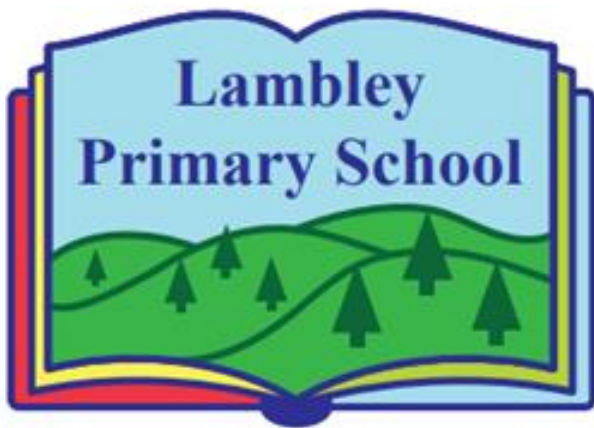


What makes me a geographer?



*Be ready, respectful and resilient*

## Lambley Primary School: Geography subject audit

Date	1	2	3	4
1 :immediate action needed– add to action plan, 2: underdeveloped, 3: planned and beginning to be embedded (time is needed to fully embed), 4: fully embedded in my subject				
Quality of Education				
Intent				
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?				X
Is there a carefully sequenced progression of Geographical knowledge/concepts/skills to end of KS1/2				X
Does your unique Geography curriculum meet your pupils' needs & meet N.C standards?				X
Curriculum coverage allows all pupils to access content & make progress			X	
Implementation				
Teachers can explain what children learn/why it's important in your subject's curriculum			X	
Subject leader's review / quality assure LTP and Unit Plans and check against in book looks to ensure implementation of intent			X	
Teachers understand what the depth of knowledge expected is at the end of every unit / year through knowledge organisers			X	
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the development of knowledge organisers and support given to teachers			X	
Book looks, working walls, pupil voice and school trips, show that your subjects' curriculum is implemented fully			X	
Teachers organize and sequence learning appropriately – shown in unit plans and LTPs				X
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject			X	
Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown			X	
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum			X	
Use of the locality are maximized to provide first-hand experience within your subject.			X	
Pupils use appropriate resources for your subject to build knowledge and skills			X	
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit			X	
Opportunities for all staff to moderate/ share / feedback on work			X	
Impact				
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years)			X	
Children have progressed in different strands of your subject and this is clear from book look and pupil voice			X	
Subject Books show children voice, learning and progress through examples of work, images etc			X	

# Why is Geography important at our school?

## Intent:

At Lambley we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography plays an important part in this as it can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. We want to provoke questions about the natural and human worlds, developing children's cultural awareness and knowledge about diverse places, people, resources, and environments.

The aims of teaching geography at our school are:

- To provide our pupils with a deep understanding of our planet's key physical and human processes.
- To provide opportunities for children to undertake geographical enquiry and skills by investigating and expressing their own views about people, places and environments, both in and outside the classroom.
- To develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- To help children understand how the human and physical features of a place can change over time and teach children to collect and analyse evidence and draw conclusions.
- To enable children to progressively develop their geographical skills (including fieldwork) throughout their school journey.
- To foster enjoyment, satisfaction and curiosity for finding out about places, patterns and processes.

## Implementation:

At Lambley, we provide a high-quality Geography curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent geographical knowledge of their locality, Britain and the wider world. Retrieval practice is at the heart of this, ensuring the prior learning is built on and meaningful connections are made. This starts in Reception with children learning about their personal geography and developing an understanding of the school grounds and important locations beyond the school gates (such as the local church and The Dumbles).

In Key Stage 1, children explore their local communities and develop an understanding of the physical and human features of hot and cold countries, making comparisons and drawing conclusions. They also develop their map skills and geographical vocabulary by exploring a place outside of Europe. This knowledge is then built on in KS2 where a topic based approach closely links History, Geography and English to explore key questions asked by our pupils at the start of a new unit of work. A homework project is undertaken to provide a starting point before each new unit, which the children then share with their classmates during the first lesson. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

## Reading across the curriculum:

In order to develop children's reading skills, our teachers plan opportunities for children to independently read age-appropriate texts that link to the geography topic being studied. We have invested heavily in supporting our geography topics with a new Library of books for the whole school to use that has a specific geography section to enhance and support our curriculum. Studies show that if children encounter new knowledge within a narrative, they are more likely to retain that knowledge. Therefore, when possible Geography units of work will be delivered through highquality texts or taught alongside thematically linked texts during English lessons.

## Impact:

We believe that if children have become knowledgeable and skilful geographers, then they will be able to articulate their understanding with confidence. Therefore, pupil voice will be an important tool in assessing whether children have made progress. The work produced by our children and the discussions they have, should demonstrate that they are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult beyond Lambley.

## Geography: Unit by Unit

At Lambley Primary School, we have our own bespoke, unique curriculum that prioritises progression, 'sticky' knowledge, links to prior learning and enjoyment.

### Reception

In Reception, the children are given time to question the world around them. They investigate the place where they live and the natural world. Through fieldwork (Welly Walks), they describe what they see, hear and feel. They witness change and discuss why these changes happen. Through their play-based curriculum, they talk about why things happen and how things work.

Their topics also provides the opportunities to recognise different environments and compare these to where they live. Children are also introduced to simple maps; drawing key information from them.

### Year 1

#### **Wonderful Weather**

The wonderful weather topic provides the children with the opportunity to **extend their EYFS understanding of the natural world around them**. They will focus on the weather within their own environment and begin to understand how it affects our daily lives. This topic also supports Y1 work on seasonal changes in science. Through discussions and their floor book, the children will begin to understand the language of weather. They will use weather symbols and develop their geographical vocabulary with more attention on locational language. The class will also question the impact that weather has on our lives and environment.

#### **Our World, Our Country**

In their next geography topic, Year 1 will begin to understand more about location. They will begin looking at maps (**linking to their EYFS work of drawing information from a simple map**) in more detail and understand the relationship between continents and countries. They will learn the names of each continent, identify Europe and find England. Key human features will be addressed and the children will question how some aspects of Nottinghamshire have changed over the years.

#### **Our local area**

Having developed their knowledge of continents, countries and our city, the children will now focus on their local area. **In EYFS, the children would have learnt about exploring the natural world around them and describing what they see, hear and feel whilst outside**. This unit enhances these skills further. The features of our local area will be discussed and children will consider the significant landmarks that surround our school. The children will explore change in our local area before using their map work skills to undertake local fieldwork.

### Year 2

#### **Oceans**

The children's prior learning has taught them about countries and continents. Now they will focus on the importance of the seas and oceans. They will learn the names for the seas surrounding the UK as well as the names of all the Oceans. They will also investigate compass points to manoeuvre round the different oceans. The children will spend two lessons understanding why the ocean is such an important habitat to so many creatures and the affect our actions (such as littering) are having on the oceans. The children will decide what we can do to help!

## North Pole, South Pole, Equator

This unit builds on the hot and cold places work undertaken in **Year 1 (which focused on our environment and generic hot and cold places)**. This topic gives this a focus by honing in on the North Pole and South Pole. Children will continue their map reading work and be introduced to the Equator. They will also consider the Poles in relation to our country and whether we can begin to make any deductions or assumptions. The children will consider how their lives would be different if they lived at the North or South Pole and pay close attention to the physical and human features that apply. Finally, the children will consider how the weather is having an impact on the Poles. **In Year 1, the children considered how weather impacts on our activities. Now they will consider how the changing weather impacts on the physical nature of the Poles.**

## UK...Nottingham...Home

Having been introduced to the geography of the local area in Year 1 and what makes a village, children will now focus on cities. They will learn the names of the capital cities of the UK and compare life in a village and a city. They will extend their understanding of maps and map work by spending time looking at aerial photos and interpret how useful aerial pictures are; to understand what we can and can't learn from them. Following some local fieldwork, the children will design their own local maps. **This will also enable them to call on their prior learning this year and last year to consider maps, keys and compass points.**

## Year 3

### Landing in the UK

This short unit, supports the work, learning and understanding of the Year 3 history topic – Anglo Saxons. The children will already have learnt when, where and why they landed in Britain but will now develop their geographic understanding in relation to this. They will learn where the Anglo-Saxons came from and through map work will identify European countries (**building on their UK and continents work in KS1**). They will extend their map work and their use of geographical vocabulary. IN particular they will **build on the compass work of Y2**, to learn and use the eight points of a compass. They will also identify seas and rivers and begin to question how layout and geographical features impact on decisions when travelling and settling in a new area.

### Volcanoes (inc. Extreme Earth)

Children are introduced to natural disasters with a clear focus on volcanoes. They will learn what a volcano is, how it is formed and what happens when a volcano erupts. They will begin to appreciate the impact an erupting volcano can have on a local environment (**which will enable them to build on their work on weather changes and its impact in KS1**). They will use a map to identify tectonic plates and begin to realise that maps can be used for more than just locating countries. They will question what life would be like in a volcanic area and begin to compare to their own environment (**Studied regularly in KS1**). Indeed, they will compare and contrast life in a volcanic region of Italy with their life in rural Nottingham.

## Year 4

### Settlements, land use and change

The children's prior learning has given them the opportunity to discuss and understand what makes **their environment a good place to live**. Now the children will learn the term settlement and understand what is actually needed and essential for a settlement. They will question and investigate why settlements develop in a certain area (**building on the Y3 work on settlements during Anglo-Saxon times**) and identify similarities and differences between settlements. They will learn that land is not always used for the same thing but why different land uses are so important. They will extend their map work and knowledge of location by seeing how areas are linked and question how we travel with the long-term future of the environment in mind.

## Environments

Having learnt about how climates affect our daily lives in Year 1, how weather changes are affecting life in the North and South Pole in Y2 and the impact of natural disasters on the local environment in Y3, the children now focus on the World at large. They are able to develop their geographical knowledge and vocabulary, by focusing on biomes and climate zones and consider how the different areas have adapted for their needs. They will address the big issue of how our planet is changing and the negative impact some of our actions have. They will learn how the different biomes are being damaged but more importantly what we can do to help! They will discuss the big changes needed by all but also the small steps we can take to protect and preserve our environment.

## Year 5

### Rivers (inc. The Americas)

Rivers have played a big part in our history and geography curriculum. **In history, the children have learnt why rivers were so important to settlers and invasions and in geography, the children have identified key rivers in the UK.** During this topic, the children will begin to really understand the life of a river. They will learn about the parts of a river and the role of each part and how rivers change over time (such as the introduction of Oxbow lakes). **This is also another opportunity to re-iterate to children that landscapes change.** The children will learn about the biggest river in the world and discuss the interesting fact that there are two answers! (depending on whether you mean largest or longest). Time will be given to introduce ports and to appreciate why they are so important in the world and particularly in the UK and how they play such an important role in the import and export of goods. Finally, the children will focus on the longest river in the world – the Amazon. This provide the perfect opportunity to study South America and consider factors such as climate, holidays, rivers, rainfall, clothing, hours of sunshine, language. The topic will finish with a research project on the Amazon, allowing the **children to demonstrate and extend their geographic knowledge on areas such as: Flora, Fauna, people, towns and cities, environments, climate and temperature, risks.**

### Modern Greece

**Following on from their introduction to Europe during the Y3 geography topics,** the children now focus on one particular country in Europe – Greece. This will build on their work in History on Ancient Greece but also provide the perfect opportunity to hone skills and knowledge developed so far in our geography curriculum. Focusing closely on one country, **the children can consolidate their understanding (and prior learning) of weather and climate, climate zones, import and export.** Through graph work, the children can make observations and look for patterns when comparing the climate of Greece to the UK. They can also develop their understanding of tourism and why Greece has, for such a long time, been a major tourist destination. Finally, through a discussion on exports, the children can further develop their understanding of climate change; understanding that climate change does not only affect the weather and the landscape but also the land itself (and therefore the lives and livelihood of people too).

## Year 6

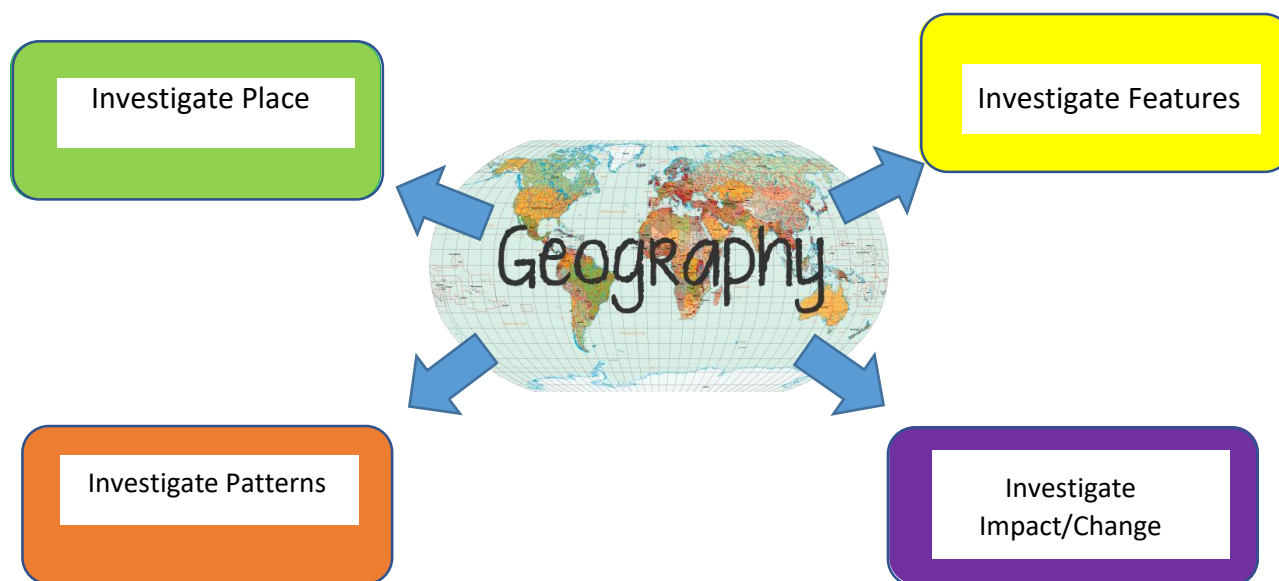
### China

**Having focused on Europe and America in previous years,** our Geographical journey now takes us to Asia. Not only does this extend the children's worldly knowledge but allows for further comparison between different countries, continents and cultures. Throughout this unit, the children will draw on many of the skills previously taught; whilst further embedding key concepts from prior learning. The children will extend their map work to consider bordering countries and become introduced to key terminology such as provinces and municipalities. Through a close study of China's landscapes, **the children will build on their prior work on biomes and rivers** and learn more about the effect of our intervention on the land (desertification). **Like their work in Y5 on Greece,** the children will look at tourism only this time they will consider the advantages and disadvantages of tourism, of economic growth and how such changes impact not only the lives of people in China but also people across the globe.

## **Ordnance Survey Maps**

Our map work concludes in Year 6 with a clear focus on ordnance survey maps (OSM). **Having previously looked at keys and symbols in KS1**, the children in Y6 look at the history of ordnance survey maps before focusing on some map symbols used on OSMs and the relevance of colour on the symbols. The children also extend their knowledge of compass points (**from KS1 and Lower KS2**), and ensure they have fully understood the 8 compass points we use. Time is also given to grid reference points and becoming familiar with using four and six-figure co-ordinates. The unit finishes with an evaluation of weather instruments. **Throughout our geography curriculum weather symbols, weather conditions and weather changes have been discussed and embedded** and now children have to identify weather instruments and what they measure. Alongside this they also need to discuss who would find weather forecasts useful and why.

# What are the key knowledge concepts in Geography at our school?



## Place, Features, Patterns, Impact, Change

All Geography topics at Lambley Primary School are carefully planned under four investigative concepts. We believe that these concepts ensure we have good coverage and teach children the necessary skills to unpick and question geography. Ensuring that all topics cover these headings, we know the children are developing the necessary skills whilst providing opportunity for retrieval and the development of prior learning. These key concepts ensure that the children's learning is built upon and provides the time needed to make links and deepen understanding.

Our four key concepts:

### **Investigate Place**

Our introduction into geographical topics begins with map work. An appreciation of location is so important and supports children as they begin to question and compare areas to where they live. As well as studying the areas in detail (throughout a topic), we want the children to make predictions based on prior knowledge and deductions. They need to look at a map and compare to other countries studied. Children can investigate climates by drawing on their existing knowledge, e.g. the weather in Greece is hot because it is near...

Whilst investigating places, the children will also identify counties, cities, towns and villages. They will identify geographical regions and key topographical features. Through map work, pictures, photos and picture books they will also be able to recognise how they have changed over time. Fieldwork will also be essential in developing our understanding of place.

### **Investigate Features**

Time will also be spent focusing on human and physical features and ensuring the children use the appropriate geographical vocabulary. Children will learn to accurately describe key features and begin to discuss the reasons why a particular place is suited to a particular use.

Key themes such as the weather, the water cycle, climate zones, rivers and mountains will be discussed and children will investigate the importance of each and the role that they play. We will enquire why different types of land have different uses; identifying reasons why land is used in particular ways and link this to physical features. Whilst identifying features, the children will ask how they impact on life in a particular area and most importantly, how do we know.



### **Investigate Patterns**

Alongside an investigation of features, time will be given to investigate patterns. The two concepts are heavily linked and the knowledge from one, supports and develops the other. At this stage our geographers will be looking for similarities and differences. This aspect will draw on their knowledge of their own environment as well as asking them to compare countries and areas studied throughout their geographical journey at Lambley Primary School.

They will begin to suggest reasons for the similarities and differences (in terms of their physical and human geography) and begin to express a preference about places. As they move through school, their preferences will be based much more on knowledge and evidence. They will investigate several European, North American and South American countries. They will also develop a deeper understanding of interaction between physical and human geography.

### **Investigate Impact and Change**

With all the newly acquired knowledge, the children need to investigate impact and change. They need to ask themselves, “so what?” and “Why do we need to know?” We have to ask how human and physical features have changed and how they impact on their wider environment. They need to recognise how the environment can change over time. To know that physical and human geography are related and often dependent on each other. This area of study also allows for the children to address the big question of the impact that humans are having on the planet and the long-term consequences. They will also investigate what can be done to protect and heal the many different and varied environments around the world.

## Geography Long-Term Plan

	Autumn	Spring	Summer
Year 1	Wonderful Weather	Our World, Our Country	Our Local Area
Hook	Does weather affect our day to day lives?	Where in the world is Nottinghamshire?	How has Lambley changed over the years?
Year 2	Oceans	North Pole, South Pole, Equator	UK...Nottingham...Home
Hook	Is plastic fantastic?	Is the temperature the same wherever you go?	Does our city look different to a bird?
Year 3	Landing in the UK	Volcanoes (inc. Extreme Earth)	
Hook	What is a river? What is a sea?	Would you live next to a volcano?	
Year 4		Settlements, land use and change	Environments
Hook		If I lived somewhere else would it just be the same?	Is my world in danger?
Year 5		Rivers	Modern Greece
Hook		What is a river? Where does it go?	How does Greece contribute to the world?
Year 6		China	Ordnance Survey Maps
Hook		What is China like?	How can I use a map to find a new location?

## How will we know the children learn well in Geography at our school?

How well do children learn in Geography?	Evidence
<b>Pupils can use the knowledge and vocabulary they have learnt to verbally articulate their understanding. They show that they can retain facts.</b>	Child-led Book Looks Pupil voice
<b>Pupils can use knowledge they've learnt and transfer to a structured piece of writing. Showing they can retain facts and show an understanding of their learning.</b>	Book Looks Pupil voice
<b>Pupils use homework and topic walls effectively to show how they are building on prior learning and using current knowledge and vocabulary to develop understanding.</b>	Work scrutiny Pupil voice Homework Displays
<b>Pupils show a natural curiosity for their topic</b>	Pupil voice Homework Classroom visits
<b>Use of progression documents allows pupils skills to develop through year groups</b>	Work scrutiny Pupil voice Topic Plans Progress Planners