



South Gosforth First School
Geography – Subject Overview



‘Geography is the subject which holds the key to our future.’ Michael Palin

Geography at South Gosforth First School

As a school, we believe that our high-quality geography education will inspire a curiosity and interest about the world and the people in it. Using our ‘Key Concepts’ of Location and Place, Planning and Decision Making, Change, and Cause and Effect as the foundations of our bespoke curriculum we enable the children to ‘Think like a Geographer’ and give meaning and purpose to their learning. Through focused teaching the children gain substantive knowledge of places, people, physical and human features of the world and a deep understanding of the Earth’s key physical and human processes. Our geography curriculum makes full use of our location in the North-East of England to develop and apply their disciplinary geographical knowledge whilst developing an appreciation for the environment around them. The proximity of coastline, rivers, towns and cities are all utilised to develop children’s locational and place knowledge. Our aim is for our children to have a secure understanding of the place that they currently live in so throughout their time in our school they explore their immediate locality of Gosforth, their city of Newcastle and their wider region of the North-East and how that fits within our country and the wider world. Our curriculum is carefully sequenced so that children can make links to their prior learning in geography and the wider curriculum subjects, deepening their understanding. They will develop their own lines of enquiry by asking and answering questions based on visual sources such as maps, pictures, photos, diagrams and graphs. They are encouraged to explore the key geographical concepts through creative activities such as discussion and debate and Mantle of the Expert. We ensure our curriculum is linked with current world issues for example climate change and dangers of plastics in our oceans so that children know how their learning in Geography ‘holds the key to our future’.

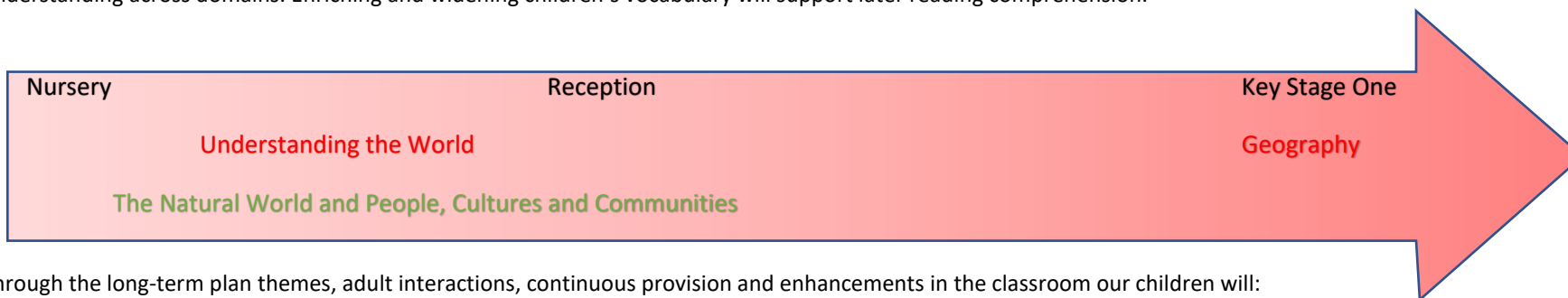
Intent			
How our key drivers are lived through our Geography curriculum			
Character	Culture	Creativity	Challenge
Recognise how people are impacted by their natural and human environments. Understand how diverse places can be and how diversity can enhance local areas. Evaluate how local areas have changed for the people living in them, over time.	Debate and present geographical information, drawing their own conclusions based on the knowledge, skills and evidence they have collated. Recognise how their environment compares and contrasts to other places in the world and that actions in one region can have a significant impact on another.	Think creatively and critically when interpreting a wide range of geographical sources including maps, aerial photographs and data gathered through fieldwork. Follow their own lines of enquiry through research, role play and other techniques such as ‘Mantle of the Expert’.	Communicate confidently like a geographer, including through maps, numerical skills and writing. Make links between different places in the world to compare, contrast and highlight similarities and differences. Draw on knowledge from other subject disciplines to enhance and deepen knowledge.



Implementation

Early Years

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:

Nursery	Reception	Key Stage One
• Talk about our homes and our locality. • Find out about how other countries around the world celebrate Christmas. • Use our Tapestry Learning Journeys to share experiences about where we have celebrated our religious traditions, holidays, trips and visits. • Find out about the weather needed for seeds and plants to grow. • Look closely at our local environment to find out about seasonal changes. • Understand the need to stay safe in our local environment. • Find out about a variety of sea creatures and why they live in their different locations.	• Talk about our locality and how most of us live in Gosforth. • Explore our school environment inside and out. • Find our way around school, including to the dining hall and library. • Learn about nocturnal animals and their habitats. • Look at the changes in the environment as the seasons change, leaf rubbings, art work and exploration of natural objects. • Look at changes in the weather. • Road safety. • Investigate transport around our locality – using the Metro and buses. • Make pirate maps and maps of Mr McGregor's garden; investigating and designing map symbols.	• Name and locate the seven continents and five oceans. • Fieldwork and observation in the locality. • Look at aerial photographs and plans. • Learn vocabulary for human features. • Learn vocabulary for physical features. • Find out about hot and cold areas of the world. • Name, locate and describe UK countries, capitals and surrounding seas. • Find out about seasonal and daily weather patterns. • Compare a small UK area with a small non-European area. • Use maps, atlases and globes, simple compass directions, locational and directional language, symbols and keys.



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Year 1- 4			
	Autumn	Spring	Summer
Year 1	My Local Area (Gosforth) <u>Key Concepts</u> Location and Place Planning and Decision Making <u>Substantive Knowledge</u> Name key features of our local area (Gosforth) and say if it is a village, town, city or suburb. Identify human and physical features of the local area (Gosforth) and why they are there. <u>Disciplinary knowledge</u> Use aerial photographs to recognise local landmarks. Use simple fieldwork skills to study the geography of school, its grounds and the surrounding area. Devise simple maps	The United Kingdom <u>Key Concepts</u> Location and Place Planning and Decision Making <u>Substantive Knowledge</u> Name and locate the four countries of the UK. Name the capital cities of England, Scotland, Wales and Northern Ireland. Use basic geographical vocabulary to refer to key physical and human features. Identify seasonal and daily weather patterns in the UK <u>Disciplinary knowledge</u> Use maps, atlases and globes to locate the countries of the United Kingdom. Use aerial photographs to identify UK landmarks. Devise simple maps	Hot and Cold Places <u>Key Concepts</u> Location and Place <u>Substantive Knowledge</u> Locate the hot and cold areas of the world in relation to the equator and the North and South Poles. Identify geographical differences between hot and cold places (resources, temperature, daylight) <u>Disciplinary knowledge</u> Use maps, atlases and globes to locate the Equator and the North and South Poles.
Year 2	Coastal Regions <u>Key Concepts</u> Location and Place Planning and Decision Making <u>Substantive Knowledge</u> Name, locate and identify the seas surrounding the United Kingdom. Identify the human and physical features of a coastal location. Identify human and physical differences between contrasting locations (coastal rural /coastal town) <u>Disciplinary knowledge</u> Use simple fieldwork skills to study the geography of a local coastal town- Whitley Bay. Devise simple maps Use and construct basic symbols in a key	Continents and Oceans <u>Key Concepts</u> Location and Place <u>Substantive Knowledge</u> Name and locate the world's seven continents and five oceans. Identify key human and physical features of the world's seven continents. Use basic geographical vocabulary to refer to key physical and human features. <u>Disciplinary knowledge</u> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	London and Nairobi <u>Key Concepts</u> Location and Place Planning and Decision Making <u>Substantive Knowledge</u> 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 (London and Nairobi). Identify human and physical differences between contrasting locations (European and Non-European) <u>Disciplinary knowledge</u> Use and construct basic symbols in a key



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	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use maps, atlases and globes to locate countries, continents and oceans.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Year 3	North-East Regional Study <u>Key Concepts</u> Location and Place <u>Substantive Knowledge</u> Name and locate the counties, cities and rivers in the North-East of England and key topographical features of the region. Name and locate riverside and coal mining areas in the North-East and understand how some of these areas have changed over time. Describe and understand key aspects of physical geography: rivers. <u>Disciplinary knowledge</u> Use fieldwork to observe, measure, record the human and physical features in the local area. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.	The Alps (European study) <u>Key Concepts</u> Location and Place Change Planning and Decision Making <u>Substantive Knowledge</u> Understand geographical similarities and differences of mountainous regions through a study of a region of the United Kingdom and Europe (The Alps). Locate countries using maps to focus on Europe. Describe and understand key aspects of physical geography: mountains Use increasingly complex geographical vocabulary to refer to human and physical features. <u>Disciplinary knowledge</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8-point compass and 4 figure grid references, symbols and key to build knowledge of the world. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.	Earthquakes and Volcanoes <u>Key Concepts</u> Location and Place Cause and Effect Change <u>Substantive Knowledge</u> Locate the world's countries using maps to focus on North and South America. Describe and understand key aspects of physical geography: volcanos and earthquakes. Use increasingly complex geographical vocabulary to refer to human and physical features. <u>Disciplinary knowledge</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8-point compass and 4 figure grid references, symbols and key to build knowledge of the world. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.
Year 4	Settlements and Migration <u>Key Concepts</u> Cause and Effect <u>Substantive Knowledge</u> Name and locate cities of the United Kingdom, geographical regions and their identifying	Climate Zones and Biomes <u>Key Concepts</u> Location and Place <u>Substantive Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern and Southern	Climate Change <u>Key Concepts</u> Cause and Effect Change <u>Substantive Knowledge</u>



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	human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of human geography: types of settlement, land use and economic activity. <u>Disciplinary knowledge</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies. Use the 8 point compass and 4 figure grid references, symbols and key to build knowledge of the world.	hemispheres, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime and Greenwich meridian and time zones. Understand the similarities and differences within and between large geographical areas located in different climate zones (Climates and Biomes). Locate the world's countries using maps. <u>Disciplinary knowledge</u> Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied. Use fieldwork to observe, measure, record the human and physical features in the local area. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.	Describe and understand key aspects of physical geography: the water cycle. Understand the similarities and differences within and between large geographical areas located in different climate zones Describe and understand key aspects of human geography: types of settlement, land use and economic activity. Use increasingly complex geographical vocabulary to refer to human and physical features. <u>Disciplinary knowledge</u> Use the 8 point compass and 4 figure grid references, symbols and key to build knowledge of the world. Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.
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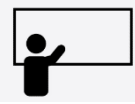
Learning links across the curriculum to geography

	English	Maths	Art	History	Science
Year 1	Lost and Found (Hot and Cold Places) The Tyne Bridge (Our Local Area) Ice Dragon (Hot and Cold Places)	Position and Direction (Hot and Cold Places, Our Local Area)	Gallery Project (Our Local Area, The UK) Take One Picture (The UK)	Bridges and Transport (Our Local Area) Queen Elizabeth II (The UK)	Seasonal Change (Hot and Cold Places, The UK) Animals including humans (Hot and Cold Places) Plants (The UK)
Year 2	Great Fires Recount (London and Nairobi) Katie in London (London and Nairobi) Aquarium Persuasive Article (Coastal Regions)	Position and Direction (Continents and Oceans) Statistics (London and Nairobi, Continents and Oceans)	Life in Colour (Coastal Regions) Map It Out (London and Nairobi)	The Great Fires (London and Nairobi) Explorers (Continents and Oceans) Wings to Fly (Continents and Oceans)	Animals including humans (Coastal Regions, Continents and Oceans) Living things and their habitats (Coastal Regions, Continents and Oceans)



	The Whale's Song (Coastal Regions) Amelia Earhart Biography (Continents and Oceans)	Measurement (Continents and Oceans)			Plants (Continents and Oceans) Everyday Materials (London and Nairobi)
Year 3	Visit the Alps (The Alps) Escape from Pompeii (Earthquakes and Volcanoes) Volcanoes (Earthquakes and Volcanoes)	Position and Direction (North-East Regional Study) Statistics (All geography units) Measurement (Earthquakes and Volcanoes)	Gallery Project (North-East Regional Study) Take One Picture (The Alps) Abstract, shape and space (Earthquakes and volcanoes)	Stone Age to Iron Age (North-East Regional Study) The Vikings (North-East Regional Study, The Alps)	Rocks (The Alps, Earthquakes and Volcanoes) Plants (The Alps) Animals including humans (North-East Regional Study)
Year 4	Rotten Romans (Settlements and Migration) When Jessie Came Across the Sea (Settlements and Migration) Improving Gosforth (Climate Change) Climate Change Persuasion (Climate Change)	Position and Direction (Climate Zones and Biomes) Statistics (All geography units) Measurement (Climate Change)	Architecture (All geography units) Take One Picture (Climate Zone and Biomes)	The Romans in Britain (Settlements and Migration) Victorians: Local Study (Settlements and Migration) Ancient Greece (Climate Zones and Biomes)	States of Matter (Climate Change) Living Thing and their habitats (Climate Zones and Biomes, Climate Change) Electricity (Climate Change)

What would a geography lesson look like at South Gosforth?

					
Clarity of learning exemplified	Vocabulary	Links to prior learning and retrieval practice	New learning explained and modelled	Independent practice and group work	Assessment for learning and feedback strategies
The 'big learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	New vocabulary is introduced, explained and modelled. Children have time to rehearse new words in context.	There are opportunities for children to practise what they have already learned through low stakes strategies.	Teachers provide clear explanations of new knowledge. Images, authentic sources and high quality texts are used to exemplify and illustrate the new learning.	Children have opportunities to practise the new learning through carefully considered tasks. Learning is broken down to minimise cognitive overload, with	Assessment for learning opportunities are woven in throughout the lesson through careful questioning that makes the pupils think hard. Errors and



				the use of 'teach-do' approach.	misconceptions are picked up and addressed as the lesson progresses.
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What makes geography special at South Gosforth First School?	
Year 1	Mantle of the Expert: Build a new High Street, Hot or Cold Place in a Box Visits: Gosforth High Street Field Trip Enhancements: Coding using Beebots, No Outsiders Book Spine, Aspirations Week
Year 2	Mantle of the Expert: Commission for a new coastal town, Relocation of families London / Nairobi. Visits: Whitley Bay Field Trip Enhancements: Antarctica Explorers workshop, Seven Wonders Art Project, No Outsiders Book Spine, Aspirations Week
Year 3	Mantle of the Expert: New Resort in The Alps Debate Visits: Ingram Valley or Newcastle Quayside Field Trip Enhancements: Mountain landscapes art, making volcanoes that erupt, No Outsiders book spine, Aspirations Week
Year 4	Mantle of the Expert: Windrush and the impact on the UK Visits: Jesmond Dene Field Trip Enhancements: Beach Trip, Architecture Art, No Outsiders book spine, Aspirations Week

CPD			
Strategy	Who	When	Impact
Subject leadership time	Lorraine Damti	Autumn term 2024 Spring term 2025	Time to review the curriculum provision. Key concepts developed and embedded through curriculum. Units of work refined and updated accordingly.
Staff meetings	Lorraine Damti	Spring term 2025	Shared updated curriculum plans, key concepts and rationale behind these changes with staff. Staff feel confident in updated units and understand the reasoning behind this.
Membership to subject association	Lorraine Damti	Ongoing	Staff have access to high quality subject knowledge CPD and resources. Subject Leader is up to date with latest developments in the subject.



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GST Subject Leader Networks	Lorraine Damti	2 sessions throughout the year	Subject leader has access to examples of best practice across the trust. Subject leaders can share planning and resources that can then be disseminated in school.
Task Design Geography Focus	Lorraine Damti	Spring Term	Subject leader has access to external specialists in the subject and can share best practise in delivering quality lessons with reduced cognitive load on children in line with SDP objectives.

Impact	
Strategy	Evidence and findings
Pupil Voice	See Subject Leader monitoring records Autumn 2024 and Spring 2025. See feedback from Linking Leaders Review Day Spring 2025.
Book Look	See Subject Leader monitoring records Autumn 2024 and Spring 2025. See feedback from Linking Leaders Review Day Spring 2025.
Lesson observations	See feedback from SIP / SLT / Linking Leaders Autumn 2024 and Spring 2025.
External reports eg. SIP/Governors	See feedback from Governors Curriculum Visit Spring 2025