Withymoor Primary School Geography Curriculum

LEARNING TOGETHER, AIMING FOR EXCELLENCE.

Reviewed October 2022

Withymoor Primary School Curriculum Intent

At Withymoor Primary School we value and promote kindness and respect for all individuals, regardless of their race, gender, disability, religion or sexual orientation. We aim to offer, through a diverse, rich and challenging curriculum, exciting learning opportunities that develop curiosity, resilience, creativity and the skills of collaboration. We also aim to instil in our pupils a love of learning, an appreciation of the world, and a positive, secure sense of self. We want everyone at our school to achieve and be the very best that they can. Our curriculum is underpinned by our core value of Learning together, aiming for excellence.

Withymoor Primary School Geography Subject Intent

- It is our intent that children will have a secure and broad knowledge of the world they live in through investigation and fieldwork. Children will learn about the physical world and understand the impact humans have on our eco system. Children will develop a secure understanding of place and understand how we are dependent on other places around the world. They should be able to create reasoned arguments informed by a well-balanced opinions and use a wide base of geographical vocabulary in their discussions and written work. Our geography curriculum is designed to develop pupils' curiosity and fascination about the world around them.

Essential Characteristics & Key Concepts in Geography

Essential Characteristics

- • An excellent knowledge of where places are and what they are like.
- • An excellent understanding of the ways in which places are interdependent and interconnected and how our physical environments are impacted by human behaviour.
- • An extensive base of geographical knowledge and vocabulary.
- • The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- • Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- • 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.
- • The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Key Concepts

- **Locational knowledge**- name, locate and identify a comprehensive range of places around the world
- **Place knowledge**- identity similarities and differences in physical and human features of places.
- **Human and physical knowledge** -understanding the relationships between the physical features of places and the human activity within them. To understand and use key geographical vocabulary.
- **Geographical skills and field** – use of different sources, including quality fieldwork to understand the world around them.

Withymoor Primary School
Geography Programme of Study

Pre school	**Understanding the World**		
	Begin to make sense of their own life-story and family's history		
EYFS	**Understanding the world - People, Culture & communities**	**Understanding the world - People, Culture & communities**	**Understanding the world - The Natural World**
Year 1	**Geographical Skills <u>& Fieldwork</u>** **Our Local Area**	**Locational Knowledge** The Four Countries of the UK	**Human & Physical Geography** What is the Weather like in our world?

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Geography Programme of Study

Year 2	**Locational Knowledge** **Geographical Skills** What is the world?	**Locational Knowledge** **Geographical Skills & Fieldwork** What is it like in different areas of the UK?	**Place Knowledge** **Human & Physical Geography** How are places similar & different?
	Names of continents & oceans Use compass points and directional language	Wish you were here! Comparing Dudley to another location in the UK (Weston-Super-Mare) , using maps and photographs Visit: Weston Super Mare	Life down under: Australia Compare and contrast the human and physical geography of our locality with a locality in a non-European country.

Year 3	**Locational Knowledge** **Geographical Skills**	**Locational Knowledge, Human & Physical geography, Geographical Skills**	**Human & Physical geography, Geographical Skills & Fieldwork** Mountain ranges
	How are the regions in the UK similar and different? Counties surrounding the West Midlands	Mapping Europe Countries, capitals, key physical & human characteristics of named countries	Mountains within the UK Fieldwork: visit Wren's Nest Hill

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Geography Programme of Study

Year 4	**Locational Knowledge, Place knowledge, Geographical Skills**	**Locational Knowledge, Human & Physical geography, Geographical Skills**	**Locational Knowledge, Human & Physical geography, Geographical Skills & Fieldwork**
	Visiting Europe Compare & contrast the UK with other European countries (Rome-Italy and Greece-Athens Identify geographical similarities and differences	Climatic regions and biomes How do geographers zone the world? Name and locate the biomes of the world Focus on Polar & tropical regions as a comparison	Rivers and the Water Cycle Learn about the River Stour from source to mouth, including tributaries. What is erosion and what causes it? Compare with the river Nile The Water Cycle Visit: Severn Valley Country park to complete River study

Withymoor Primary School
Geography Programme of Study

Year 5	**Locational Knowledge, Human & Physical geography, Geographical Skills**	**Human & Physical geography, Geographical Skills & Fieldwork** Local area study	**Locational Knowledge, Human & Physical geography, Geographical Skills & Fieldwork**
	Mountain biomes Compare and contrast the mountain ranges: The Andes (South America) and the Alps (Europe) Location, size, vegetation, climate	Trade and economics in our local area How the area has changed over time.	Our Fragile World What is a volcano? Where in the world are they? Tectonic plates positions, causes and effects of these geographical events Visit: Barrow Hill Nature reserve (Dudley Volcano)

Withymoor Primary School
Geography Programme of Study

Year 6	Human & Physical geography, Geographical Skills	Locational Knowledge, Geographical Skills & Fieldwork	Geographical Skills & Fieldwork
	Energy and Sustainability Renewable and non-renewable Where in the world are these energies sourced and used?	Compare and contrast the UK with Brazil and Canada Countries, capitals, key physical & human characteristics of named countries	Geo-caching and OS benchmarks- using mapping correctly. VISIT: geocaching and OS benchmark hunting in the local area (walking distance) Orienteering at Baggeridge Country park

Geography Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
• **Locational knowledge- name, locate and identify a comprehensive range of places around the world**	• name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	• 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, 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) •	• 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, 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)

Geography Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
• **Place knowledge- identity similarities and differences in physical and human features of places.**	• 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	• 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	• 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

Geography Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
• **Human and physical knowledge - understanding the relationships between the physical features of places and the human activity within them. To understand and use key geographical vocabulary.**	• 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 • 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 – key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• describe and understand key aspects of: – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle – 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	• describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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

Geography Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
• **Geographical skills and field – use of different sources, including quality fieldwork to understand the world around them.**	• 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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 • 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 • 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.	• 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 their 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 graphs, and digital technologies.	• 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 their 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 graphs, and digital technologies.

Vocabulary –Reception

street	left	teacher
house	right	caretaker
bungalow	forwards	Head Teacher
school	backwards	cleaner
church	above	Police Officer
zebra crossing	under	doctor
traffic lights	tunnel	dentist
bridge	roundabout	map

Vocabulary –Year 1

near	transport	wind
far	lorry	snow
left	bus	rain
right	car	hail
building	summer	fog
plan	winter	wet
globe	autumn	dry
journey	spring	hot
travel	seasons	cold
long	short	wide
bungalow	junction	narrow
town	village	farm

Vocabulary –Year 2

England	location	Dublin
Scotland	route	Equator
Northern Ireland	aerial view	North Pole
Eire	landscape	South Pole
Wales	environment	Irish Sea
North	London	North Sea
South	Edinburgh	English Channel
east	Cardiff	local
west	Belfast	distant
semi-detached	terraced	address
larger	smaller	behind
city	desert	ocean
beach	cliff	coast
forest	hill	mountain
sea	river	valley
soil	vegetation	seasonal
port	harbour	factory

Vocabulary –Year 3

settlement	valley	mountain
community	vegetation	weathering
landscape	soil	erosion [within weathering]
relief map	peat	port
political map	loam	harbour
cliff	clay	factory
ocean	lake	office
fieldwork	transport [carry]	industry
sketch	diagram	compass
North East	South East	North West
South West	weather	climate zone
polar	equator	tropical
longitude	latitude	environment

Vocabulary –Year 4

greenhouse	valley	warm
polytunnel	contour	humid
intensive farming	height	coastal
arable farming	hydroponics	evaporation
market gardening	allotment	precipitation
mixed farming	distribution	condensation
organic farming	import	hemisphere
distance	export	productivity
scale	native/ indigenous	natural resources
grid reference	sustainable	man-made materials
satellite	weathering/erosion	hemisphere
settlement patterns	natural disaster	tropical
inland	ox-bow lake	polar
urban/ rural	spring [water]	trade

Vocabulary –Year 5

climate/ weather	flood plain	deposition
climate zones	meander	transportation
tributary	surface	confluence
vegetation belts	sea level	mouth
river	grid reference	source
delta	terrain	products
ox-bow lake	features	industrial
grid reference	contour lines	continent
landscape	natural	sub-continent
water cycle	population	development
arid	precipitation	irrigation
evaporation	condensation	ground water
settlement	industry	tourist
excursion	scale [maps]	contours

Vocabulary –Year 6

migrate	naturalised	Arctic
disperse	indigenous	Antarctic
sustainability	immigrant	renewable
natural disaster	survey	population
natural resources	questionnaire	biomes
canopy [trees]	latitude	vegetation belts
Ordnance Survey	longitude	climate zones
distance	Greenwich/Prime Meridian	conservation
scale	Time zone	pollution
grid reference	Northern hemisphere	export
symbols	Southern hemisphere	import
urban	Tropic of Capricorn	tropical
rural	Tropic of Cancer	equatorial
land use	Equator	subterranean
congestion	latitude	location
pollution	longitude	minutes[location]
tectonic plates	deforestation	magma

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Equality of Provision and Inclusion

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources. Providing differentiated tasks where appropriate. Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring. Using pupil's records and day to day achievements in music to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.