the UK and other countries						
Understand how the human geography of a country/region has changed over time and the catalyst/impact of any change(s)						
Identify the position and significance of latitude, longitude and Equator						
Identify the position and significance of the Northern Hemisphere and Southern Hemisphere						
Identify the position and significance of climate zones, biomes and vegetation belts						
Identify the position and significance of the Prime/Greenwich Meridian and time zone						
Describe and understand key aspects of rivers, mountains, volcanoes and earthquakes, and the water cycle						
Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water						
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 non-European country						

# Progression of Content

	Key Stage One	
	Year One	Year Two
<b>Geography Skills</b>	Use <b>simple compass directions</b> and <b>locational</b> and <b>directional language</b> to describe the <b>location of objects and features</b> .	Use <b>simple compass directions</b> and <b>locational</b> and <b>directional language</b> to describe <b>routes on a map</b>
<b>Fieldwork</b>	Use simple fieldwork and observational skills to study the geography of their <b>school and its grounds</b> and the key human and physical features of its surrounding environment	Use simple fieldwork and observational skills to study the geography of their <b>school and its grounds</b> and the key human and physical features of its surrounding environment
<b>Locational Knowledge</b>	Name, locate and identify characteristics of the <b>four countries</b> and capital cities of the <b>United Kingdom</b> and its <b>surrounding seas</b> .	Name and locate the world's <b>seven continents</b> and <b>five oceans</b>
<b>Mapwork</b>	Use world <b>maps, atlases</b> and <b>globes</b> to identify the <b>United Kingdom</b> and its countries	<b>Devise a simple map</b> and use and construct basic symbols in a <b>key</b> .  Use world <b>maps, atlases</b> and <b>globes</b> to identify the <b>countries, continents</b> and <b>oceans</b> studied at this key stage.
<b>Physical Geography</b>	Identify <b>seasonal</b> and <b>daily weather</b> patterns in the United Kingdom ; compare UK weather to that of contrasting <b>county</b>	Identify the <b>location</b> of <b>hot</b> and <b>cold</b> areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b> .  <b>Describe key physical features</b> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
<b>Human Geography</b>		<b>Describe key human features</b> , including: city, town, village, factory, farm, house, office, port, harbour and shop
<b>Place Knowledge</b>	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 <b>contrasting non-European country</b>	

# Progression of Content

	Lower Key Stage Two	
	Year Three	Year Four
Geography Skills	Use <b>maps</b> and <b>atlases</b> to locate, describe and compare places. Use <b>grid references</b> to locate a place on a map	Use <b>maps</b> and <b>atlases</b> to locate, describe and compare places. Use <b>grid references</b> to locate a place on a map.
Fieldwork	Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Locational Knowledge	Use maps and geographical language to locate <b>North African, European and Asian countries</b> and <b>cities</b> and describe their key physical and human characteristics. Link to history topic of the Roman Empire. Name and locate British <b>counties</b> .	Use maps and geographical language to locate <b>European and North American countries</b> and <b>cities</b> and describe their key physical and human characteristics. Link to history topic of the Vikings.
Mapwork	Use <b>maps, atlases</b> and <b>globes</b> to locate countries and describe features studied.  Use <b>simple grid references</b> to identify locations on a map. Use aerial photographs and plan perspectives to recognise <b>landmarks</b> and basic human and physical features.	Use <b>maps, atlases</b> and <b>globes</b> to locate countries and describe features studied. Use <b>simple grid references</b> to identify locations on a map.  Draw <b>maps</b> of increasing complexity, using <b>aerial view</b> and a key.  Understanding of Prime/Greenwich Meridian and <b>time zones</b> (including day and night).
Physical Geography	<b>Describe key physical features</b> , including: rivers, oceans, hills, mountains,	<b>Describe key physical features</b> , including: rivers, mountains, time zones, volcanoes,
Human Geography	<b>Describe key human features</b> , including: city, town, village, how cities change and grow over time, migration,	<b>Describe key human features</b> , including: city, town, village, transport, urbanisation, food chains,
Place Knowledge	Name and identify key British <b>mountains</b> ;	<b>Name</b> and <b>identify</b> cities and towns; <b>compare</b> the human and physical geography of contrasting locations.  Describe how the human and physical geography of a place <b>changes</b> and develops with time.

# Progression of Content

	Upper Key Stage Two	
	Year Five	Year Six
Geography Skills	Use <b>four-figure grid references</b> , symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use <b>six-figure grid references</b> , symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Fieldwork	Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Locational Knowledge	Name and locate counties and cities of <b>Africa</b> , 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	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Mapwork	Use <b>maps, atlases, globes</b> and <b>digital/computer</b> mapping to locate countries and describe features studied.  Understand how <b>colonialism</b> shaped the <b>borders</b> of African countries.	Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied
Physical Geography	<b>Describe key physical features</b> , including: dispersal of peoples across continent, diversity of Africa depending on location, common misconceptions re: Africa e.g it's a country, the whole continent is poor and besieged by disease and famine, impact of imperialism on natural resources.	<b>Describe key physical features</b> , including: mountains, rivers, continents, <b>Nile Delta</b> study, natural resources, tsunamis
Human Geography	<b>Describe key human features</b> , including: populations, migration, impact of war and natural disasters, impact of imperialism, comparison of Sudan and South Sudan.	<b>Describe key human features</b> , including: impact of international conflicts, international trade
Place Knowledge	Understand geographical <b>similarities</b> and <b>differences</b> through the study of human and physical geography of different regions and countries of Africa; detailed studies of <b>Ghana, Sudan</b> and <b>South Sudan</b> .	Understand geographical <b>similarities</b> and <b>differences</b> through the study of human and physical geography of a region of the United Kingdom and a region in <b>Asia</b>

# End of Topic Essay Example



**Africa is not a Country**  
“Africa’s history has nothing to do  
with its geography of today”  
Do you agree? Why?

Over the last six lessons, pupils have learned about the physical and human geography of Africa and the lasting legacy of the colonial era. During this study, they focused on the countries of Ghana and Sudan/South Sudan, with a particular focus on their human geography in the 21st century.

Essay overview:

- Pupils finish the unit by writing their own essay, allowing them to apply the knowledge that they have gained.
- We advise taking one lesson to plan the essay, and two lessons to write it.
- You can decide whether or not pupils have their booklet available as they write. If pupils can write from memory it will be quicker, and more individual.
- However we need to provide students with the scaffolds they need to all experience success. Therefore, a planning sheet may be useful in helping pupils to chunk their ideas together into paragraphs.
- Graphic organisers may also be used as a prompt for writing.
- As a general guide, expectations around essay writing are:
  - Year three - 1-2 pages; informative text
  - Year four - 2-3 pages; informative text
  - Year five - 2-3 pages; persuasive text
  - Year six - 3-4 pages; persuasive text





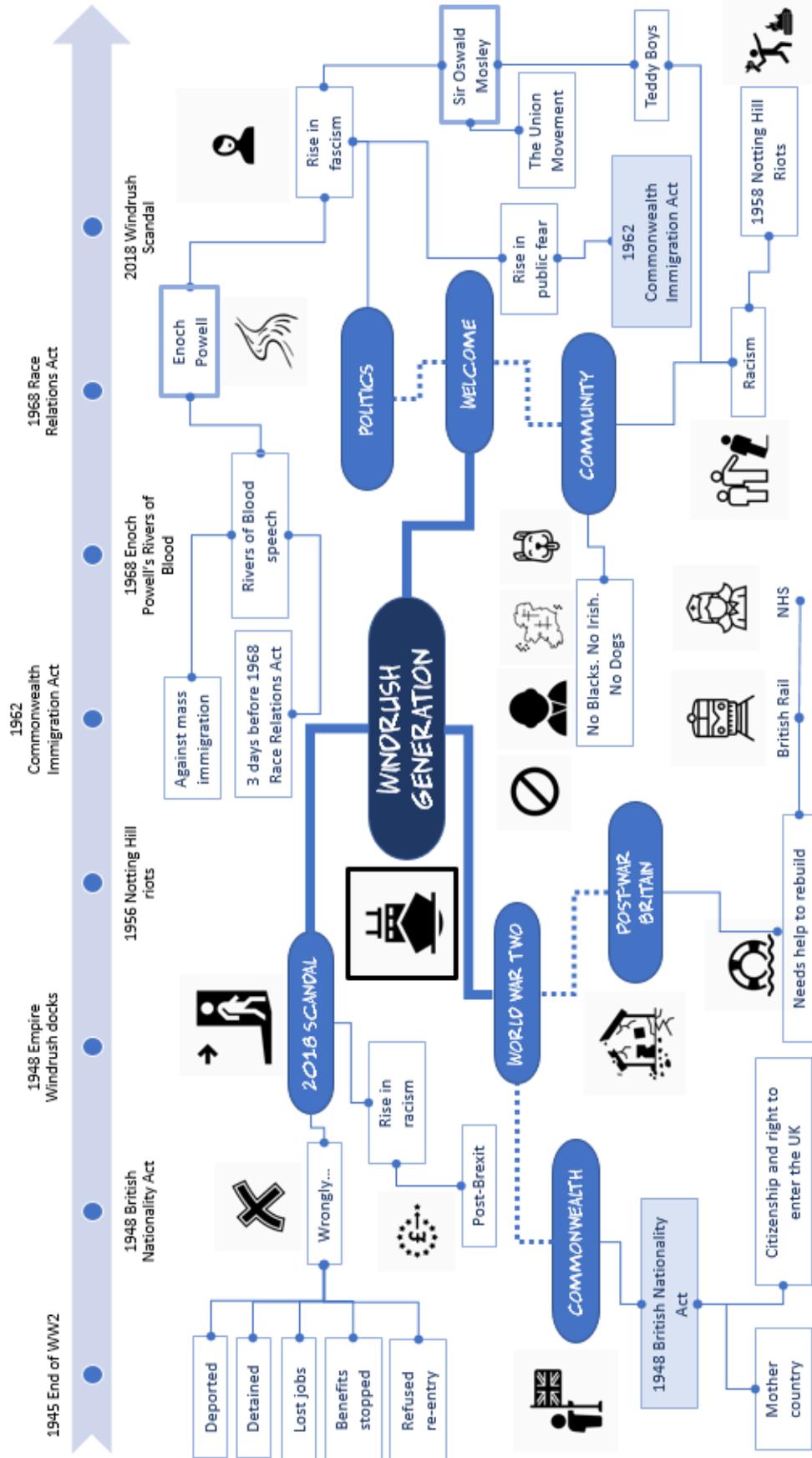


# Vocabulary for Improving Essay Writing

Adding	Sequencing	Illustrating	Cause and Effect
and also as well as moreover too furthermore additionally	First, Second, Finally, Next, Meanwhile, After Then Subsequently,	for example such as for instance in the case of as revealed by illustrated by demonstrated by shown by An example of this is	Because as a result of so therefore consequently resulting in leading to hence which resulted in
Comparing	Qualifying	Contrasting	Emphasising
Similarly Likewise As with Equally Like Equally In the same way	but however although unless except apart from as long as if	whereas instead of alternatively otherwise unlike on the other hand conversely contrariwise	above all in particular especially significantly indeed, notably prominently importantly

# Graphic Organisers

Poorly organised knowledge cannot readily be remembered or used. But students don't know how to organise their knowledge effectively. Teach the utility of good organisation. Teach how to use good knowledge organisation. Teach how to generate good knowledge organisation.  
 FREDERICK REIF (2015) Applying Cognitive Science to Education



The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

**Barack Obama**