



OUR *Geography* CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of Geography at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

At Cherry Lane Primary School, we aim for a high quality geography curriculum which inspires in pupils a curiosity and fascination about the world around them and their place in it. Teaching should equip pupils with knowledge about diverse places, people, resources; natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills and we want children to enjoy and love learning about geography by gaining these knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Ensuring that the geographical knowledge and skills progress from EYFS to Year 6 enables our pupils to achieve ambitious outcomes by the time they leave Cherry Lane Primary. The geography curriculum at Cherry Lane Primary enables children to develop knowledge and skills that are transferable to other curriculum areas.

IMPLEMENTATION

At Cherry Lane, our curriculum is shaped by our school vision where we value: excellence, inclusion, unique potential and learning for life. We aim to enable all children to feel safe and respects themselves and

respect others and to work to the best of their abilities and feel rewarded for their efforts and achievements. We have implemented a curriculum that is progressive throughout the whole school and is based upon the 2014 Primary National Curriculum in England, delivered through the Rising Stars scheme of work for geography and is taught in regular half termly topics. Knowledge and skills are sequenced logically from EYFS to year 6, to increase in complexity, ensuring that pupils have opportunities to practise geographical skills and build on them to achieve greater independence as a geographer by the time they reach the end of KS2. Existing knowledge is checked at the start of each new topic by completing a ‘Unit Starter’ and at the beginning of lessons. This ensures that teaching is informed by the children’s starting points and takes account of individual needs and prior learning. Key knowledge, skills and vocabulary for each topic are identified at the start of each unit and shared with the pupils and parents in lessons and through Parent Overviews at the start of each half term. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.

PROGRESSION OVERVIEW

By the end of Key Stage 2, we want pupils to be confident, independent geographers; a key component of this is pupils confidently using geographical skills in lessons. Pupils will encounter and build on each of these skills each year, so that by the time they reach Year 6 they are using and applying these skills confidently, independently and purposefully in order to achieve our ambitious curriculum aims. Our geography planning ensures there is a progression of geographical knowledge, vocabulary and skills

Long Term Plan Topic Overview Geography

EQ: Enquiry Question

MF: Main Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Ourselves and Our Families <ul style="list-style-type: none"> Where do we live? Our local area in maps Forest School: Explore the natural world around them: changes in seasons 	Food Festivals and Celebrations <p>Look at the journey to the Church on a local map; Use Google Maps to identify local shops / streets / crossings & green spaces</p>	Fantasy and adventure <p>Forest School: Explore the natural world around them: changes in seasons</p>	Transport & Space <ul style="list-style-type: none"> Data collection: Which is the popular mode of transport along Simpson Road? Why? Forest School: Explore the natural world around them: changes in seasons 	Minibeasts <p>Explore the natural world around them & learn about the habitats of minibeasts.</p>	The Seaside <ul style="list-style-type: none"> Identify characteristics features of a seaside, town & farm Use maps of school grounds to locate buildings & structures within EYFS and KS1 playgrounds
Year 1	Unit1 Our Local Area EQ: What's it like where we live? MF: Use maps to identify the UK and its countries		Unit2 People and their communities EQ: Where in the world do these people live? MF: Understand geographical features by contrasting the UK with a non-European country		Unit3 Animals and their habitats EQ: Where do our favourite animals live? MF: Use compass directions to describe features and routes on a map	
Year 2	Unit4 Seasons EQ: What are seasons? MF: Identify seasonal and daily weather patterns in the UK		Unit5 Journeys: food EQ: Where does our food come from? MF: Describe and understand key aspects of human Geography, including trade links			Unit6 Our wonderful world EQ: What are the 7 wonders of the world? MF: Devise a map and basic symbols in a key
Year 3	Unit1 Our World EQ: Where on Earth are we? MF: Locate the world's countries using maps		Unit2 Climate and weather EQ: Why is climate important? MF: Identify seasonal/daily weather patterns in the UK			Unit3 Coasts EQ: Do we like to be beside the seaside? MF: Name geographical regions and their identifying characteristics in the UK
Year 4	Unit5 Rivers and the water cycle EQ: How does the water go round and round? MF: Describe and understand key aspects of physical geography, including the water cycle		Unit4 The Americas EQ: Can you come on a Great American Road Trip? MF: Locate the world's countries using maps, including North and South America		Unit6 Earthquakes and Volcanoes EQ: How does the Earth shake, rattle and roll? MF: Describe and understand key aspects of physical geography, including volcanoes	
Year 5		Unit1 Changes in our local Environment EQ: How is our country changing? MF: Identify geographical characteristics of the UK, and understand how some have changed over time		Unit2 Europe: A study of the Alpine EQ: Where should we go on holiday? MF: Locate the world's countries using maps		Unit4 Journeys: Trade EQ: Where does all our stuff come from? MF: Use maps, atlases and digital mapping to locate countries and describe features
Year 6	Unit3 South America: The Amazon EQ: What is life like in the Amazon? MF: Understand similarities and differences of a region of the UK, and a region within South America		Unit5 Protecting the Environment EQ: Are we damaging our world? MF: Describe and understand aspects of human geography, including settlement and land use		Unit6 Our world in the future EQ: How will our world look in the future? MF: Name & locate counties & cities in the UK, & understand how some aspects have changed over time	

Long Term Detailed Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Ourselves and Our Families</p> <p>Use maps to identify where they live & area surrounding the school. Use aerial views of school grounds to locate forest school, the climbing frame & shed within Reception grounds</p> <p>Black History Month: World maps to show Journeys made to the UK from Africa / USA</p> <p>Forest School: Explore the natural world around them: changes in seasons</p>	<p>Food Festivals and Celebrations</p> <p>Use maps to locate where Houses of parliament is – Gun Powder Plot; Maps to locate how/where special food is used in cultural celebrations (Diwali)</p> <p>Look at the journey to the Church on a local map; Use Google Maps to identify local shops / streets / crossings & green spaces</p>	<p>Fantasy and adventure</p> <p>Use world maps / globes to show where in the world some Dinosaurs lived.</p> <p>Forest School: Explore the natural world around them: changes in seasons</p>	<p>Transport & Space</p> <p>Data collection: Which is the popular mode of transport along Sipson Road? Why?</p> <p>Forest School: Explore the natural world around them: changes in seasons</p>	<p>Minibeasts</p> <p>Explore the natural world around them & learn about the habitats of minibeasts</p>	<p>The Seaside</p> <p>Identify characteristic features of a seaside, a town & a farm</p> <p>Forest School: Explore the natural world around them: changes in seasons</p>

<p>Year 1</p>	<p>Unit1 Our Local Area What's it like where we live? Develop knowledge of the local area, recognising landmarks and basic human and physical features. Draw simple maps and symbols / key for a map</p>		<p>Unit2 People and their communities Where in the world do these people live? Name 4 countries of the UK Compare UK to a non-European country (human / physical)</p>			<p>Unit3 Animals and their habitats Where do our favourite animals live? Name 7 continents and 5 oceans Place knowledge of continents and hot & cold areas & habitat of an animal Physical & human features of landscapes</p>
<p>Year 2</p>	<p>Unit4 Seasons What are seasons? Develop locational and place knowledge of UK & their locality Seasonal & daily weather patterns in UK & identify hot & cold places around world Geog skills: observations, compass, maps Directions N/S/E/W on compass</p>			<p>Unit6 Our Wonderful World What are the seven wonders of the world? Human & physical geography of local area Identify UK wonders Name & locate continents & oceans & hot & cold areas Use maps & atlases</p>		<p>Unit5 Journeys: Food Where does our food come from? Locate 4 UK countries & capital cities.</p>

				Wonders around the world – old & new		
Year 3	Unit1 Our World Where on Earth are we? Map skills: lines of equator, latitude, longitude, northern & southern hemisphere, tropics of Cancer & Capricorn, Arctic & Antarctic circle and times zones, 8 compass points,		Unit2 Climate and Weather Is climate cool? Map skills: Locate, name & describe climate zones around the world; Use geog Vocab to describe variety of biomes & vegetation belts; weather, climate & climate zones			Unit3 Coasts Do we like to be beside the seaside? Locate & name some counties & cities of the UK; learn about key topographical features inc coasts / rivers how they've changed over time; similarities & differences of a UK coast & 1 abroad;

					Types of settlements & land use around coasts
Year 4	Unit5 Rivers and the water cycle How does the water go round and round? Locate & name UKs rivers & mountains; Describe features of a river & mountain environment in the UK; How rivers & mountains are formed & where they fit into the water cycle		Unit4 Americas Can you come on a Great American Road Trip? Use an 8 point compass ; Use maps/globes to locate major cities in North & South America; Study a North & South American region & understand geographical similarities & differences;		Unit6 Earthquakes and volcanoes How does the Earth shake, rattle and roll? Name & locate volcanoes; can give reasons why physical processes cause hazard to people; Describe advantages & disadvantages to living in hazard prone areas; Can describe a volcano; an eruption & an earthquake

<p>Year 5</p>		<p>Unit1 Changes in our local environment How is our country changing? Map skills: 8 compass points & 4 & 6 grid references, symbols & keys; Use OS maps; Name & locate UK counties & cities, regions, identifying their characteristics; Explore physical & human geography of a region & look at changes over time & land use</p>		<p>Unit2 Europe: A study of the Alpine region Where should we go on holiday? Countries, cities & regions in Europe; Physical & human processes that shape a region; learn about a European region</p>		<p>Journeys: Trade Where does all our stuff come from? Understand key aspects of human Geog inc types of settlements, land use, economic activity & natural resources; Use maps to locate countries & describe features studied</p>
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<p>Year 6</p>	<p>Protecting the environment Are we damaging our world? Use 8 point compass, symbols & keys; maps/atlas / globes to locate countries studied; measure, record & present human & physical features in the local area;</p>		<p>South America: The Amazon</p> <p>What is life like in the Amazon?</p> <p>Locational & place Knowledge of South America & the Amazon basin & river</p> <p>Use maps to locate major cities in South America; Describe & understand key changes in the Amazon & life in the Amazon</p>		<p>Our World in the future</p> <p>How will our world look in the future?</p> <p>Use fieldwork to observe, measure, record & present features in the local area using a range of methods; Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United; Describe & understand key aspects of human & physical geography in relation to the local area.</p>	
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CONSOLIDATION

Our curriculum is designed in a way that allows pupils to revisit and build on previously learnt knowledge and skills but with deepening layers of complexity.

Recalling previous learning at the start of a unit and each lesson giving teachers opportunities to ascertain whether pupils have the necessary knowledge to understand that particular lesson, and therefore address any key misconceptions prior to introducing any new content.

We incorporate the use of exciting interactive theatre workshops, fieldwork and quizzes alongside retrieval questions to support our pupils bringing knowledge from long term memory into the working memory.

Retrieval Quizzes

Pupils can complete retrieval quizzes after teaching particular knowledge at end of a lesson or at end of a unit. These quizzes are can be completed individually by pupils, as teams or as a whole class. By more frequently expecting children to retrieve prior knowledge, we are supporting them to remember more over time.

4 In which season would you see lots of new leaves on trees?

Spring

Summer

Autumn

Winter

	True	False
In the UK we have two seasons.	<input type="radio"/>	<input type="radio"/>
All countries have four seasons.	<input type="radio"/>	<input type="radio"/>
The wind is caused by the trees moving.	<input type="radio"/>	<input type="radio"/>
If it is hot in the UK, in Australia it can be cold.	<input type="radio"/>	<input type="radio"/>
If it is hot in London, it can be cold in Edinburgh.	<input type="radio"/>	<input type="radio"/>
If it is hot in Edinburgh, it can be cold in London.	<input type="radio"/>	<input type="radio"/>

KEY VOCABULARY

In order for pupils to be confident geographers, we expect them to accurately and confidently use geographical vocabulary and talk like a geographer. The vocabulary that they need to know is detailed on each lesson plan.

Can you come on a Great American Road Trip? – Week 1

Learning objective	To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.
Key question	What are North American cities like?
Success criteria	<ul style="list-style-type: none">• I can locate the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth.• I can find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver.• I can record (on a worksheet) the names of the cities, and the country and state each is in.
Key vocabulary	City, state, country, continent, North America, South America, northern hemisphere, compass points (8)
Activities	<i>Explain to the children that, in this unit/geography topic, they are going to be finding out about places in North and South America. They will be using a globe, an atlas and/or the internet to identify countries, states and cities in the two continents. Use this lesson to model as a whole class activity what the children are going to do themselves in groups in subsequent lesson(s). How to use the index in an atlas, and/or the search function in Google Earth, are important. When using an atlas or Google Earth point out the position of the Tropic of Cancer.</i>

Key vocabulary that pupils will need to learn for each unit is also identified in the knowledge organisers for individual units.

Key takeaways

1. North and South America are extremely varied continents. Every type of landscape imaginable is there.
2. Many countries make up these continents, and there are many biomes (environmental regions); these include:
 - The western coast: Comprising several biomes, including dry flat areas (plains), mountains with forests (Rocky Mountains) and the long Pacific Coast, there are also rainforests in the Northwest
 - Great Plains / prairies: Huge areas of grassland and farming over five American states and two Canadian provinces.
 - Canadian Shield: A huge, ancient area in Canada with lots of rocks, lakes, and forests, it's like a special time capsule from long ago!
 - Caribbean: A tropical region consisting of lots of islands and islets; its diverse landscapes include towns and cities, beaches, mountains and rainforests
 - Eastern coastal strip: A long, narrow region along the Atlantic Ocean, stretching 2500 kilometres and featuring bustling cities, beautiful beaches, historic landmarks and diverse ecosystems.
3. In South America, as well as many coastal cities and settlements, there is the enormous country of Brazil; the Amazon Basin, which crosses eight countries; and the Andes mountains.
4. Cities in the **United States** include Denver, Colorado; San Francisco, California; Chicago, Illinois; and Anchorage, Alaska.
5. Cities in **Canada** include Vancouver, British Columbia; Yellowknife, North West Territories; Saskatoon, Saskatchewan; Quebec City, Quebec; and Minneapolis, Minnesota.
6. Alaska is an American state and not part of Canada. 'States' in the United States are referred to as 'provinces' in Canada.
7. Many of the buildings in North America are low-rise as there's lots of space, compared to Europe. In cities, buildings constructed in the last 200 years often include clusters of skyscrapers for offices of big businesses. There are museums and theatres in large cities. *Gettine around is often by road rather than rail, so there are vast highways of many lanes to allow people to drive from city to city.*

5 words to remember

Biomes: including deserts, forests, grasslands, tundra and aquatic environments, biomes are defined by the climate, soil, organisms, flora and fauna of a large area; each biome consists of many ecosystems whose communities have adapted to the small differences in climate and the environment inside the biome

Canada: the second-largest country in the world by land area

city: a location where lots of people come together to live, work and take part in leisure activities; growing / rearing food and making products often happens away from modern cities

continent: a huge land area with many countries in it, defined by certain unifying characteristics, which may be physical, human, or cultural

United States: the third-largest country in the world by land area

The northernmost point in Canada is 71° north, and the southernmost point is 55° north, of the equator.

The easternmost point of the Americas is in Brazil, at 35° west, and the westernmost point is in Alaska, United States, at 168° west, of the equator.

The UK ranges from Shetland, at 60° north, to the Isles of Scilly at 49° north, of the equator.

Label the major locations in South America.

Write down the locations in order from furthest north to furthest south, starting with Anchorage, Alaska.

Write a description of the two locations you have learned about that are the most different from each other, and the two that are the most similar, and say why.

The key vocabulary will align with the vocabulary detailed on ‘Unit Starter’ which pupils will keep at the start of each unit in their books. Pupils in KS1 are given pre-populated glossaries which they are encouraged to refer to regularly within a lesson and the topic. KS2 pupils are given partially completed glossaries, which they are expected to have completed by the end of their topic. The intention is that they learn new vocabulary and their meanings, giving them the confidence to use geographical language accurately in their work. In addition, this vocabulary will be displayed on working walls with appropriate accompanying visuals, to support pupils’ understanding. Pupils will also be required to complete a ‘Vocabulary Checkpoint’ at least twice through the unit, ensuring they develop a mastery of geographic vocabulary.

INCLUSION

It is vital that all subjects are accessible for all pupils. Therefore, we ensure that our geography curriculum is taught in such a way that appropriate adaptations can be made to ensure all pupils regardless of their abilities and / or challenges can learn the geographical knowledge and skills for the unit in the following ways:

- *Lesson slides have clear Learning Objectives (LOs) and Success Criteria identified.*
- *Retrieval questions to be used at the beginning of each lesson and within lessons where suitable*
- *Pre-teach to understand vocabulary or subject content*
- *Use of dual coded key words on display boards*
- *Use of writing frames*
- *Use of sentence starters/modelled language and repetition/stem sentences*
- *Opportunities to express ideas in various way- not just verbal*
- *Use of simplified step by step instructions - chunking, learning mats*
- *Ensure documents are enlarged where necessary / magnifier used*
- *Online resources to zoom in and out*
- *ICT resources to be used so children can record online*
- *Use of physical resources e.g. maps, compasses, globes*
- *Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible.*
- *Children to be introduced to area/environment e.g. thorough photos or social story before trips/visits*
- *Ensure content being used in lesson is considered and approached in a sensitive manner.*

- *Access to a ‘Challenge Area’ with appropriately aged challenge cards*
- *Use of problem solving challenges including moral dilemmas and ‘what if’s’ etc.*
- *Use of depth Questioning in class, ask the children to explain their answers and their thinking*

IMPACT

At Cherry Lane Primary School, the children’s learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for geography using the progression framework for Rising Stars. EYFS use the ELGs for Understanding of the World.

The impact of our geography curriculum is measured in a variety of ways during lessons and at the end of lessons. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation.

Pupils end each unit of learning with a Big Finish. The Big Finish allows pupils to showcase their learning by completing tasks enabling them to demonstrate their acquired skills and knowledge by answering the Enquiry Question for the unit. Teachers use the Big Finish as well as other work in the unit to complete their summative assessments and make judgements if pupils are working towards the expectations,

meeting the expectations or are exceeding expectations and working at greater depth.

Through experiencing the geography curriculum at Cherry Lane, our children will:

- Have a growing knowledge of the world and their place in it.*
- Have a wider vocabulary of geographical terms.*
- Aspire to discover more about the world, through reading, travel or the media.*
- Know that they can use their voice to express themselves and their opinions.*
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.*