



LAMBOURN C of E PRIMARY SCHOOL

GEOGRAPHY CURRICULUM

Intent

Our children will be equipped with knowledge of diverse places, people and resources as well as natural and human environments. We aim to inspire curiosity and fascination about the world that will remain with our pupils for the rest of their lives. The children will develop key geographical skills that will enable them to collect and analyse data through experiences of field work and enable them to interpret a range of sources including maps, diagrams and photographs.

Implementation

Our learning is based on the Statutory Framework for the Early Years Foundation Stage - 2021.

EYFS

Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the *Statutory Framework for the Early Years Foundation Stage document*, Department for Education, 2021, and the supporting guidance: *Development Matters in the Early Years Foundation Stage (EYFS)*, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1-Y6) geography curriculum have their roots in a range of goals across this interconnected curriculum, but most notably in the area 'Understanding the World'.

Y1 – Y6

Geography planning and teaching is based on the *National Curriculum*. The whole school geography curriculum plans highlight the consideration given to the deliberate progression of both knowledge and skills.

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Each geography unit, mapped out in the long term plans, is studied in-depth for a concentrated amount of time, in order to maximise the potential of the learning experiences. Where appropriate, geography will be linked to other curriculum areas (e.g. history or science), to enrich and extend children's understanding of the curriculum. Year groups have carefully considered and maximized these links in their long-term plans. Each geography unit is explored through an enquiry question, which is introduced to the children at the start of the enquiry, alongside associated vocabulary and stimulating resources. Each unit is supported by a visual display which further engages and supports the learning of geography.

The geography curriculum is fully resourced. Careful consideration has been given to links with the local area. This not only supports the teaching and learning but also enables the subject of geography to be accessible and meaningful to all pupils. Local visits and visitors are purposefully included to further engage and extend the children's understanding.

Further consideration is given by teachers during geography lessons for additional needs-based support for Pupil Premium children and other pupils with specific needs such as SEND. This includes the use of differentiation through a wide range of written, visual and oral resources, and/or differentiated outcomes, and additional adult support prior to or within the lesson. Extension activities are provided as part of the lesson, as appropriate.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary and enthusiasm for geographic and environmental issues, as well as the extent to which our pupils develop a respectful and ethical appreciation of physical and human issues.

Each geographical enquiry has a clearly defined outcome. These will be recorded in a variety of ways depending on the specifics of the task e.g. in pupils' books or captured through photographs or comments in floor books.

The Geography Subject Leader reviews the impact of the curriculum at least once a term, reporting findings and any recommendations to SLT.

For further information about curriculum procedures and processes, see our Curriculum Policy.

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EYFS

Through child-initiated exploration, play and teacher led activities, our pupils discover the features of the local environment and how to care for it. They discover and talk about their immediate environment, looking at both natural and manmade structures as well as discussing the weather and seasons from first hand experiences. They discover, through looking at similarities and differences, how our environment may differ to those of friends and family who live in the wider world.

Our teaching guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The following are some the main stages of development that form the roots for the development of the geography curriculum in Key Stage One and Key Stage Two. Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (birth to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Birth to three - babies, toddlers and young children will be learning to:

Explore and respond to different natural phenomena in their setting and on trips.

3 & 4-year-olds will be learning to:

Use all their senses in hands on exploration of natural materials and environments.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in reception will be learning to:

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different to the one in which they live.

F2 Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

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Year One

My School	My Village	My Country
<p><u>Place Knowledge</u> Be able to name and locate Lambourn School on a larger scale local map. Be able to identify and name surrounding areas to the school.</p> <p>Understand the physical and human environment of the school. Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p><u>Geography Skills and Fieldwork</u> Know the compass directions: north, south, east and west. 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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map from photographs; and use and construct basic symbols in a key.</p>	<p><u>Place Knowledge</u> Be able to name and locate Lambourn and key places on a local map.</p> <p>Understand the physical and human environment of Lambourn village. Local visits.</p>  <p><u>Geography Skills and Fieldwork</u> Know the compass directions: north, south, east and west. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. (Links with History)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map from photographs; and use and construct basic symbols in a key.</p>	<p><u>Location Knowledge</u> Know and be able to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. (Links with History curriculum; invasions and Great Britain as an island).</p>  <p><u>Geography Skills and Fieldwork</u> Be able to use UK maps and globes to identify the United Kingdom, its countries and seas.</p>

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<p>Conceptual Vocabulary.: Lambourn, aerial view, map, key, symbol, route, compass, direction, north, east, south, west, near, far, left, right, map, key, symbol, position, buildings, field, playground, car park, swimming pool, adventure playground.</p>	<p>Conceptual Vocabulary.: Lambourn, valley, village, rural, urban, road, field, street, aerial view, map, key, symbol, roads, compass, direction, north, east, south, west, map, key, river, field, landmark, stables, yards, factory, business, farm, house office.</p>	<p>Conceptual Vocabulary.: United Kingdom, Great Britain, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Belfast, Wales, North Sea, Atlantic, English Channel, capital city, map, atlas, landmark, island, land, sea, united, river, city.</p>
<p><u>Outcome</u> Sketch map with key</p>	<p><u>Outcome</u> Sketch map based on aerial photo of the village.</p>	<p><u>Outcome</u> Map and labels</p>

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Year Two

Lambourn Area	Kill Devil Hills	Weather Patterns
<p><u>Place Knowledge</u> Be able to name and locate Lambourn and surrounding areas on a map.</p> <p>Know the main human features and physical geographical features of the Lambourn area including: chalk downs, River Lambourn, Valley of the Racehorses, surrounding villages, woodlands, local towns, road links, mixed farming, racing industry. Local visit beyond the village.</p> <p><u>Computing Curriculum</u> Be able to use Word to:</p> <ul style="list-style-type: none">• Open a file• Save a file into a folder• Add text by typing• Add text by copying and pasting• Insert on-line pictures / photographs• Print	<p><u>Place Knowledge</u> Be able to locate Kill Devil Hills. Be able to use maps, atlases and globes to identify the United Kingdom West Berkshire, USA and North Carolina.</p> <p>Know the geographical similarities and differences of a small area of the United Kingdom (Lambourn), and a small area in a contrasting non-European country (Kill Devil Hills, North Carolina) Note the history link with the Wright Brothers.</p>  <p>Know and use basic geographical vocabulary including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, port and harbour.</p>	<p><u>Location Knowledge</u> Know, and be able to name and locate the world's 7 continents and 5 oceans</p> <p><u>Human and Physical Geography</u> Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Know the seasons and months, in order, and their key features.</p> <p>Be able to identify daily weather patterns.</p> <p>Use simple fieldwork and observational skills to study daily weather patterns of school (through the use of a weather station – see computing curriculum).</p> 

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<p>Conceptual Vocabulary: rural, downs, population, chalky soils, Lambourn, valley, village, rural, urban, road, field, street, map, key, symbol, roads, key, river, field, landmark, stables, yards, factory, business, farm, house</p>	<p>Conceptual Vocabulary: UK, West Berkshire, county, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, similarities, differences, port, harbour, vegetation, season and weather, barrier islands, shipwrecks, spits, lighthouse, hurricane, bay, creek, non-European, North America, state, North/South Carolina, town, city, fishing, tourism, environment, culture, population</p>	<p>Conceptual Vocabulary: world, atlas, index, contents, continent, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, equator, North and South Pole</p> <p>rain, hail, snowy, frosty, sunny, cloudy, temperature, wind speed, rainfall, degrees, Celsius, centimetres, sunrise, sunset, miles per hour , seasons, spring, summer, autumn, winter, daily, patterns, change, record, months of the year</p>
<p><u>Outcome</u> Sketch map with key Illustrated, non-chronological report (Word)</p>	<p><u>Outcome</u> Comparison table</p>	<p><u>Outcome</u> Weather charts/maps Weather report (Independent writing task) Illustrations of the seasons</p>

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Year Three

Note: in addition to the enquiries below, there should also be a short introductory unit on Egypt, part of the history study of Ancient Egypt covering the following:

Geographical Skills and Fieldwork

Be able to use atlases to locate Africa and Egypt

Physical and Human Geography

Know and describe the physical and human geography of Ancient Egypt, including climate, vegetation belts, types of settlement and land use.

South-East England, a region in the UK	A Region in France	Volcanoes
<p>See Y6 as this unit is re-visited.</p> <p><u>Location Knowledge</u> Be able to locate the main counties and cities of the South-East.</p> <p>Be able to identify the main human and physical characteristics and key topographical features (including hills, downs, coasts and rivers) of the South-East.</p> <p><u>Computer Curriculum</u> Be able to use Word to:</p> <ul style="list-style-type: none"> • Modify text using the home tab • Create and insert a table • Insert own photograph <p><u>Human Geography</u></p>	<p><u>Location Knowledge</u> Be able to use maps of Europe/France to identify environmental regions, key physical and human characteristics and major cities in France.</p> <p><u>Place Knowledge</u> Know the key geographical similarities and differences of a region of the United Kingdom (South-East) and a mountainous region in France e.g. Midi-Pyrénées.</p> <p><u>Physical and Human Geography</u> Understand key aspects of mountains.</p> <p>Understand types of settlement and land use, economic activity including trade links and compare with the UK region.</p>	<p><u>Physical Geography</u> Know the key aspects of volcanoes (science link: rocks).</p> <p><u>Location Knowledge</u> Know the location of volcanic zones on the globe.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps and digital/computer mapping to locate and describe features studied, using geographical vocabulary appropriate to age and unit of study.</p>

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<p>Know the types of settlement and land-use patterns of the South-East: largely rural but also urban. Know the main economic activities in the area, including the transport and trade links via road, rail, air and ports.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps and digital/computer mapping to locate and describe features studied, using geographical vocabulary appropriate to age and unit of study.</p> <p>Be able to use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom.</p>	<p><u>Geographical Skills and Fieldwork</u> Be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, using geographical vocabulary appropriate to age and unit of study.</p> <p>Be able to use four-figure grid references, symbols and key to build knowledge of this area of France.</p>	
<p>Conceptual Vocabulary.: rural, urban, population, industry, forests, royal, down-land, transport routes, economy, Channel Tunnel, rail, air, motorway, four-figure grid reference, symbol</p>	<p>Conceptual Vocabulary.: mountain, peak, glacier, tectonic plates, habitat, climate, oxygen, death zone, snow, ice, skiing, tourism, France, region, mountain, economic, trade, table, comparison</p>	<p>Conceptual Vocabulary.: core, mantle, crust, crater, eruption, lava, magma, fissure, ash, gas, sulphur</p>
<p><u>Outcome</u> Annotated map(s) of the South East, showing key political, topographical and land-use features of this area.</p>	<p><u>Outcome</u> Table of comparisons</p>	<p><u>Outcome</u> Explanation writing. (Independent writing task)</p>

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Year Four

Note: in addition to the enquiries below, there should also be a short introductory unit on Greece, part of the history study of Ancient Greece covering the following:

Geographical Skills and Fieldwork

Be able to use map of Greece to locate key physical and human characteristics, in connection with work on Ancient Greece

Physical and Human Geography

Know and describe key aspects of the physical and human geography of Ancient Greece, including: biomes, climate zone, mountains, vegetation belts, marine use, types of settlement and land use (in Ancient Greece).

The Countries of the UK	Europe	Rivers
<p><u>Location Knowledge</u> Know the location of the countries of the UK (England, Wales, Scotland and Northern Ireland) and their capital cities.</p> <p>Be able to identify their main human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers).</p> <p>Know some of the land-use of the regions of Wales, Scotland and Northern Ireland and how some of these aspects have changed over time.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps, atlases, globes and digital/computer mapping to locate and describe features studied, using</p>	<p><u>Location Knowledge</u> Be able to locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Know the position and significance of latitude, equator and northern hemisphere.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps, atlases, globes and digital/computer mapping to locate and describe features studied, using geographical vocabulary appropriate to age and unit of study.</p>	<p><u>Physical Geography</u> Understand the key aspects of rivers.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Visit to a river.</p>  <p>Be able to use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>

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<p>geographical vocabulary appropriate to age and unit of study.</p>		<p>to build knowledge of the United Kingdom.</p> <p><u>Physical Geography</u> Understand the key aspects of the water cycle (science link: habitats and water cycle).</p>
<p>Conceptual Vocabulary.: England, Wales, Scotland, and Northern Ireland, London, Cardiff, Edinburgh, Belfast, industry, reservoirs, motorways, railways, ports, resources</p>	<p>Conceptual Vocabulary.: Europe, continent, countries (including UK, France, Spain, Russia, Germany, Italy, Greece), cities (including London, Paris, Madrid, Moscow, Berlin, Rome, Athens), equator, latitude, northern hemisphere</p>	<p>Conceptual Vocabulary.: source, river, stream, tributary, course, meander, erosion, mouth, delta, waterfall, rapids, plunge pool, data, flow, speed, flood plain, compass, four-figure grid reference, symbol, north-east etc. key, levee, estuary, delta, oxbow lake.</p>
<p><u>Outcome</u> Annotated map(s) of Wales showing human and physical geography, including how land use patterns over time.</p>	<p><u>Outcome</u> Labelled map of countries of Europe, with Alps, Pyrenees, Rhone, Rhine, Danube.</p>	<p><u>Outcome</u> Explanation writing (Independent writing task)</p>

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Year Five

The Globe	Climate Zones and Biomes	North America (Links with Mayans and biomes)
<p>Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Visit to London and Greenwich (link with science).</p>	<p><u>Physical knowledge</u> Be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p><u>Geographical skills and fieldwork</u> Be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, using geographical vocabulary appropriate to age and unit of study.</p>	<p><u>Location Knowledge</u> Be able to locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use map of Southern Mexico to locate key physical and human characteristics, in connection with work on the Mayans</p> <p><u>Physical and Human Geography</u> Know and describe key aspects of the physical and human geography of the Southern Mexico, including: biomes, climate zone, mountains, vegetation belts, marine use, types of settlement and land use (Mayans)</p>
<p>Conceptual Vocabulary: <i>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, the Prime/Greenwich Meridian</i> and <i>time zones</i></p>	<p>Conceptual Vocabulary: <i>swamp, desert, tropical jungle, plateau, alpine vegetation, mountains, coastal plains, humid, temperate, rural, population, border, precipitation, forests, deforestation, longitude, latitude, equator,</i></p>	<p>Conceptual Vocabulary: <i>latitude, longitude, Topics and Cancer, equator, Great Lakes, Grand Canyon, prairies, Great Plains, grasslands, states, desert, Rocky</i></p>

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	<i>northern hemisphere, desert, taiga, tundra, temperate forest, tropical forest, savannah</i>	<i>Mountains, Appalachian Mountains, climatic zones (subarctic, tundra, desert, semi-arid, temperate), mining, petroleum, tornadoes, hurricanes</i>
<u>Outcome</u> Quiz	<u>Outcome</u> Annotated maps, Non-chronological report information cards.	<u>Outcome</u> Information writing, including annotated maps.

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Year Six

A Region in the UK: The South East	South America	Earthquakes
<p>See Y3, as this reinforces and extends this learning.</p> <p><u>Location Knowledge</u> Name and locate counties and cities of the South-East.</p> <p><u>Human Geography</u> Know the key aspects of physical and human geography, including types of settlement, and land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps and digital/computer mapping to locate and describe features studied, using geographical vocabulary appropriate to age and unit of study.</p> <p>Be able to use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom.</p>	<p><u>Human and Physical Geography</u> Know the key physical aspects of a region in South America, including. Compare with the UK's South East region.</p> <p>Know the key aspects of human geography, including types of settlement, and land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water. Compare with the UK's SE region.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, using geographical vocabulary appropriate to age and the unit of study.</p>	<p><u>Physical Geography</u> Know the key aspects of Earthquakes including techtonics. (science link: rocks)(link to Volcanoes y4)</p> <p>Know how key aspects of human geography, including types of settlement, and land use, economic activity are affected by earthquakes.</p> <p><u>Location Knowledge</u> Know the location of the "Rim of Fire" on the globe.</p> <p><u>Geographical Skills and Fieldwork</u> Be able to use maps, sensor apps and digital/computer mapping to locate and describe features studied, using geographical vocabulary appropriate to age and unit of study</p>
<p>Conceptual Vocabulary.: rural, urban, population, industry, forests, royal, down-land, national parks, ANOB, transport routes, economy, Surrey, Hampshire, Sussex, Kent, Oxfordshire,</p>	<p>Conceptual Vocabulary: continent, mountains, deserts, rain forests, city, favela, mining, "melting pot", population, deforestation.</p>	<p>Conceptual Vocabulary: tectonic plates, Richter scale, tremor, Rim of Fire, orogeny, subduction, flash flood, liquefy, mud slides, sensors, disaster.</p>

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<p><i>Buckinghamshire, Isle of Wight, Southampton, Oxford, Channel Tunnel, rail, air, motorway, congestion, freight, six-figure grid reference, symbol</i></p>		
<p><u>Outcome</u> PowerPoint presentation</p>	<p><u>Outcome</u> Graphical comparison</p>	<p><u>Outcome</u> Explanation writing (Independent writing task)</p>

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Key Stage Three

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- 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

Place Knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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.

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