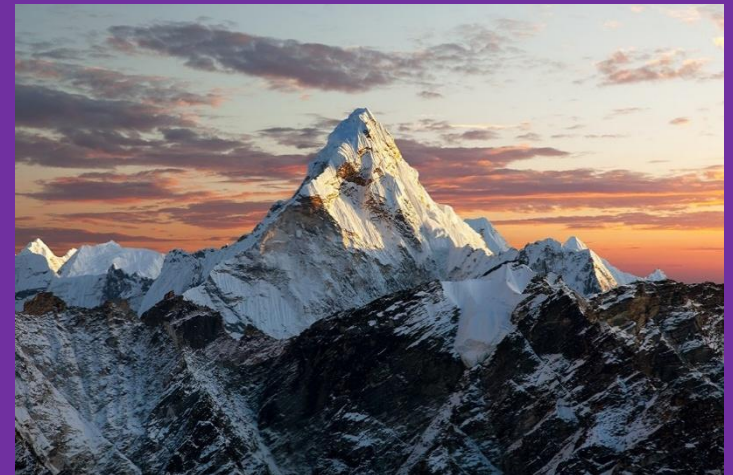


# High Bickington Church of England Primary Academy

## Geography: Summit Seekers



# Geography

## Vision

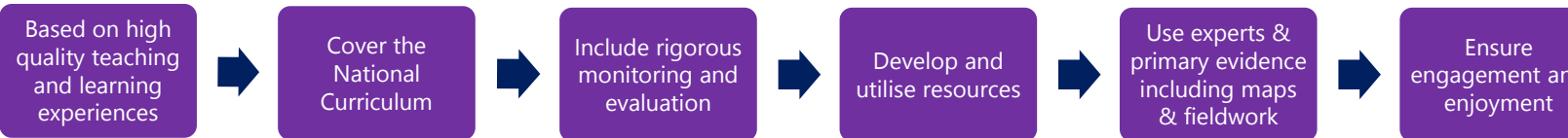
- Geography plays a crucial role in helping students understand their own identity and sense of place in the world.
- The school Geography Curriculum seeks to develop key skills; uncover important geographical (substantive) knowledge and introduce children to disciplinary knowledge (how and why geography has been interpreted by geographers).
- Students will learn how their locality, Britain, the wider world have been shaped by physical and human processes.

## Intent

Children will:

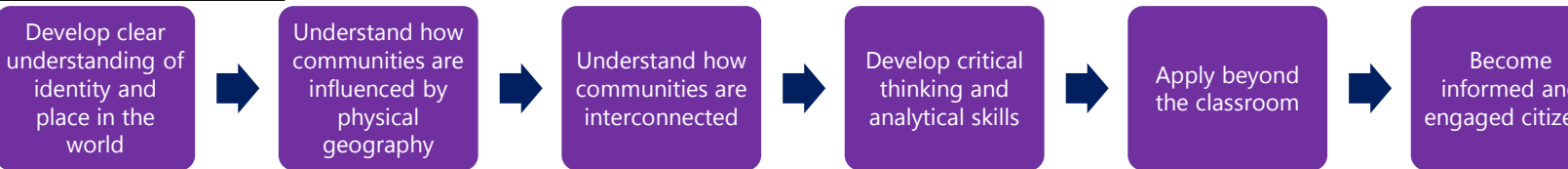


## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Rigour

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary rigour is developed through geographic enquiry and interpretation – developing students’ ability to think geographically. To ensure pupils can learn more and know more over time, we believe it is crucial that our geography curriculum develops both categories of knowledge as well as geographic skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions**  
Dedicated sessions reviewing the week’s learning helping to make connections.

**Format**  
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits**  
Students develop strong retention skills, articulate historical knowledge & concepts.

# Location

Locational Knowledge  
Where in the world is ..?



# Summit Seekers

Subject: History Year: 3 and 4 Term: Spring 2

<b>National Curriculum Aims</b>	<p><b>Key Objectives:</b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries</li> <li>• Name and locate counties and cities of the UK; geographical regions (human and physical characteristics) and land-use patterns</li> <li>• Identify latitude, longitude, hemispheres, tropics, equator, arctic &amp; Antarctic circles, prime meridian and climate zones, biomes, vegetation belts</li> <li>• Understand geographical similarities and differences of a region of UK and a region in India</li> <li>• Use maps, atlases and digital mapping</li> </ul>
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<b>Key Elements</b>	<p><b>Key Elements:</b></p> <ul style="list-style-type: none"> <li>• Human – settlement and land use</li> <li>• Physical – Mountains and Volcanoes</li> <li>• Mapping – Atlases and maps</li> <li>• Mapping – OS Maps</li> </ul>
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<b>Key Questions</b>	<p><b>Key Questions:</b> Where in the world are the most impressive mountains located? Can you use geographical sources to compare the world’s most significant mountains? What are contour lines/how do we use them when map reading? What are the five major types of mountains? Significant mountaineers. What survival techniques do you need to know up on a mountain?</p>
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<b>Curriculum coherence</b>	<p><b>Building Learning Power - Prior Learning:</b> As students progress through the rolling programme, their geographic knowledge is built, connecting past lessons to new ones. In ‘Summit Seekers’, students build on learning from Y1/2, where they learnt about Whitby on the coast of the UK and the Antarctic as a different Earth environment. It leads directly on from ‘Earth Shakers’. Development of locational understanding will be built on as will students’ ability to make sense of different places from primary sources of evidence including aerial photographs, maps and first-hand information. Understanding of how geographers explain the earth’s features using maps will also be developed.</p> <p><b>Building Futures - Future Learning through the project:</b></p> <ul style="list-style-type: none"> <li>• <b>Foundational Understanding:</b> Students establish locational knowledge and place knowledge in the UK and north-west India and beyond.</li> <li>• <b>Conceptual Development:</b> Students delve into the broader geographical context of the Earth’s physical features, laying the groundwork for more complex geographical concepts in KS3.</li> <li>• <b>Critical Analysis:</b> By continuing to evaluate geographical understanding related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing geographical concepts in KS3.</li> <li>• <b>Local Context:</b> Exploring how the <i>location</i> of Britain impacts its relatively stable physical geography and comparing this with the west coast of USA will serve to contrast the two locations and identify how being in an active tectonic region impacts human geography.</li> <li>• <b>Broader Connections:</b> Students place <i>UK, USA and India</i> in broader geographical narratives, enabling understanding of connections between different geographical locations.</li> </ul> <p><b>Vocabulary:</b> See the glossary below</p>
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Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	<b>Lesson 1</b>	<p><b>What do you already know about mountains?</b> Write down what you think you may know.</p> <p><b>Retrieval Grid</b> Look at the retrieval grid – does this make you think of anything else?</p> <p><b>Where in the world are the most impressive mountains located?</b> <b>Can you use geographical sources to compare the world’s most significant mountains?</b></p>	Students should understand:	What do Geographers do?

	Use world / country maps in atlases and Google Earth to locate some of the world's key mountains. Collect data on these.		
<b>Lesson 2</b>	Review lesson one. <b>What are contour lines?</b> <b>How do we use them when map reading?</b>	<ul style="list-style-type: none"> <li>• <b>Contour lines show height</b> They are lines on a map that join places that are the same height above sea level. Heights are usually in metres on modern maps.</li> <li>• <b>They help us see the shape of the land</b> Contour lines show hills, valleys, mountains, and slopes—even though the map is flat. <b>Close lines = steep slope</b> When the lines are very close together, the land is steep.</li> <li>• <b>Wide-spaced lines = gentle slope</b> When the lines are far apart, the land rises or falls slowly.</li> <li>• <b>They help us plan safe routes</b> By looking at contour lines, we can choose an easier path and avoid very steep areas.</li> <li>• <b>They help us 'read the landscape'</b> By looking at contour lines we can see how high above sea level certain points / features are.</li> </ul>	<b>Why is the study of landforms including mountains so important?</b> <b>How do Geographers use maps to help with there study?</b>
<b>Lesson 3</b>	Review lesson two. <b>What are the five major types of mountains?</b>	<ul style="list-style-type: none"> <li>• <b>Fold Mountains</b> Formed when two tectonic plates collide and push layers of rock into folds (e.g. the Himalayas).</li> <li>• <b>Fault-Block Mountains</b> Created when large blocks of Earth's crust are uplifted or tilted along faults due to tectonic forces (e.g. the Sierra Nevada).</li> <li>• <b>Volcanic Mountains</b> Built by eruptions of molten rock (lava) that accumulates around a volcanic vent (e.g. Mount Fuji).</li> <li>• <b>Dome Mountains</b> Occur when magma pushes the crust upward but doesn't break through; the uplifted area forms a rounded "dome" (e.g. the Black Hills).</li> <li>• <b>Plateau Mountains (Erosional Mountains)</b> Formed primarily by erosion that carves mountains out of a raised plateau (e.g. the Catskills).</li> </ul>	
<b>Lesson 4</b>	Review lesson three. <b>Significant Mountaineers and climbers</b>	Something of the lives of: <ul style="list-style-type: none"> <li>• Tenzing Norgay</li> <li>• Sir Edmund Hillary</li> <li>• Edward Whymper</li> <li>• George Mallory</li> </ul>	

			<ul style="list-style-type: none"> <li>• Stefan Glowacz</li> <li>• Vanessa O'Brien</li> <li>• Margaret Jackson</li> </ul>	
	<b>Lesson 5</b>	Review lesson four. <b>What survival techniques do you need to know up on a mountain?</b>	<ul style="list-style-type: none"> <li>• <b>Tell an adult where you're going</b> Always let someone know your plan and when you expect to be back.</li> <li>• <b>Bring the right basics</b> Pack water, snacks, a warm layer, a charged phone, and a small first-aid kit.</li> <li>• <b>Stay on the trail</b> Don't wander off marked paths—getting lost is easier than you think.</li> <li>• <b>Pay attention to weather</b> Mountain weather can change fast. If it looks stormy, turn back.</li> <li>• <b>Know your limits</b> Take breaks, go at a steady pace, and don't try anything risky or too steep.</li> <li>• <b>Stay with your group</b> Never go off alone. Stick close to friends or family.</li> <li>• <b>Keep warm and dry</b> Wet clothes can make you very cold. Wear layers and avoid puddles or snow unless dressed for it.</li> <li>• <b>Be careful around edges</b> Stay far back from cliffs, loose rocks, or steep drops.</li> <li>• <b>Use your senses</b> If something feels unsafe—like unstable rocks, strong winds, or poor visibility—stop and move to a safer spot.</li> <li>• <b>Know what to do if you get lost</b> Stay in one place, keep calm, and call or text for help if you can. Making yourself easy to find is important.</li> </ul>	<b>How do geographers use maps and compass points as part of their work?</b>
<b>Assess &amp; Review</b>	<b>Lesson 6</b>	<b>Retrieval Grids</b> Complete a world map of significant mountains. Complete retrieval lesson to illustrate what you know about the substantive knowledge from the Retrieval Grid now.	<ul style="list-style-type: none"> <li>• Complete SLaE pages recapping what has been learnt in the project.</li> </ul>	

**Disciplinary rigour**

How does the curriculum develop pupils' capacity to think geographically, i.e. questioning the nature of people, places and the environment?

Do plans show how pupils will be taught to use geographical approaches?

