



Latimer Primary School

Geography

Curriculum

Developing Responsibility; Caring About Achievement

Geography at Latimer

At Latimer, we have created our own scheme of learning to provide structure, progression of skills, vocabulary and clear assessment opportunities throughout the geography curriculum. Geography at Latimer aims to equip children with a sound knowledge of the world and their place within it; focusing on the diversity of people and places around the globe. Through geographical enquiry children will develop a deep understanding of the Earth's key physical and human processes and understand their responsibility to the world. Throughout their time at Latimer children will develop their thoughts and opinions on sustainability and the environment by learning about issues which will have impacted people's lives. Our aim is that children leave Latimer knowing how their actions will affect their world in the future.

We believe that geography is not a stagnant subject but it evolves and should take into account global changes which both affect our world and children's' lives. Children should be given the opportunity to explore changes in the world, to ask and answer questions and discuss its impact both on the environment and their existence. Children should be free to discuss current issues in a safe and supportive setting whilst using relevant, up to date information to aid their understanding.

As teachers, we promote enquiry learning; encouraging children to pose their own questions about the world they live in. Key facts are taught to ensure that children have a geographical base line of knowledge, such as the capitals of the world, water cycle, compass points and locating countries and continents on a map or atlas. Along with this, children are taught how to interpret statistical data to draw their own conclusions and use aerial photographs to identify human and physical features.

Fieldwork is an imperative part of geography and where possible, children are taken on field trips to enhance their learning and put geography into context. We believe that high quality fieldwork allows children to embed their learning, pose questions, enquire about places first-hand and requires pupils to use and practise a range of skills in a variety of contexts. If it is practical to take children on field trips, we work hard to provide good quality resources which engage and interest, such as using Google Earth, aerial photographs and guest speakers. By providing carefully planned lessons, children are able to gain a broader understanding of the world in which they live and how they can impact positively upon it.

Progression in Geography

As our pupils enter our school, our EYFS provision develops an early awareness and interest of the world that will stimulate their inquisitiveness and understanding of the world around them. Their geographical knowledge and skills are developed from child centric geography and the world around them to more recent wider world history through pupils making sense of their own locality and contrasting localities of the rest of the world. By the time they leave us, geography will be a fundamental of part of our pupil's futures. They will be able to use their geographical skills to see the world through many lenses and celebrate our worlds varied and diverse geography. Pupils have the disciplinary skills through fieldwork and substantive knowledge to have a successful transition into key stage 3 learning and beyond as successful geographers. We also want all pupils to leave Latimer with an excellent understanding of the geography of our local area and understand the rich and diverse geography around them including that of local amenities.

Enrichment in Geography

As pupils move through the school our pupils learn fieldwork at appropriate levels. There are various ways in which we enrich the pupils' geographical knowledge and skills beyond individual Geography lessons:

- Trips and visits, including the Sea Life Centre in Birmingham and the Norfolk Coast as part of the Year 6 residential.
- The design of the curriculum means that pupils will have geographical links to other areas of learning (especially Science and History).
- Sustainability awareness
- Assemblies

SEND adaptations in Geography

For the majority of our pupils with SEND geography is accessible and enjoyable. We aim that all pupils of all abilities and needs can access geography to a high standard through suitable adaptations to the curriculum. We ensure that teaching is adjusted to reduce the burden on working memory and build routine and repetition into learning. Any written materials or outcomes are adapted, if needed, to ensure to provide achievable challenge.

Designing our Geography Curriculum

Latimer's geography curriculum has been designed bespoke to the needs of our school with specialist support from external practitioners who are experts in their field including those from the Geographical Association and local network groups.

Subject experts have reviewed this curriculum and identified the essential knowledge and skills that our pupils need to know and be able to do- that can be effectively taught in the time available. Our curriculum aim is to provide the basis of knowledge and skills for our pupils to continue to develop if they choose and to give pupils insight into the worlds geography and how it has affects our lives today.

The geography curriculum has been designed with the National Curriculum in mind with additional units which focus on the local area's geography to look at ways we can give pupils more appreciation and connection with the world around them. The Simple Truths of our school are encompassed throughout geography as we are developing responsibility. Vocabulary is built into our curriculum, which progresses as they move through the school, building upon prior knowledge and learning.

Spiritual, Moral, Social & Cultural (SMSC) Development in Geography

Spiritual

Through teaching geography, we can also develop children's spiritual development. Essentially, Geography is about studying people; where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live near the amazon rainforest, be a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about.

Moral

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should open cast mining be allowed in an area of outstanding natural beauty? Such issues are explored through fun decision-making activities, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

Social

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.

Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.

Cultural

An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.



Whole School Overview Geography Curriculum

Year Group	Units	Units	Units
EYFS	** directly linked to Development Matters: Understanding Where We Live; Locational and Seasonal Language		
Year 1	Anstey and the United Kingdom		Weather patterns
Year 2	Oceans and Continents and Climate Change	Geographical skills	Contracting locality: A day in the life of a Zambia child with child at Latimer.
Year 3	Geographical skills	European country – France	Volcanoes, earthquakes, and biome
Year 4	Locational concept knowledge (hills and mountains)	The plastic crisis	The Amazon River
Year 5	Locational concept knowledge – longitude and latitude	South America (The Rainforest)	Climate change
Year 6	Locational concept knowledge (coast and rivers in the UK)	Movement of people	



Progression of Vocabulary in Geography

	Locational knowledge	Place knowledge	Human and physical Geography		Geographical skills and fieldwork
EYFS	Anstey Leicester Map World Earth	Town Village City country	Seasons (summer, spring, autumn, winter) Weather Changes Road Buildings Hill Path Road Church Park		Same/different Locational and directional language (near, far, left, right, up, down) Anstey Local park (field word – Tractor park) Devise simple map of route on fieldwork trip – using photographs to plan and sequence route.
Year 1	Globe Map Mountain England Wales Northern Ireland Scotland English Channel North Sea Iris Sea	Village City Town Factory House Offices Shop Island Anstey	Season Temperature Forecast Weather Thermometer Rain Gauge Human features Physical features		Atlas Globes Maps Locational and directional language (near, far, left, right) Devise simple maps Key (on a map) Field work and observational skills Human and physical features
Year 2	Ocean Continent Equator North Pole South Pole Climate Satiated photographs Region Tropical	Located Mugurameno Anstey Desert	Physical feature Human feature Landmark Map symbol Cliff Coast Soil Beach Forest	Hill Mountain Valley Ocean Vegetation Poverty Landlocked Crops population	Atlas Globes Maps Map symbols Satellite and aerial Landmarks Human and physical features Devise simple maps Construct basics symbols in a key (on a map) Compass – North, South, East and West
Year 3	Europe European Population Countries Continent	Mediterranean Region Tourism Mountain	Magna After shock Earthquake Dormant Lave Tectonic plates Biome Ring of Fire		Atlas Globes Maps Satellite and aerial Human and physical features Topography Contours Compass – North, South, East and West



				Four-figure grid reference
Year 4	Peak Ascent Summit Landform Mountain range River	Amazon Basin Tributaries Delta Flood Plain Source Meander Mouth	Plastic Plastic pollution Crisis Community Bio-degradable Sustainability Non-biodegradable Responsibility	Atlas Globes Maps Topography Contours compass N, S, E, W Photographs Data sources Graph work Analyse data Six-figure grid reference
Year 5	Longitude Latitude Tropic of Cancer Topic of Capricorn Time Zone Equator Hemisphere Prime Meridian	South America	Deforestation Responsibility Logging Biodiversity Tropical rainforest Eco System Economic Impact Climate change Greenhouse effect Extinct Carbon footprint Fossil fuel	Atlas Globes Maps Satellite and aerial South America Eight points on a compass Hemispheres Photographs Data sources Graph work Analyse data
Year 6	Revetments Groynes Stacks Arches Floods Dam Sediment Erosion	Sheringham Mediterranean Sea English Channel	Population Immigration Migration Emigration Crisis Asylum seeker Refugee Data	Photographs Data sources Graph work Analyse data Physical and human features of Sheringham. Sketch maps Create maps Grid references

Disciplinary and Fieldwork Progression



Fieldwork opportunities

	Fieldwork opportunities		
EYFS	<ul style="list-style-type: none"> • Visit to local park • Photographs of route to sequence • Children to draw and label a simple map of their route to the park. 		
Year 1	Anstey and the United Kingdom	Weather patterns	
	<p>Walk around Anstey and visit local amenities such as the library, church, The Brook, CO-OP, park, shops, offices and restaurants.</p> <p>Observe the safety routes – traffic lights and crossings.</p> <p>Make an audio recording of an interview about someone’s job (children to write questions)</p>	<p>Watch daily weather reports for the whole of the UK. Using weather symbols and a large map of the UK children to move the symbols and analyse how the weather is different for different part of the UK.</p> <p>Using language gained from watching the weather forecast. Children to present their own weather forecast.</p> <p>Make a class rain gauge to analyse rainfall in Anstey.</p> <p>Make a bar chart representing the rainfall – using data gathered</p>	
Year 2	Oceans, continents and climate change	Contracting locality: A day in the life of a Zambia child with child at Latimer.	Geographical skills
	<p>Complete a fieldwork enquiry using temperatures and map skills to locate the hottest parts of the world to visit on holiday.</p> <ul style="list-style-type: none"> • Enquiry question • What will I do? • Data I will collect • What I found out 	<p>Create a map of Mugurameno village Use 3D models the children have created along with digital photos; annotating them with labels or captions</p>	<p>Sketch landmarks in Anstey and London making comparisons.</p>
Year 3	Geographical skills	European country – France	Volcanoes, earthquakes, and biome



		Children to create a travel journal of information, maps, photographs with captions, statistical data about what there is to see and do if you visit France.	Make a model of a volcano and annotate with labels and captions regarding how volcanoes have a serious effect on the lands and people around them when they erupt.
Year 4	Locational concept knowledge (hills and mountains)	The plastic crisis	The Amazon River
	<p>Relate large scale plan to the fieldwork site identifying relevant features (view different scale maps and identify mountains in the world)</p> <p>Make a topography model label with information</p>	<p>Children write and hold a school assembly on plastic pollution – linking how we can take some responsibility for reducing plastic pollution within our school.</p> <p>Sea Life Centre in Birmingham</p>	<p>Use a range of maps, including and aerial photographs to identify and observe The Amazon River- make sketches</p> <p>Complete a Fieldwork Enquiry based on the question above:</p> <ul style="list-style-type: none"> • Planning (how will I answer the question?) • Collect data (What data do I need to find?) • Present data (How will I display my data/information?) • Analyse data/information (What does my data/information show?) • Communicate results (What did I find out? What action could I take as a result of my findings?) • Evaluation (Would I change anything if I did this enquiry again?)
Year 5	Locational concept knowledge – longitude and latitude	South America (The Rainforest)	Climate change
		<p>Use a range of maps, including and aerial photographs to identify and observe The Amazon River- make sketches</p> <p>Class debate to answer what comes first, your family or the earth?</p> <p>Children to write questions and debate the pros and cons of deforestation reflect the information gathered.</p>	<p>Children to record the feelings of different generations asking what they feel the world will look like in 100 years' time.</p> <p>Share these recordings and feeling with parents. Invite parents into school to share these feelings and give a summary on the findings from the recordings</p>
Year 6	Movement of people	Locational concept knowledge (coast and rivers in the UK)	



<p>Refugee speaker from the refugee centre</p> <p>Use a range of data – Asylum seekers coming to Europe - UNHCR, Eurostat</p> <p>Migration immigration source – Migration policy institute data</p> <p>Newspaper articles and news reports</p> <p>Complete a Fieldwork Enquiry based on the question above:</p> <ul style="list-style-type: none">• Planning (how will I answer the question?)• Collect data (What data do I need to find?)• Present data (How will I display my data/information?)• Analyse data/information (What does my data/information show?)• Communicate results (What did I find out? What action could I take as a result of my findings?)• Evaluation (Would I change anything if I did this enquiry again?)	<p>Children to use: diagrams, digital photos, observations, sketch the coast line.</p> <p>To look at photographs from the past; comparing similarities and differences of the coast line</p>
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