

Geography Key Stage 1

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS1 Geography is formed of 5 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 London in the United Kingdom (shared with History, EY transition unit)	Year 1	5
2 Seven Continents	Year 1	10
3 Oceans and Seas	Year 1	10
4 Villages, Towns and Cities	Year 2	10
5 Understanding Brazil	Year 2	10



3. Lessons

Unit 1 London in the United Kingdom (shared with History, EY transition unit)

5 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What is the United Kingdom?	<ul style="list-style-type: none">• To situate the United Kingdom on a map of the world & of Europe• To identify the countries of the United Kingdom• To articulate that the United Kingdom is made up of islands and identify the surrounding seas
2.	What can you find in the United Kingdom?	<ul style="list-style-type: none">• To explore the physical features of the United Kingdom• To identify and name a range of physical features• To describe features of different parts of the UK

3.

What is the history of London?

- Who the Romans were (sailed across to Britain 2000 years ago, built a city called Londinium, built a wall around it to protect them, built markets, roads, canals and government buildings)
- Who the Anglo-Saxons were (7 Kingdoms, Viking invasions, King Alfred recaptured London, he created laws, armies and began trading things for money)
- Who the Normans were (built castles like Windsor Castle and the Tower of London)
- Explain the circumstances of the Second World War
- Review photos and eyewitness accounts



4.

How do people move around in London

- History of River Thames (Romans built Londinium next to the river to allow transportation of goods)
- Identify different types of transport (tube, buses, city cycles, taxi)
- How to read an Underground map
- Identifying interchanging stations on an Underground map

5.

What are the landmarks in London?

- Identifying London landmarks
 - Facts about key landmarks
 - Where the Queen lives
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Lesson number	Lesson question	Pupils will learn
1.	What is a continent?	<ul style="list-style-type: none">• Locating each continent on a map• Identifying a continent by its shape• Definition of a continent• Definition of a continent
2.	What is Europe like?	<ul style="list-style-type: none">• Zooming into Europe & exploring physical features• Second smallest continent• Humans first travelled to Europe about 35,000 years ago.• The United Kingdom is in the continent of Europe.• Majority of European countries densely populated - population of 741 million
3.	What is Australia like?	<ul style="list-style-type: none">• Zooming into Australia and exploring flora and fauna• Sometimes called Australasia or Oceania.• Identifying key physical features

4.

What is Africa like?

- Identifying Africa on a map and picking out some of the physical features in different parts of the country
- The oldest human fossils and skeletons have been found in Africa.
- Population of 1.2 billion



5.

What is Asia like?

- The largest continent.
- It contains the most people (largest population).
- Includes several mega-cities (e.g. Tokyo in Japan, Beijing in China, Delhi in India).
- Key human features in Asian cities

6.

What is North America like?

- Third largest continent
 - Contains the United States of America, but also Canada, Greenland, Mexico, Greenland and 18 other countries.
 - Describe the different weather conditions in North America
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7.

What is South America like?

- Fourth largest continent.
- Contains the longest river, highest waterfall, and the longest mountain range
- Contains the world's largest rainforest (the Amazon rainforest).
- Key landmarks
- Population of 422 million



8.

What is Antarctica like?

- Third smallest continent.
- Extremely cold, covered in ice- contains 90% of the world's ice.
- Doubles in size in winter when the seas freeze.
- No humans live in Antarctica permanently- temporary population of 5000.
- The Antarctic Treaty

9.

How is Alaska different to Cornwall?

- What are the physical features of Cornwall
- What are the physical features of Alaska
- How are they different

10.

How is Alaska similar to Cornwall?

- What are the human features of Cornwall
 - What are the human features of Alaska
 - How are they different
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Lesson number	Lesson question	Pupils will learn
1.	What is an ocean?	<ul style="list-style-type: none">• Definition of an ocean (An ocean is a huge body of salt water)• Identifying the 5 oceans on a map• Ordering the oceans in size
2.	Where are the world's oceans?	<ul style="list-style-type: none">• Features of a map• Different types of maps• Location of each ocean by identifying the surrounding continents• Difference between an ocean and a sea• Identifying the different types of seas (enclosed by land or between ocean and land)

3. How deep is the ocean?

- 5 layers of the ocean (sunlight, twilight, midnight, abyss, trench)
- What bioluminescence is
- Bioluminescent animals
- Identifying 3-4 facts about each layer



4. Why are our oceans important?

- Ocean covers 70% of our earth
- Importance of the ocean- habitat to animals; oxygen; food; medicine; weather pattern; transportation

5. What lives in the ocean?

- What a habitat is- pupils will learn about 4 habitats (coral reef, oyster reef, kelp forest, open ocean)
- What a mammal is, examples of marine mammals
- What a mollusc is, examples of molluscs
- What a crustacean is, example of crustaceans
- What fish are, what gills are, examples of fish

6. How is the ocean different at the North Pole and the Equator?

- Identify the differences in temperature at these two places
 - Observe the differences in the appearance of the sea (ice)
 - Explore the different types of life in the sea in
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7. Why are the oceans under threat?

- Identify ocean is under threat from human activity
- Explore different habitats that are at risk - coral
- What is the impact of activity on ocean life



8. How are people protecting the oceans?

- Exploring the role of NGOs in protecting the oceans
- Case study of sea turtles and how people are protecting them in Indonesia

9. How can we protect our oceans?

- Plastic in the ocean
- How plastic got into the ocean
- How to reduce plastic waste and what actions pupils can take

10. Campaigning to protect the oceans

- What action could the government take to save the oceans
 - Explore three different policies that would protect the oceans
 - Create a thirty second video asking the government to take action on one of these
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Lesson number	Lesson question	Pupils will learn
1.	Where are the world's people?	<ul style="list-style-type: none">• How many people live on the planet• Where people are distributed globally• Which continents have the biggest populations
2.	What is a settlement?	<ul style="list-style-type: none">• People live in settlements• What the differences are between villages, towns and cities• Increasing numbers of people live in cities
3.	What affects where people live?	<ul style="list-style-type: none">• What makes a good location for a settlement• What makes a bad location for a settlement• What the ideal location for a settlement might be



4.	How are settlements shaped?	<ul style="list-style-type: none">• How early settlements were different to settlements today• How settlements vary in shape• How settlements have patterns
5.	What makes up a city?	<ul style="list-style-type: none">• What land uses are found in a city.• What the purpose of these different land uses are.
6.	How are cities and villages different to live in?	<ul style="list-style-type: none">• Where do people live across the globe?• How life is different for people living in cities and villages
7.	What human and physical features can I find in my settlement?	<ul style="list-style-type: none">• Review the physical and human features in a settlement• Identify features of the settlement where the pupil lives
8.	Can I sketch a map of my settlement?	<ul style="list-style-type: none">• Practice sketching a map of a street• Model the process of sketching a settlement• Sketch a small part of the settlement where they live

9.

Can I use symbols and a key in my map?

- Articulate how maps use symbols in a key
- Draft a more detailed map of my settlement that uses symbols and a key



10.

How do I describe where things are in my settlement?

- Review compass directions and directional language
- Model giving directions and routes on a map
- Practice giving routes and directions on a map



Lesson number	Lesson question	Pupils will learn
1.	Where is Brazil?	<ul style="list-style-type: none">• Locate South America on a world map.• Locate Brazil on a map of South America.• Identify and describe the major physical features of Brazil.• Identify and describe the human features of Brazil including major cities.• Recognise the physical and human diversity within Brazil.
2.	Why do people visit Brazil?	<ul style="list-style-type: none">• Understand that people travel to visit different countries for a range of reasons• Explore the opportunities to visit sites of natural beauty and diversity• Articulate the human features that make Brazil a popular destination (festivals, sport)



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| 3. | What are the features of cities in Brazil? | <ul style="list-style-type: none">• Explore cities in Brazil and the differences with cities in the UK• Case study: Rio de Janeiro: what are the most important physical and human features |
| 4. | How do experiences within Rio de Janeiro differ? | <ul style="list-style-type: none">• Explain how within cities people have very different lives and experiences• Describe what life is like for poorer people in Rio• Describe what life is like for richer people in Rio• Contrast the life experiences of these two groups |
| 5. | How are populations within Brazil moving? | <ul style="list-style-type: none">• Describe the process of urbanisation within Brazil• Explain the push and pull factors causing migration |
| 6. | What is the weather like in Brazil? | <ul style="list-style-type: none">• Understand the seasonal weather patterns in Brazil• Explore the extreme weather and the differences in weather across the country |
| 7. | How is the weather in Brazil different than the UK? | <ul style="list-style-type: none">• Understand the seasonal weather patterns in the UK• Explain how the weather is different in the UK to Brazil |

8.

Who lives in the Amazon Rainforest?

- Describe the indigineous peoples of the Amazon rainforest
- Explore their lives and how they have changed



9.

Why is the Amazon rainforest declining in size?

- The causes of deforestation in the Amazon rainforest: logging & cattle ranching
- The importance of the rainforest and how it is being protected

10.

Why is Brazil difficult to describe?

- Acknowledge the diversity in Brazil
- Describe how different regions of Brazil have different physical and human features.
- Use photographs and maps to identify the features of regions in Brazil
- Describe these features using geographical language

4. Learn More



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1. Coherence and flexibility

At KS1, geography will be offered as a discrete subject, organised into units that are each ten lessons long. The number of units per year group will vary between 2 and 3, allowing for other foundation subjects in alternating half terms. This means that schools will have the flexibility to select a unit and teach it at a time that suits their curriculum.

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent,

with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?).



Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate. Schools are strongly encouraged to select units within a two year range with reference to our suggested curriculum map (for example, a year 4 teacher would be advised to select only units at year 3 or year 5 suggested level). This is due to the fact that the difficulty of the tasks is pitched at the suggested year group

2. Knowledge organisation

The topics and proposed sequence are organised around thematic units. These provide a narrative to help students make sense of major geographical concepts (e.g. natural processes, place, scale, interrelationships etc). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at different scales. This will encourage students to consolidate their understanding, but also help them to contextualise their learning; and develop a broader, global appreciation of places as a result. This curriculum contains a broad and varied selection of places although teachers can provide students with alternative examples within their own curriculum offer. For example, you may wish to provide your students with opportunities to engage with local place studies.

There are many different approaches to curriculum design within geography, for example: delivering units through either a regional, thematic, issues- or enquiry- based models. This curriculum has been designed to take a thematic approach, where the application of skills through place is a core principle. Within this approach, different regions of the world are explored and all units provide opportunities to engage with geographical issues, at a range of different scales with a focus on the interactions between people and the environment and how places can change over time.

Within certain units, a more place-focused approach to curriculum design has been taken where the narrative engages with more detailed case studies. Here, the level of detail at which the place is examined is far greater and the place(s) chosen will be more prominent and interwoven throughout an entire unit.

3. Knowledge selection

Decisions about knowledge selection have been guided by:

1. powerful knowledge which underpins the subject, allowing pupils to gain a better understanding of both the discipline and the world.



2. commonly delivered units within the subject
3. the National Curriculum at Key Stages 1 and 2, alongside DfE guidance
4. high quality resources already available to us
5. consultation with secondary specialists to help backwards plan

Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct students into the discipline of geography so that they can think and question like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.

The suggested curriculum sequence builds through the key stages so that as students move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith.

4. Inclusivity and ambition

We want Oak's geography lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work; an essay at the end of each. Our tasks are short and varied and embedded within the lesson videos. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good geographical writing.

5. Pupil motivation and engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives, our teachers will reveal the intrinsic value in learning about the ever changing world without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.



6. How will pupils make progress?

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Each unit within a Key Stage is a building block of the curriculum and it's sequence is therefore flexible by design.

Lessons within a unit follow the broad format of:

1. exposure to new concepts and ideas.
2. consolidation of the concepts and ideas.
3. exploring geographical issues related to the theme.
4. application of the concepts and ideas (to a place or places).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is designed to ensure that all students, regardless of background or ability, will succeed in geography. The curriculum ensures that students acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows students to apply their knowledge and understanding and question like a geographer. From this base, students will be able to challenge and engage with future/alternative geographies beyond the curriculum.