

The Curriculum at Lawnside

The Intent, implementation and Impact of our Curriculum – Geography

At Lawnside we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

Intent

At Lawnside, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At Lawnside, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2.

Impact

The impact and measure of this is to ensure that children at Lawnside are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Geography Objectives Overview

Year 1	Year 2	Year 3	Year 4
Geographical skills and fieldwork: <ul style="list-style-type: none"> • Ask simple geographical questions e.g. What is it like to live in this place? • Use simple observational skills to study the geography of the school and its grounds • Use simple maps of the local area e.g. large scale, pictorial etc. • Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • Make simple maps and plans e.g. pictorial place in a story 	Geographical skills and fieldwork: <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	Geographical skills and fieldwork: <ul style="list-style-type: none"> • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. • Recognise that different people hold different views about an issue and begin to understand some of the reasons why • Communicate findings in ways appropriate to the task or for the audience 	Geographical skills and fieldwork: <ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • Measure straight line distances using the appropriate scale • Explore features on OS maps using 6 figure grid references • Draw accurate maps with more complex keys • Plan the steps and strategies for an enquiry

	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • Make more detailed fieldwork sketches/diagrams • Use fieldwork instruments e.g. camera, rain gauge • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys 	
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<p>Place knowledge</p> <ul style="list-style-type: none"> • Name, describe and compare familiar places • Link their homes with other places in their local community • Know about some present changes that are happening in the local environment e.g. at school • Suggest ideas for improving the school environment 	<ul style="list-style-type: none"> • 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 <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>Place knowledge</p> <ul style="list-style-type: none"> • Recognise there are similarities and differences between places • Develop an awareness of how places relate to each other 	<ul style="list-style-type: none"> • Explain about key natural resources e.g. water in the locality • Explore weather patterns around parts of the world <p>Place knowledge</p> <ul style="list-style-type: none"> • Know about the wider context of places - region, country • Understand why there are similarities and differences between places •
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KS1 Geography 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year A	Locational knowledge Countries of UK Our Local area – Biggleswade		Comparing Biggleswade to a small area in a contrasting non-European country – Mexico			Locational knowledge Continents and oceans Human and Physical – key physical features Map work
Geography Year B		Human and physical – castle, location, ports, towns, cities	Location of hot and cold areas of the world in relation to the equator and the North and South Poles	Let's explore London		Seaside Geographical skills

KS2 Geography 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year A	Iceland			Map work Scale symbols		Atlas work Tropics Equator Deforestation
Geography Year B		Tectonic plates and volcanoes		Hemispheres and times zones	The Roman Empire	