The Curriculum at Lawnside Academy

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	Year 5	Year 6
Geographical skills and fieldwork: • 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:** • 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	**Geographical skills and fieldwork:** •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	**Geographical skills and fieldwork:** •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	**Geographical skills and fieldwork:** •Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**Geographical skills and fieldwork:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world • 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

	and construct basic symbols in a key • 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	the task or for the audience • 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			graphs, and digital technologies • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. • Use maps, charts etc. to support decision making about the location of places e.g. new bypass

		• Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys			
Locational knowledge: • Understand how some places are linked to other places e.g. roads, trains	**Locational knowledge:** • Use the 8 points of a compass • Make plans and maps using symbols and keys	**Locational knowledge:** • Identify where counties are within the UK and the key topographical features • Name and locate the cities of the UK	**Locational knowledge:** • Recognise the different shapes of continents • Demonstrate knowledge of features about places around him/her and beyond the UK • Identify where countries are within Europe; including Russia • Recognise that people have differing quality of life living in different locations and environments	**Locational knowledge:** • Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night • Recognise the different shapes of countries • Identify the physical characteristics and key topographical features of the countries within North America • Know about the wider context of places e.g. county, region and country	**Locational knowledge:** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,

			• Know how the locality is set within a wider geographical context	• Know and describe where a variety of places are in relation to physical and human features • Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent	mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Human and physical geography: • Describe seasonal weather changes	**Human and physical geography:** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Human and physical geography:** • Identify physical and human features of the locality • Explain about weather conditions / patterns around the UK and parts of Europe	**Human and physical geography:** • Describe human features of UK regions, cities and /or counties • Understand the effect of landscape features on the development of a locality	**Human and physical geography:** • Understand about weather patterns around the world and relate these to climate zones • Know how rivers erode, transport and deposit materials	**Human and physical geography:** • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

	• 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		• Describe how people have been affected by changes in the environment • Explain about key natural resources e.g. water in the locality • Explore weather patterns around parts of the world	• Know about the physical features of coasts and begin to understand erosion and deposition • Understand how humans affect the environment over time • Know about changes to world environments over time • Understand why people seek to manage and sustain their environment	• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Place knowledge: • 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	**Place knowledge:** • 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	**Place knowledge:** • Recognise there are similarities and differences between places • Develop an awareness of how places relate to each other	**Place knowledge:** • Know about the wider context of places - region, country • Understand why there are similarities and differences between places	**Place knowledge:** • Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences	**Place knowledge:** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

local environment e.g. at school • Suggest ideas for improving the school environment					

KS1 Geography 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year A	Weather in the UK		What is it like to live in Shanghai?		What is it like to live by the coast?	
Geography Year B	What is it like to live here?		Would you prefer to live in a cold or hot place?		Our wonderful world	

LKS2 Geography 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year A		Where does our food come from?		Who lives in Antarctica?		Are all settlements the same?
Geography Year B		Why do people live near volcanoes?		What are rivers and how are they used?		Why are rainforests important to us?

UKS2 Geography 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year A		Would You Like to Live in the Desert?		What is Life Like in the Alpes?		Why do Oceans Matter?
Geography Year B		Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?