Lyminster Primary School

Subject: Geography

What is this curriculum trying to achieve, and how does this relate to our overall aims and ethos?

At Lyminster Primary we aim for our Geography curriculum to be a subject packed with excitement where children learn about different aspects of the world and helps them to better understand its people, places and environments, and the interactions between them. We believe this will help them become Rights Respecting citizens, as they grow to understand why children and communities around the world have different lives, opportunities and challenges. We also want to continue to feed their natural curiosity about the world, to foster a life-long love of learning.

We want our children to understand how and why places are changing, and to see Geography as a living, highly relevant subject at the heart of the great, interesting debates of the day. For example; when Year 3 study the Rainforests they can see how changes brought about by humans are affecting climate, the environment and the living things within it but also how the lives of human beings are being affected by these changes. We seek to develop enquiring minds and consider it imperative that children don't just answer questions but also ask and debate them – giving them confidence to state their case as geographers and active citizens. Years 4 and 6 work together on a cross-phase topic to make a positive change in the world around us, and engage our community, using their geography learning. Within topics about the wider world, such as the year 5 topic 'Are Rivers Still Important', children will be encouraged to do their own research and learn about these environments and the changes taking place.

In both key stages, children have the opportunity to study our locality and see the changes that have happened in their own area, why they have happened and how this has changed the way people live – giving vital context to the Community Spirit we aim as a school to imbue. Year 4's work on how the locality has changed over time gives inspiration and models to Year 2's topic on 'Lyminster and its Dragons'. Reception and Year 1 in particular make fantastic and very 'hands on' use of our local geography when they visit both the sea and the local woodlands as part of the 'Let's Go Outside' and 'The World in Our Hands' topics.

How is the curriculum actually implemented – how do we ensure progression, retention, and what does teaching and learning in this subject actually 'look' like?

We follow the National Curriculum, breaking these objectives down further (as can be seen below) into incremental yearly steps so that children can consolidate and build upon previous learning. To help the children see the relevance and importance of Geography, it is usually taught within the context of a cross-curricular topic, however the objectives are used to ensure subject integrity is maintained and the children are being taught to be geographers, as opposed to learning 'about a country', for example. Strong links are made with History – units on historical civilisations will typically begin with looking at the geography of theat civilisation and how that contributed to its rise, such as when we look at the importance of the Nile Delta to the Ancient Egyptians – but also with Science (in studying the natural world) and Music and the Arts (with our globalised focus as a school on our cultures).

Geography lessons usually begin with questioning and discussion to reactivate their previous learning, and short thinking-skills activities such as rapidly discerning some geographical similarities and differences from two photographs cue the children into the styles of thinking required. Units are planned to enable to children to be as active as possible in their learning: children have the opportunity to take part in local fieldwork where appropriate, study maps (including digital maps) and photographs, particularly at the beginning of each unit, and engage in debates or research.

We take advantage of global events such as sporting World Cups or Eurovision etc to feed the children's curiosity and general knowledge about the world and its continents/countries, in line with feedback from our local secondary school on what would most support them in making the progression to the Key Stage 3 programme of study and beyond. To support raised achievement in GCSEs, again based on their feedback, we are mindful of pushing and supporting our core and more able students to develop their reasoning and explanations into more structured and longer pieces of writing where this is appropriate. We will make use of English time and longer writing journeys to link with Geography objectives in a Geography-led topic, for example.

Broadly speaking, and as can be seen in the Progression Overview, we start in the earlier years being much more immediate and concrete in terms of linking to the children's personal experience (such as the beaches and woodlands near the school), moving towards more abstract and complex learning in Key Stage 2, for example looking at how population and land use in Japan has changed over time and how this might link to the events of the 20th century. Each class has a 'link country' which they study and compare with Britain in depth. Throughout their 7 years, this gives the children an understanding of very different countries from all continents around the world.

How is this curriculum adapted to meet the needs of different children and groups of children, particularly those with SEND?

Any relevant support included in the ILPs or EHCPs of children with SEND will also be in place in Geography lessons as far as is practicable. Cognitive load is reduced where helpful through limiting the scope of (eg) maps, and scaffolding of written tasks for example through sentence stems or heavier frames, children may also give verbal responses where a written response may take their cognitive focus away from the geography. Processing time is increased with extra time for further discussion in small groups and with an adult, and extra visual resources/prompts may be provided. Where possible and helpful, the task and focus may be adapted to make it more concrete and relevant to the child's personal experience. In the rare event that a child may not be developmentally able to access an objective at all, we will go back to the previous programme of study to reinforce these building blocks for learning, and/or bring learning about the world into their alternative provision, for example through our Forest School curriculum.

How is progress against, and retention of, this curriculum assessed? How are any gaps in learning then addressed?

Key pieces of work are identified in the Progression Overview and the Long Term Plan, which are identified for assessment of whether the children have met objectives for the unit. Whether children continue to meet these objectives over time forms the basis of a summative judgement on whether the children are on-track for meeting age-related expectations at the end of their Key Stage. This summative judgement is made formally once a year and reported to parents. The children's achievement in Geography is also discussed at the end of the year when handing over verbally to the next class teacher, to identify gaps which need to be addressed in the Autumn Term

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of the following year – this could be through re-teaching or emphasising certain aspect which we know to be weaker. Quizzing, and referring back to previous units to make links, are used to repeatedly reactivate prior learning and promote retention. The children's responses to these quizzes and discussions are also used formatively by the teacher.

Year Group	Term & Topic	Knowledge, Understanding & Skills by Strand	Recommended Adaptations & Assessment Opportunities	Curriculum Plus: Club/Visit/Expert etc
YR	Autumn 1 – Harvest	Understand some important processes and changes in the natural world around them, including the seasons (Autumn); *Note that the observation and discussion of seasons is ongoing through enhanced provision in YR & Y1*	Observations linked to discussion in the build up to Harvest Assembly – can they observe and discuss autumnal changes. Real experiences especially for SEND children – eg the leaves falling from the trees outside.	Harvest Festival
	Spring 1 – Near & Far	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Seasons – Winter to Spring (through Enhanced Provision & class discussion)	Observations linked to enhanced provision and opportunities eg travel agent role play; Australian animal visitors; Sydney Opera House construction; postcard writing. Lots of multisensory prompts for SEND children to immerse, or discuss other countries which might be more within their experience, eg USA from TV or Spain from a holiday.	Virtual Flight/Airport
	Summer – Under The Sea & Let's Go Outside	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Observations linked to enhanced provision and opportunities – what did they notice in the woods/seaside/aquaria? Which animals would like to live here? What would they eat? Creating zoos with different environments for the different animals. Discussion around their memory maps going to the woods/seaside – also looks at maps to plan the routes. Relate back to the real experiences for SEND children, providing multisensory reminders.	School trips to the woodlands, and Brighton aquarium/seafront
Y1	Spring 1 – Near & Far	**Knowledge (Locational/Place)** **Use maps and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map. **Use simple compass** directions (North, South, East and West) to describe the location of features on a map. **Locate** Kenya on a map. **Study** pictures/videos of a locality and **ask geographical questions**, e.g. What is it like to live in this place? How is this place different to where I live? **Express own views** about a place, people and environment. **Draw and label pictures** to show how places are difference. **Understanding (Human & Physical)** **Use basic geographical vocab to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season, weather **Use basic geographical vocab to refer to key human features, including:** city, town, village, factory, farm, house and shop.	England/Kenya Top Trumps – compare different features, draw and write. As a writing journey, children can then decide where they would most like to live and why, justifying with geographical reasons and including key vocabulary. Scaffold for SEND children by providing sentence stems/frames and lots of visual cues on the two localities. Children can choose for the top trumps they features they relate to most. Small world play should also be used throughout the unit to promote the discussion that will support this thinking..	Virtual Safari

	Summer 2 – The World In Our Hands	Be able to **verbalise and write** about the similarities and differences between the features of the two localities. **<u>Skills (Fieldwork)</u>** **Observe and record information** about the local area. Children to **take photos** of interesting things in the local area and explain what the **photos** show. On a walk in the local area, children (adults) to pick up a stick, stone, leaf, pebble and use them to **create memory maps** to show the journey. **Study aerial photographs** of the school and local area and label with key features, e.g. school, church, park, shops. Look at a simple map of the area and **identify** the things they know and have seen. **Make a simple map.**	Pre-trip, children to use maps (variety) to plan their route. Limit the scope/complexity of map where required to all access.Send this to the driver. During and just after the trip, children to make and discuss memory sticks of their walk through the woods/along the beach – accessible to all at their level. After the trip, children to label photos from the trip with features they noticed and questions they wanted to find answers to – allow SEND children to discuss this more with peers.	Trip to local interesting environment – beach and forest over the course of EYFS/Y1.
Y2	Autumn 1 – We are Lyminster Dragons	**<u>Knowledge (Locational)</u>** **Study** pictures of the locality in the past and in the present and **ask,** 'How has it changed?' **<u>Understanding (Human/Physical)</u>** **Use basic geographical vocabulary to refer to key physical features, including**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Use basic geographical vocabulary to refer to key human features, including:** city, town, village, factory, farm, house, office, port, harbour and shop. **<u>Skills (Fieldwork)</u>** **Study maps and aerial photographs** and **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. Draw own maps of the immediate local area; use and construct basic symbols in a key – add church, supermarket, main road, school and grounds, **Observe and record** the features around the school, e.g. traffic on the A259 compared to along by the church. **Children to make suggestions for the cause of the differences.** **Communicate findings in different ways, e.g.** report, graph, sketches, diagrams, pictures.	Children to label their map of the local area (route between school and Lyminster) using words, keys, sketches and anything else they choose (eg can be an exploded map). SEND children can work together on this in small groups with suggested symbols and visual cues eg photos from the trip. Class discussion on how the area changes between here and Lyminster village – link to human and physical features.	TRIP TO LYMINSTER CHURCH
	Autumn 2 – Fire! Fire!	**<u>Knowledge (Locational)</u>** **Explain the purpose** of a capital city and **form opinions** on how this affects population size.	Class discussion – why was London so crowded and why is it still? and labelled photo of London with landmarks the children can relate to etc.	
	Spring 1 – Silks & Spices	**<u>Knowledge (Locational)</u>** **Use maps and globes** to **locate** the UK. Be able to **identify** the 4 countries and **label** the capital cities. Linking to comparison of weather between here and India: Use both maps and globes, **identify** the coldest places in the world – The North and South Poles. Make **predictions** about where the hottest places in the world are? Children to **identify** the Equator and **locate** places on the Equator which are the hottest. **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country (India) and **ask geographical questions,** e.g. what is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? **Draw pictures** to show how places are different and write comparatively to show the difference. Express own views about a place, people environment**. Give detailed reasons** to support own likes, dislikes and preferences. **Build on prior knowledge** from year 1 – reinforce compass directions (North, South, East and West). **Use maps and globes** to **identify** the 7 continents and oceans.	Factfiles comparing England and India, including pictures and children's conclusions on where they would prefer to live and why (must relate to the physical and human features). Encourage access by some children compiling their factfiles in groups and/or having a partially completed example. Provide plenty of photos and other reminders of what has been learned from the topic for these children in particular to draw upon.	VIRTUAL TRIP TO INDIA

		<u>Understanding (Human/Physical)</u> **Use basic geographical vocabulary to refer to key physical features, including**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Use basic geographical vocabulary to refer to key human features, including:** city, town, village, factory, farm, house, office, port, harbour and shop.		
	Spring 2 – Great Imaginations	**<u>Skills (Fieldwork)</u>** Make a map of the school environment (to add their ideal play equipment onto)	Map of revamped school play areas including key and symbols. Promote access through the choice of using a partially started map, choice of scale of drawing, and option to work in groups.	VISIT TO LOCAL PLAY AREAS
	Summer 2 – Into the Deep,Dark Woods	**<u>Skills (Fieldwork)</u>** Use maps to plan and describe routes;	Planned route to suggest to the driver – can they also describe this in a letter using the correct vocabulary (including compass directions) and reference to the geographical feature they are avoiding (eg if they plan a scenic route).	VISIT TO THE WOODS
Y3	Autumn 2 – Rainforest Rangers	**<u>Knowledge (Locational)</u>** Understand the term 'biome'. **Use knowledge of this term to make suggestions** for places in the world which may be biomes. Once the children are aware of the main types, **use maps to locate areas** they think may be biomes, e.g. very green areas could be rainforests, flat pale ones cold be deserts, etc. **Defend reasoning with knowledge of maps.** Focus on the Amazon Rainforest – **identify** the climate, the habitats, the plant and animal types and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources – **recounts/photographs, and ask questions, make comparisons to life in the UK.** **Discuss** how the rainforest may be linked to us, e.g. trade. **Locate** other rainforests using Google Earth and maps, identifying patterns in their locations. **<u>Skills (Fieldwork)</u>** **Design questions and studies** to conduct in the local area. **Undertake surveys** **Conduct investigations.** **Choose effective recording and presentation methods**, e.g. tables to collect data. **Present data in an appropriate way using the keys to make data clear.** **Draw conclusions from the data.**	Children to colour code their own blank world map, then label with explanations or create a picture map (adaptation), to explain the biomes of the world. Support and challenge with different complexities of maps, and prompt SEND children's thinking eg linking to equator and so on. After the Amazon study, children can choose with support how to share their Geography learning in the Save Our Rainforests exhibition. Survey on Fairtrade goods and local availability/attitudes etc – children to work in mixed ability groups and present their findings as part of the exhibition.	Marwell or Drusillas
	Spring 1 – The Good Ol' U S of A	**<u>Understanding (Human/Physical)</u>** **Compare physical and human features** of a region of North America with a region of the UK. **Use maps and pictures to identify** similarities and differences. **Locate the key physical and human characteristics. Relate these features to the locality**, e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Why did settlements arise near rivers? **Locate all the main features (incl with 4 digit grid referencing)** in the USA, e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, The White House, etc., and relate to UK landmarks. **Reflect on the importance of tourism**	Where would I have settled as a colonial American – pinpoint on a map and justify. SEND children can work in a group with picture maps and decide together. Which is a better country to visit as a tourist? Justify opinion – children can take it further with rival brochures. Top 5 cities to visit in each country and why	Virtual penpal
	Spring 2 & Summer 1 – Ancient Civilisations	**<u>Understanding (Human/Physical)</u>**		

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		Where did these civilisations (Maya & Egyptians) settle/grow/flourish? Why this place? How did it help them grow and be successful (eg how did it help trade links?)	Support SEND with simpler or more obvious picture maps, eg ones which emphasise the Nile Delta etc. Diamond sorting activities for different factors, to unpick and assess the children's understanding – some of the diamonds could be blank (this could also be used to adapt for different abilities)	
Y4	Autumn 2 – Make a Change Spring 1 – What have the Romans done for us?	*Consolidate knowledge so far, and begin to incorporate more of the children's own research (incl use of IT) and interests, to decide on aspect of the world we would like to improve – this could be environmental or social. Link with Year 6 – can also make use of local democratic channels to push for local improvements.* **<u>Knowledge (Place/Locational):</u>** Build on prior knowledge of UK regions by **using maps to locate countries of Europe.** **Study maps to make assumptions** about the different areas of Europe, e.g. using map keys to identify mountainous areas, urban areas. **Identify hilliest areas and flattest areas** as well as **decide** which rivers they think are the largest. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. **Make reasoned judgements** about where the pictures are taken and **defend**, e.g. mountain top may be in Italy because there is a large mountain range there. **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy, etc.,) e.g. The Vatican in Rome/Leaning Tower of Pisa Tower in Italy generates a lot of revenue through tourism. Relate to UK landmarks. **<u>Understanding (Human/Physical)</u>** Understand the impact of physical geography on human life – look at volcanoes and earthquakes in Italy now and through history (eg Vesuvius). Why would a settlement grow near a volcano in the first place? Why are some parts of Italy richer than others? What might this have to do with its geography? Why might a great civilisation have grown up here?	Match photos/postcards to different points in a map of Europe/ (honing gradually into) Italy and justify their choices – where in Italy would you most like to visit/live and why? Support SEND with the choice of maps and allow them to work in a group perhaps with some adult prompting. Challenge more able pupils to justify their choices in more depth linking a range of human and physical characteristics.	
	Summer 2 – Haven't we changed?	**<u>Skills (fieldwork)</u>** **Study pictures** of the school/local area in Victorian times and **compare and contrast. Use different technologies to explore lines of enquiry. Study OS maps over time, learning the classification of buildings etc.** Use locational language to describe the location of points on a map of the school/local area **Identify local features on a map** using **four figure grid references,** using them to **locate and describe local features.** **Use recognised symbols to mark out** local areas of interest on own maps.	Assess – can the children generate questions and reasonable assumptions/hypotheses when comparing a modern and historic OS map of the local area. Children are then to work together to create an exploded map of the local area, with information presented in different ways detailing different aspects of local history and geography. This will serve as a model for Year 2 work in the Autumn Term. Children supported by mixed ability groups, and z range of different maps	Local History Walk (there is a group)

Y5	Spring 1 – Greece: Ancient to Modern	**<u>Knowledge (place/locational)</u>** **Compare and contrast** a local area of the UK with a region of Greece, using a range of research techniques and displaying your findings in considered ways, eg through graphs, infographics etc **Identify locations** on a map/globe. **Use maps to locate features** - rivers, mountains, large cities, coasts, etc. **Study photographs and maps**, including digital, to **make comparisons** between locations. What are the similarities? What are the differences? **Consider how the location of these geographical features has shaped life.** **Understand how more advanced geographical features are marked on a map (eg elevation and time zones etc).** Using this knowledge, children to **study world maps to identify other major cities, hilly areas, rivers, etc.**	Children to research and put together a UK vs Greece factsheet – can they present on a range of geographical factors, eg climate, economy, land use, employment, trade etc? Can they ask and research many of these questions themselves? SEND children can work in groups or with partners, and frames/prompts as well as key facts can be provided to reduce cognitive load or 'overwhelm'	
	Summer 1 – Are Rivers Still Important?	**<u>Understanding (human/physical)</u>** **Explore the water cycle** – use link to rivers to introduce the **language of rivers,** e.g. erosion, deposition, transportation. **Explain and present the process** of rivers, e.g. source, meander, tributaries, mouth, etc **Compare** how river use has changed over time and **research the impact** on trade in history. Link below explores history of the River Arun. https://irp-cdn.multiscreensite.com/8a62d850/files/uploaded/river-arun-education-pack-final-word-version-August-2015.pdf **Research and discuss** how water affects the environment, settlement, environmental change and sustainability.	Children to produce a labelled diagram on the journey of water (water cycle and journey of a river). Can they label and explain the pertinent vocabulary? SEND children can start with a more scaffolded example eg a partly filled in example, while more able can be challenged to explain more ambitious technical vocabulary.	
		<u>Skills (Fieldwork)</u> **Look for evidence** of past river/land use by visiting the location. **Make field notes/observational notes** about land features. Visit a river, **locate and explain the features.** **Take photographs to support findings**, e.g. photographs of different transport used in the area today which would not have been used during Victorian times. **Study pictures** of the river and seafront in since WW1 and **compare and contrast.** **Research other notable rivers around the world and compare/contrats.**	Children to produce contrasting brochures for environmentally sustainable 'River Cruises' or similar up the Arun (this could be a whole class or group version) and up another river from around the world (based on individual research) – information must include land use, settlement, history etc as well as appropriately used geographical vocabulary (see above). SEND children can still work in a group with adult prompting and a partially completed frame.	Field trip(s) to various sites up and down the Arun, incl eg Arundel Wetlands
Y6	Autumn 2 – We Protest!	**<u>Skills (Fieldwork):</u>** **Ask geographical questions** about the locality and its future**, identify issues and opportunities for improvements. Conduct surveys and gather data** to support their ideas. **Present information for a given audience**. Use different technologies throughout the unit.	Children to present their data and other sources of evidence in a presentation advocating for a particular change. Children can be supported through group work.	Field trip determined by interest
	Spring 1 – Land of the Rising Sun!	**<u>Knowledge (place/locational)</u>** **Start to use 6 figure grid references** when looking at maps for different features of countries they are studying, such as highest mountain longest river etc. Use knowledge learned throughout KS2, for example on **biomes and climate zones**, to make 'intelligent guesses' on what life might be like in different places on the map. **Have an understanding that features on the maps may have been different a long time ago.** **<u>Understanding (human/physical)</u>** Have a basic understanding of **how volcanoes, earthquakes, and some other natural disasters happen**. Understand the **impact of these disasters on life** in countries. **Understand why and how populations and settlements might change over time**, for reasons related to both physical and human geography.	Children to present their understanding of volcanoes/earthquakes diagrammatically or in a form of their choosing. SEND children can have a frame to start with if needed. Children to present an explanation on how life has changed in Japan since before WW2, using various sources of evidence they have found. SEND children can work in a group if needed.	

KS3		**<u>Knowledge (locational/place)</u>** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia **<u>Understanding (human/physical)</u>** understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts ♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems **<u>Skills (Fieldwork)</u>** build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.		