

*"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."*

Barack Obama

## Intent



At St Aloysius, we aim to deliver an exceptional geography education which inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through our teaching and learning experiences we hope to 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. This includes:

- *Locational knowledge of globally significant places;*
- *Having opportunities to experience physical geography and human geography throughout the learning journey;*
- *Providing opportunities to experience geography outside the classroom, where pupils will have the geographical skills. to be competent in:*
  - fieldwork to observe, measure record and present the human and physical features in the local area;
  - using 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 skills and writing at length.

As pupils progress through St Aloysius, 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.

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- *Where is this place?*
- *What is it like? (And why?)*
- *How and why is it changing?*
- *How does this place compare with other places?*
- *How and why are places connected?*

It is also imperative that our children don't just answer questions but also ask and debate them:

- *What could/should the world be like in the future?*
- *What can we do to influence change?*

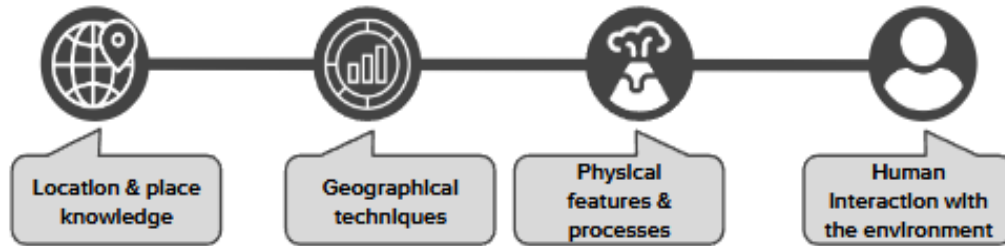
At St Aloysius, we understand that geography enables children to make sense of their world. However, a geography education must encompass more than this. It must provide opportunities which have a transformational effect on a pupil's perception of themselves and their relationship with learning. It must enable students to develop a connection and understanding of the world and their place within it.

# Implementation



The key threshold concepts across the Geography curriculum are taught throughout the units to develop geographically knowledge and skills from EYFS to Y6 and beyond. The curriculum is designed for progression and built around the overarching threshold concepts with content structured as a narrative over time, ensuring essential knowledge is learned, applied and accessible for all pupils.

The curriculum narrative is led by the four threshold concepts:



## Location and Place Knowledge

This Threshold Concept is concerned with a location, however this is not just knowing where a place is in the world. It includes:

Locational knowledge	Place knowledge
<ul style="list-style-type: none"> <li>World countries</li> <li>Regions</li> <li>Environments</li> <li>Continents</li> <li>Physical features (rivers, mountains)</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences between places (physical and human)</li> <li>Cultures</li> <li>Cities</li> <li>Capitals</li> </ul>
<p><b>Map literacy</b></p> <p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	

Some examples of what 'location and place knowledge' might look like in books...

# Geographical Techniques

This Threshold Concept is about the use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits.

<b>Map literacy</b>	<b>Numeracy &amp; graphicacy</b>	<b>Literacy</b>	<b>Core skills</b>
<ul style="list-style-type: none"> <li>OS Maps</li> <li>Grid references</li> <li>Lat &amp; Long</li> <li>Atlases</li> <li>Globes</li> <li>GIS (Google maps)</li> <li>Aerial photos</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating data</li> <li>Interpreting graphs &amp; tables</li> <li>Constructing graphs</li> </ul>	<ul style="list-style-type: none"> <li>Using key terminology</li> <li>Constructing arguments</li> <li>Writing persuasive arguments</li> </ul>	<ul style="list-style-type: none"> <li>Annotating diagrams/photos</li> <li>Using case studies</li> <li>Causes, effects, responses</li> <li>Processes &gt; landforms</li> <li>Inferring information &amp; judgements</li> </ul>

Some examples of what 'geographical techniques' might look like in books...

The image shows four examples of student work:

- Map literacy:** A hand-drawn map of Hebden with labels for 'Hebden Railway station (1960)', 'Hebden town centre', 'Hebden Shopping centre (1967)', and 'St Joseph's Catholic Academy (1971)'. Annotations describe the map's scale and features.
- Numeracy & graphicacy:** A table titled 'Can you sort your information into the correct column?' comparing 'Hebden yesterday' and 'Hebden present day' with various local events.
- Literacy:** A 'Climate Graph Newcastle' showing monthly rainfall (bars) and temperature (line) from January to December.
- Core skills:** A photograph of a pub with handwritten annotations describing its role in the community and its location relative to the village center.

# Physical Features and Processes

The third Threshold Concept looks at the natural landscapes, features and the processes which create them. This is done in two stages:

<b>Characteristics (Describe)</b>		<b>Processes (Explain)</b>
<ul style="list-style-type: none"> <li>What does the feature look like</li> <li>What makes it unique</li> <li>Dimensions</li> <li>Observations (figures, photos, diagram)</li> </ul>		<ul style="list-style-type: none"> <li>Why does the feature / event occur</li> <li>Step-by-step</li> <li>Directly link how the processes create the characteristics</li> </ul>

Some examples of what 'physical features and processes' might look like in books...

To understand what flora lives in the tropical rainforest

Supports the tree (since the name)

Low density soil so the roots lay above the soil

Very robust to strengthen and support the tree

Found in tropical rainforest

Curved edges to hold water inside

Wide surface area to catch rainfall

It is found in the emergent layer

Wide spreading to gather nutrients

They sit on top of the soil

Pointy shape tip to help the water drip off

Waxy covering which makes it easier for the water to run off

My favourite animal Habitat and Diet

The camouflaged brown will prefer meat but it is so afraid it leaves leaves and berries. It kills the mice prey by the speaking up and talking with venomous claws. Its body shape enables it to endure poison, poisonous snakes. It lives in the mangrove.

Key Adaptations

The most notable for colour is the camouflage. Its colour and shape help it stay undetected. Muscular wings (designed as leaves) helps the camouflaged brown explore the emergent in the tropical environment. Lethal stings cover their wings hunt for prey. Leaves and bark like body bright brown makes as a large predator. They can break out harsh sun attack. They possess three extra leg bones grow in the chin to the complex legs were suspending branches in the air prey slowly approach. An excellent animal help to rook into the design with lots of sharp features. Well done, well!

Appearance

Green leaves and brown legs helps this animal to stay hidden up and green camouflage the tropical environment. Lethal stings cover their wings hunt for prey. Leaves and bark like body bright brown makes as a large predator. They can break out harsh sun attack. They possess three extra leg bones grow in the chin to the complex legs were suspending branches in the air prey slowly approach. An excellent animal help to rook into the design with lots of sharp features. Well done, well!

How have these 2 types of flora adapted to life in the rainforest?

The climate of the tropical rainforest is hot, wet, humid and can be very wet. It is important that plants and trees be able to handle these challenges without getting sick, rotting and dying.

The process in which flora and fauna change in order to better survive in their environment is called adaptation. This ability to change is very important in understanding how the rainforest ecosystem has survived for so many years.

Bushes roots have adapted to living in the rainforest by spreading their roots wide over the surface of the soil. They go to very deep under the soil because the soil is so dense. They could spread up to 30m to gather nutrients and can grow up to 30m. They are very robust to strengthen and support the tree.

Thick tip leaves thrive in the rainforest, because they have made adaptations such as having curled edges to hold the water inside. They also have a wide surface area to catch the rainfall. The point shaped tip helps the water drip off. It has a waxy covering which helps makes it easier for the water to run off.

Excellent thinking today! Well done! You understand how different plants have adapted to live in the tropical environment.

Human Interaction with the Environment

The fourth Threshold Concept looks at the relationship between human activity and places, identifying land use and recognising how the environment is managed.

**Land use**

Types of settlement and land use

Economic activity including trade links

Distribution of natural resources including energy, food, minerals and water

**Human impacts**

Human impacts on the natural environment

Human induced hazards

Impacts of natural hazards on people

**Human responses**

Human responses to natural hazards

Human responses to human induced hazards

To understand the human uses of the rainforest

Wildlife	Medicine	Water
Timber	Food	Energy
Climate regulation	Jobbing	Trading
Food production	Building materials	Minerals (part of gas)

Key: ■ Goods ■ Services

Should we cut down trees in the rainforest?

I strongly oppose to cutting down trees because of the rainforest because it is having a catastrophic impact on our planet including the flora and fauna within it.

Although a lot of people support the idea of deforestation many people oppose it because it provides services and goods such as paper, building supplies and medicine. A large amount of people believe that it is worth giving up these supplies to save countries species and lives. Every minute forest the size of 20 football fields get chopped down. It's called **land**.

deforestation and it could potentially rid an animal of their habitats. This deforestation is catastrophic and it could rid plants and animals of their habitats. They use 1000-1000 species of animals become extinct and over 80% of animals rely on the forests to provide habitats. It's not only the animals (primates) that counts on the forest, countless tribes get food and shelter from the forest.

Although the damage that has been done to our rain forest is irrevocable it can change. To help restore our forests we can become vegetarians so that we don't need so much land to raise livestock. We can stop buying paper and products so that we stop using trees for goods.

Smoking signs to stop people smoking and eat

Before deforestation and modern buildings

Now there are modern buildings and modern products

Small green trees in the community

It's a bit better than before

Can you use your information into the correct column?

Hobbiton present	Hobbiton present day
Hobbiton Lake made 1936-1990	Mike was opened
People worked in the shops	Hobbiton town square that opened
People worked at Hobbiton College	Hobbiton High school
Rainbow and company was opened	Hotel building having some built
St Thomas church was built	Hotel house were built
St Thomas school was opened	Green building were built
Hobbiton Riverside Park open	Some buildings were knocked down
Hobbiton Bath	Hobbiton barbershop moved

Hobbiton is a small town on the south bank of the River Brandywine in the Middle East of Middle-earth. It was founded at Hobbiton as early as the 11th century, and Hobbiton College opened by the year 1892. The town's population in Hobbiton was once a modest town of 20,000 Hobbitons. Many jobs were provided and people in the business and service industries as well as in the shops.

Over time the many industries grew which Hobbiton had relied upon before in danger. Hobbiton College closed, the shops shut down and the river banks were widened. This meant that there were many rich houses in Hobbiton, and many people for the people of Hobbiton to be changing their jobs and occupations. The town needed to adapt and change to avoid falling from being a town. However, the people of Hobbiton were very happy and were built Hobbiton. The population of Hobbiton increased due to this increased population. The town moved from a quiet town to a busy town and a town.













Great work today! Well done! You understand how and why the town of Hobbiton has changed over time.

# Impact



The impact of our Geography curriculum at St Aloysius is measured in a variety of ways: questioning during lesson time, the marking children's written work, listening to child-led discussion, and listening to our pupil voice across the school. As they reach the end of Year 6, our children will:

- *Talk enthusiastically about geography.*
- *Have a growing knowledge of the world and their place in it.*
- *Use subject specific vocabulary effectively in both written and verbal work;*
- *Understand their place in the world and are aware of contemporary issues such as deforestation and sustainability.*
- *Aspire to discover more about the world, through reading, travel or the media.*
- *Know that they can use their voice to express themselves and their opinions.*
- *Know that they have an impact on our planet.*

Curriculum Coverage					
Upper KS2	Y6		Biomes		North America
	Y5		Settlements and Land Use		Natural Resources
Lower KS2	Y4		Journey of the River		Coasts
	Y3		My Place in the World: The United Kingdom		Volcanoes and Earthquakes
KS1	Y2		Handa's Africa Adventure		Planet Earth
	Y1		Where I live		Wonderful weather



*Striving for Excellence, Inspired by Gospel Values*