Croft Church of England Primary School

GEOGRAPHY CURRICULUM

Content

INTENT, IMPLEMENTATION AND IMPACT

Intent – Why do we teach this?

Geography is at the very core of the curriculum at Croft Church of England Primary School. It is designed to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a lifelong love of learning.

The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Croft Church of England Primary School our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation – What do we teach? What does this look like?

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. . Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- The ability to reach clear conclusions and explain their findings.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Impact – What will this look like?

By the time children leave Croft Church of England Primary school they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Golden Threads

Themes throughout Geography

Mapping – Natural Environment – Settlements – Trade – Climate & Weather – Local Area (Human & Physical)

Why these themes?

Mapping – helps us understand our world better by showing us different places, routes, and landmarks.

Learning about maps is very important for becoming good geographers. Maps can be simple or complex and are used for many different purposes. In nursery and reception, we start by looking at simple plans. As you grow, you learn about more detailed maps, like OS maps. Understanding maps includes orientating them, following routes, and finding specific landmarks and locations. You will also learn to use maps with aerial photographs and digital mapping tools to be ready for life in modern Britain.

Natural Environment – is everything around us that hasn't been made by humans.

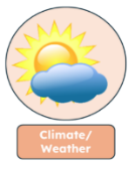
Our world is full of amazing things that have existed and changed over time, even before humans were around! You will learn to explore the natural world around you, including the materials the Earth produces and the physical processes that create hills, mountains, and volcanoes. You will learn about the different types of life that have evolved in various biomes and habitats. There are connections with science, like how humans use natural resources, but it's also important to understand how nature affects us and the world. We should investigate how as humans we have changed the natural environment in our local areas and understand the differences between villages, towns, cities, and rural and urban areas.

Settlements – are places where people live, like villages, towns, and cities.

Settlements need physical resources like water, food, and shelter to grow. Settlements are all around us and keep getting bigger. Towns and cities often expand by taking in smaller towns and villages. Some places in the world have stayed small. You will explore the cultural, economic, and political reasons behind where settlements are located and why they grow. Technology has also played a big role in changing our landscape, helping settlements to grow, develop, and expand.

Trade – is when people or countries buy, sell, or exchange goods and services with each other

Trade started with people exchanging goods and later grew to include trade between countries. Trade has played a big role in both causing and preventing conflicts throughout history. Today, we often take trade for granted, but it's important to know that it is still used as a tool to help countries get what they want. You will explore what 'Fairtrade' means and why this is important.



Climate & Weather – Climate is the usual weather conditions in a place over a long period of time and Weather can change from day to day and includes things like sunshine, rain, wind, and snow.

Climate and Weather affect everything, like where we live, what we do, and how we do it. You will learn about amazing physical processes in our world, such as the water cycle, how tectonic plates create mountains, and the different biomes that exist. You will also learn about Climate Change as this is happening all over the world and directly impacts our weather, tourism, trade, economy, and political discussions. We will explore how we can make sustainability a part of our everyday lives to help protect our planet.

Local Area (Human & Physical) – Exploring Our Local Area!

Our world is full of geographical features, both human (made by people) and physical (natural), and children get to explore them. This exploration starts in nursery by looking at what is right on our doorstep and continues throughout school, exploring the school grounds and our local area. You will learn to compare the human and physical features of places like Croft and Leicester and see how they have changed over time and make broader comparisons with other locations, landmarks, and geographical features around the world.

Long Term Plans

History LTP Cycle A 2024 - 2025

Year group and Term	Autumn	Spring	Summer
Reception		How and What do we celebrate?	What is a map?
Yr 1/2	How different would my life be if I lived in Kenya?	What goes on at an Airport and a train station?	Why do we recycle?
Yr 3/4	How are rivers formed?	Why do so many British people go to the Mediterranean for their holidays?	What are biomes and how are they created?
Yr5/6	How do maps help us to find our way around?	Why is climate change such an important topic?	Why has Britain been an attractive place to live for many who were not born there?

Cycle B 2025 - 2026

Year group and Term	Autumn	Spring	Summer
Reception		How and What do we celebrate?	What is a map?
Yr 1/2	What do I know about the UK	Why do we like to be beside the seaside?	Whay are some places in the world always hot and others always cold?
Yr 3/4	What are the unique features of the UK?	How do we energise our homes and country?	How are mountains formed and what causes an earthquake, tsunami or volcano?
Yr5/6	What do we know about North America and what are its main geographical features?	What is 'Fairtrade' and why should it matter to us?	

Progression of Skills

EYFS and Key Stage 1			
YEAR GROUP	**MAP WORK**	**FIELDWORK AND SKETCHING**	**COLLECTING DATA**
Reception	• Use a street map to create 3D models of the local area	• Place key features within a place in the school accurately on a map	• Answer simple questions by counting the number of objects
Year 1	• Use a street map to describe features in the locality • Link local street maps to addresses and postcodes	• Draw a basic map including appropriate use of pictures to represent key features. • Create a not-to-scale sketch map of a place studied	• Answer simple questions by counting the number of objects and then order them from smallest to largest • Begin to understand the importance of data and what we learn from it
Year 2	• Use world maps and a compass to determine the continents to the north, south, east, and west of the UK, etc.	• Use their own basic symbols to create a key • Create a sketch map of a location studied using labels	• Present geographical data using a tally chart, pictogram, block diagrams and simple tables • Know how important data collected is according to who collected it and when it was collected

Lower Key Stage 2			
YEAR GROUP	**MAP WORK**	**FIELDWORK AND SKETCHING**	**COLLECTING DATA**
Year 3	• Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g. 'Move three steps north-east then 3 steps west' • Use 8 points of a compass to describe the locations of two places in relation to each other. e.g. 'The school is north-west of the shops.' • Find the same boundary of a country/county on different scale maps.	• Draw a map of a local location and include human and physical features • From their sketches, use positional and directional language to locate key features	• Solve one and two-step problems by looking at charts, pictograms and tables • Link data to conclusions, understanding that some sources are more reliable than others
Year 4	• Compare two landscapes using maps and aerial photographs • Find and recognise places on maps of different scales • Describe and follow a journey between two places or features using coordinates as the start and finish	• Draw a map, linked to fieldwork, with features shown accurately • Draw an annotated sketch that includes positional and directional language	• Recognise how data may change over time according to the time of day and the time of year • Recognise that initial ideas may change as a result of observations

Upper Key Stage 2			
YEAR GROUP	**MAP WORK**	**FIELDWORK AND SKETCHING**	**COLLECTING DATA**
Year 5	• Identify the locations of features using coordinates • Locate places and features on a range of small-scale maps of the world • Use four-figure grid references to identify features on a map, including the use of a key • Use lines of latitude and longitude on a map of the world to locate a place (e.g. a country)	• Draw a map of a journey taken (to the Church etc.) that includes human and physical features (not to scale) • Use sketches as evidence in an investigation	• Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables • Select evidence from the range that is most reliable considering validity and bias
Year 6	• Use digital maps to follow and create routes across the world and to talk about changes in settlements over time • Understand how time zones work and be able to relate the time at places compared with Greenwich meantime • Use six-figure grid references to identify features on a map, including the use of a key	• Draw a map of a real location that emphasises human and physical features to scale. (e.g. Eyam) (Link to Ratio) • Evaluate their own annotated sketches (against criteria)	• Construct line graphs and pie charts arising from your own line of enquiry • As a result of their findings, know what the next set of questions are to ask

SEND IN GEOGRAPHY

Ambition – What are we aiming for children with SENs to achieve in this subject?	Access – What amendments are made to the subject in order to help children with SENs to achieve?
We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or read a map.	• A progressive and sequences - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to Know the concepts and vital knowledge they need to access the learning. • Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week. • Check in - For children with SEN, a Geography/geography lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do Know and explaining any language, facts or ideas they are finding challenging. • Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

Ambition and Access in Geography for pupils with SEND

To make geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using a video camera to capture activity on a field trip rather than navigating inaccessible areas.
Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Create an Inclusive Environment for Geography:	Ambition – What are we aiming for children with SEND to achieve in this subject?
• There should be a **range of sources** to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these • **Modelled, shared and peer talk is important** to the understanding of what is being taught • Ensure that the physical environment, resources and the displayed **print are accessible to learners**. Use a dyslexia friendly font or handwriting, ensuring that it is **appropriately sized**. • Teachers consider how words can be organised to support learners, e.g. **using different colour backgrounds** for different word classes, or organising words in alphabetical order. • **Topic-related vocabulary that has been taught is displayed on a working wall** – these will support children with both understanding and writing these words. • **Hearing texts beyond their fluency level** ensures that children are having opportunities to extend their vocabulary. This can also free up working memory. • Use **drama and role-play activities** to enable children to explore concepts in Geography through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.	By the time children leave Croft, they are able understand key aspects of Geography (including location and place knowledge as well as human and physical geography) • Neurological: Geography helps to develop children's brains and increases their memory function. • Educational: children will access text-based learning across all subjects this also improves attention spans and can lead to better concentration. • Psychological: Geography helps children to develop a greater understanding of the world around them, human nature and decision-making. • Socially: Geography helps to develop a better understanding of cultures and community. • Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling and articulate verbal communication.

Access – What amendments are made to the subject in order to help children with SEND to achieve?	
How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)? • Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss. • Discuss Geography at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a longer section; looking for inferences and information related to broader Geographical ideas. • Giving children opportunities for talk to deepen their understanding as they will be able to give greater attention to the meaning. • Support learners with understanding and retaining new vocabulary by pre-teaching new words prior to teaching • Use drama and role-play activities to enable learners to explore the meaning through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children. • Ideas to support learners with visual scaffolds include: summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different areas, explaining patterns in graphs, using visual timelines, use or presenting information in tables or diagrams, rather than unbroken text, storyboarding text etc. • Use pictures and symbols to illustrate abstract, new or geographical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided.	**How can we support learners who struggle with attention?** • Wherever possible and practical, allow the child choice in the Geographical material, e.g., choosing from a range of sources, activities, ways to present • Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a ruler. • For younger children, using images or objects can support with maintaining attention, as well as deepening understanding. • Where Geography sessions are required to be longer, plan for regular movement breaks. **How can we support learners who struggle with change and transition?** • In advance of the lesson, discuss with children what they will be learning/doing in the Geography lesson; make real life connections or connections with places they have already studied. • Always begin the lesson with a 'safe' activity – this could be discussing a previous session that the learner feels confident with and can be successful with. • Have a clear teach-practise-apply model to Geography lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons.

Topic Specific / Content Vocabulary

Specific technical vocabulary should be taught relating to individual topics and the specific areas of geography that are taught across each year group.

- The vocabulary will largely only be taught within that topic as it is context-specific but may be revisited through retrieval activities and in subsequent years.
- Specific technical vocabulary should be learned and built upon year on year.
- Key vocabulary is highlighted in bold. Additional vocabulary is set out underneath. This is vocabulary that the children are likely to experience as part of each geography topic.

Understanding the World:	
Why are we all the same but also different?	**What is a country and why are there so many?**
religion **Muslim** **Christian** **friends** **celebration** **culture**	**Africa** **Europe** **heat wave** **icy cold** **North and South Pole** **Equator**
same different celebrate tradition people family	world country places holidays communities familiar

Understanding the World:		
How will I know my way around? (1)	**How will I know my way around? (2)**	**Why are all towns and cities not like ours?**
map **street** **behind** **in front** **close by** **far away**	**England** **London** **country** **town** **village** **city**	**seaside** **holiday** **forest** **mountains** **lakes** **river**
environment road village town city buildings	locations observation similarity difference	local national region facilities attractions

What do I know about the UK and where I live?		Why are some places in the world always hot and others always cold?		Why do we recycle?
street **road signs** **address** **post code** **urban** **rural**		**North Pole** **South Pole** **Equator** **camouflage** **desert** **glacier**		**recycle** **environment** **biodegradable** **garbage** **landfill** **dumping**
England Scotland Wales Northern Ireland Cardiff London Edinburgh Belfast globe direction	petrol station post office countryside North Sea Irish Sea English Channel crescent road avenue	northern southern rainfall climate polar region natural resource adapt compass	North South East West Brazil Kenya Indonesia meerkats penguins	product surroundings molecules wastage environmentally friendly caretaker or site manager

Why do we like to be beside the seaside?		How different would my life be if I lived in Kenya?		What goes on at an airport and a train station?	
cliff **tide** **resort** **beach** **ocean** **rockpool**		**African** **drought** **mud huts** **ebony** **climate** **European**		**location** **security** **transit** **passenger** **terminal** **platform**	
steep rock face shore salt water seaside hotel cafe souvenir lighthouse RNLI survey	coastline harbour arcade waves promenade funfair Punch and Judy Blackpool lifeboat fleet	continent tropical weather physical features lakes rivers diet wildlife drought government	palm tree mango Kenya Masai Mara elected tea coffee developing poverty	journey airport pilot procedures arrival departure check-in passport legal document identity	luggage conveyor belt aeroplane aircraft train station maintenance signal box catering air steward

Why is London the capital city of the United Kingdom?		How do we energise our homes and country?		Y3 – How is a river formed?	
capital **Houses of Parliament** **monarchy** **Buckingham Palace** **Underground** **Thames**		**solar energy** **conservation** **fossil fuel** **renewable energy** **nuclear** **wind turbine**		**estuary** **source** **meander** **tributary** **erosion** **deposition**	
government headquarters royal family residence significant buildings geographical features accessibility transport	system counties motorway population network tunnels lines zero-emission	resource geological organisms nuclear reactor turbines hydropower generator geothermal engineering industry	alternative central heating mining kinetic energy heat energy chemical energy swampland net zero substation	freshwater stream merge current river bank sediment deposited river basin river courses waterfall	mouth delta channels sediment evaporation condensation precipitation oxbow lake upland field sketch

Why do so many British people go to the Mediterranean for their holidays?		What are biomes and how are they created?		How are mountains formed and what causes an earthquake, tsunami or volcano?	
paella **all-inclusive** **vacation** **olives** **Feta cheese** **Greek islands**		**biome** **tundra** **desert** **landscape** **marine biome** **grasslands**		**tectonic plates** **lava** **strata** **eruption** **summit** **tsunami**	
prawns groves Mediterranean coast border language lifestyle Brexit Italy Greece Spain	Malta Turkey France European Union listed building	frozen growing season extreme rainforest regions woodlands savannahs rainforests humid species organisms	dry season mosses ferns lichen dwarf shrubs precipitation Alpine permafrost vegetation adaptations coniferous	Earth's surface inner core outer core molten earthquake relief map anticline syncline contour lines fault line	magnitude Richter scale aftershock lava flow ash deposit strata shield dome extinct dormant Ring of Fire

What are the main features of South America?		What is 'Fairtrade' and why should it matter to us?		What creates a rainforest and why are they located where they are?		How and why have settlements changed?		Why is climate change such an important topic?		How do maps help us to find our way around?	
pampas **Incas** **street children** **anaconda snake** **Andes** **I am somebody**		**sustainability** **global citizenship** **ethical codes** **developing countries** **cooperatives** **Fairtrade premium**		**biome** **canopy** **understory** **biodiversity** **temperate** **deforestation**		**employment** **conurbation** **community** **hamlet** **neighbourhood** **suburb**		**Greta Thunberg** **fossil fuels** **greenhouse gases** **global warming** **ozone layer** **methane**		**Ordnance Survey** **grid reference** **aerial photograph** **time zones** **map symbol** **cartography**	
fertile South American lowlands indigenous Peru semiaquatic mountain range campaign characteristics time zones currency Brasilia	Greenwich Mean Time Prime Meridian longitude latitude undernourished medical care	future generations community principles conduct agricultural economy social trade investment goods organisation exploitation	export import raw product globalisation certification ingredient third world country mortality rate cost-effective	biological shrubs saplings palms vines emergent layer forest floor taiga marine freshwater Guyana the Amazon	web of life microorganisms preservation indigenous ecosystem endangered	population density sparsely populated rural industrialisation commerce employment Primary sector Secondary sector Tertiary sector amenity		activist world leader climate change petroleum oil coal natural gas atmosphere greenhouse effect landfill site industry over-farming	UV radiation water vapour carbon dioxide nitrous oxide chlorofluorocarbon (CFCs) ice core mitigation adaptation	Eastings Northings elevated position direct-down cartographer six-figure grid reference survey field sketch data relief map Prime Meridian	

Y6 - What do we know about North America and what are its main features?		Y6 – Why has Britain been an attractive place to live for many who were not born there?	
American state **Cherokee** **The 'Big Apple'** **Chichén Itzá** **A buck** **Statue of Liberty**		**Commonwealth** **immigration** **Empire Windrush** **Indian subcontinent** **Afro-Caribbean** **Brexit**	
North America New York City Liberty Island New York Harbour American dollar USA Mexico immigration UNESCO longitude latitude citizenship	time zones: Pacific Mountain Central Eastern Greenwich Meridian landmass gross domestic product (GDP) reserves reservations	British Empire dependencies European Union economy politics culture travellers refugees enslaved	mass migration diversity persecution asylum employment ethnic minority groups visas deportation

RESOURCES AND WEBSITES

Geographical Association - https://www.geography.org.uk/

https://maps.nls.uk/os/ ordnance survey maps online

https://www.mapchart.net/index.html

Ofsted Research review series: geography - GOV.UK (www.gov.uk)

https://online.seterra.com/en/vgp/3447 an interactive website where children can label counties/ cities of UK

https://www.ordnancesurvey.co.uk/mapzone/map-skills

First News Newspapers (Online and Hardcopy)- www.firstnews.co.uk Each newspaper focusses on issues that are happening around the world and communicates current issues. Page 6- Home News (The UK) Page 8- World News

https://digimap.edina.ac.uk An online resource that will aid the development of map reading.

Newsround A child friendly way to report and discuss current issues. https://www.bbc.co.uk/newsround

BBC Bitesize https://www.bbc.co.uk/bitesize

Ducksters https://www.ducksters.com/geography/

Prime VR Prime VR are a company that will visit school and use virtual reality to further children's geographical knowledge e.g polar regions/ Climate Change etc. https://www.primevr.co.uk/

School Clock Display As much as possible, refer to the clocks displayed in the hall, which display the times of countries from different time zones.

Teaching Primary Geography by Stephen Scoffham and Paula Owens (Bloomsbury, 2017) https://www.bloomsburyonlineresources.com/bcb-teaching-primary-geography/