

A Guide to Geography at Raynville

The Geography Association Primary Geography Quality Mark



This document outlines the expectations of how we teach and monitor the Geography curriculum at Raynville: progression across year groups and consistency across the school.

Teaching Geography at Raynville Academy

Geography Curriculum Statement

The Geography curriculum at Raynville Academy has been designed in accordance with the Early Years Foundation Stage and the National Curriculum. Human, physical and environmental aspects of Geography are weaved together in a progressive way throughout the curriculum journey, and as such each topic builds in sequence on the previous one in consolidating children's understanding of these three key areas of geographical enquiry.

We are very proud of our bespoke curriculum and this has been recognised by the Geographical Association, having been awarded the Silver Quality Mark.

Intent

At Raynville, through Humanities, we want to enrich the lives of the children of our school by making learning memorable. Our teachers have worked hard to develop a unique curriculum based on the concepts and skills required by the NC. The intent is to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. We aim to 'start local and go global' so the children can see the effect of geography around them in their own area, leading to increased understanding of their locality, and the community in which they live. It is our aim to promote the children's interest and understanding of places, faces and spaces- people, resources, natural and human environments, alongside a deep understanding of the Earth's key physical and human processes. In this way we hope that they will be able to use the skills and knowledge enhance their understanding of the world around them.

Content Choices – the Geography Curriculum and the school ethos

Our curriculum promotes a respect and pride for Bramley and Leeds encouraging children to have a positive personal attitude. This starts in the early years with the school environment & the local area. As children progress through school, they develop a sense of place within the wider world.

We aim to provide enriching experiences as the children are exposed to a wide range of places during their time at our school. This includes broadening pupils' experience of different localities, sometimes with field trips and awareness of issues.

Our curriculum has been designed to enable the pupils to develop respect for themselves and their locality as they progress through the curriculum. Pupils are also encouraged to consider environmental issues as part of the Geography curriculum. As a consequence they develop respect for the environment on a wider global scale, as well as understanding how our lives and our environment are interlinked.

Our curriculum also follows a clear sequence, beginning with the local, moving to a national setting, then a global context. This allows pupils to make connections with their familiar locality & use the same geographical approaches to explore unfamiliar or contrasting regions. Referring back to this process across the key stages allows pupils to apply their skills and make connections that deepen their understanding.

Our curriculum equips the children with:

- The ability to communicate geographical information in a variety of ways.
- The ability to interpret a range of sources of geographical information.
- Knowledge of spatial variation and change over time.
- Knowledge of the location of globally significant places; including their defining human and physical characteristics.
- The ability to understand methods of geographical enquiry and to be able to ask and answer questions.

Our Geography curriculum aims to inspire our pupils' curiosity to know more about the world around them. Geography helps pupils to understand the process that give rise to key features of our world, the variety of places and spaces that we encounter and how human actions and the environment are interdependent.

EYFS

| Geography | | | |
|--------------------------|-------------------------|---|--|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. | |
| | Understanding the World | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| Reception | Understanding the World | <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. | |
| ELG | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
| | | The Natural World | <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. |



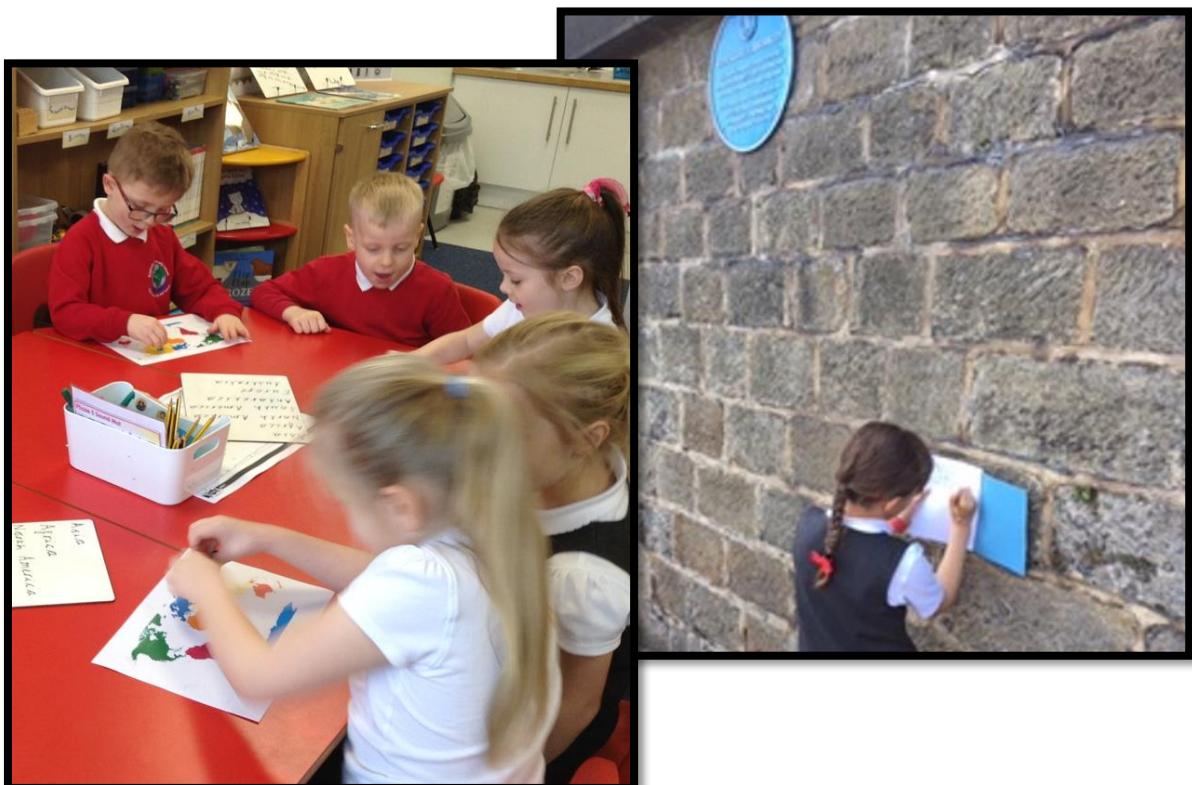
Key Stage 1

Key Stage One Humanities Overview

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------|--|---|---|---|---|--|
| Year One | Brilliant Bramley (All about us, All About our Family, All about our school) Ge1/1.3b Ge1/1.4b Ge1/1.4c → Ge1/1.4d | Toys Hi 1/1.1 Hi 1/1.3 | Mapping the UK Ge1/1.1b Ge1/1.4a Ge1/1.3b Ge1/1.4b Ge1/1.4c | Travelling Transport Hi 1/1.1 Hi 1/1.3 | What's Your Superpower? Hi 1/1.2 Hi 1/1.3 (local superhero) | Land Ahoy! (Seaside & coastal features) Ge1/1.4a Ge1/1.3b Ge1/1.4b Ge1/1.4c |
| | Autumn week & weather chart | Winter week & weather chart | | Spring week & weather chart | | Summer week & weather chart |
| Year Two | Wonders of the World- Continents & Landmarks Ge1/1.1a Ge1/1.2 Ge1/1.3 Ge1/1.4a Ge1/1.3b Ge1/1.4b | Great Fire of London Hi 1/1.2 Ge1/1.1b & 1.4c *Week of 'Remembrance' to link with Year 6's* | Animal Habitats (Polar) Continents & animals Ge1/1.1a Ge1/1.2 Ge1/1.3 Ge1/1.4a Ge1/1.3b | Florence Nightingale Hi 1/1.2 Hi 1/1.3 [Link back to continents Europe map Scoutari] Ge1/1.4a & 1.4b | Safari Africa – Kenya comparison Ge1/1.2 Ge1/1.3 Ge1/1.4a Ge1/1.3b Ge1/1.4b Ge1/1.4c | Holidays – seaside in the past – Victorians Hi 1/1.1 [Link back to UK map and coasts FILEY] Ge1/1.1b Ge1/1.4a |

*See Appendix 1

Throughout KS1, curriculum is mapped to enable children to develop an awareness of the world around them. They initially focus on their immediate locality and then develop a sense of their locality within a national and global context. They will also identify similarities and differences between different places. As they progress through each key stage, they will demonstrate a growing confidence and accuracy when using geographical vocabulary.



Key Stage 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|---|---|--|--|
| Year 3 | Key Stage 2 Overview <u>Settlements: Our Town/Their Town</u> Ge2/1.2a; Ge2/1.1b; Ge2/1.3b | <u>The Ancient Egyptians</u> Hi2/2.3 | | <u>The British Isles (Coasts etc)</u> (Field Work) Ge2/1.1b; Ge2/1.2a | <u>Stone Age/Bronze Age/Iron Age</u> | <u>Extreme Weather</u> Ge2/1.3a |
| | <u>Biomes and Climate Zones</u> Ge2/1.3a | <u>The Greeks</u> Hi2/2.4 | | <u>What a Wonderful World:</u> (Field Work) Ge2/1.1a; Ge2/1.1c | <u>The Romans</u> Hi2/1.2 | <u>Trade Routes</u> Ge2/1.3b |
| Year 5 | <u>The Vikings</u> Hi2/1.4 | | <u>Mountains and Volcanoes</u> | <u>Exploring Europe</u> Ge2/1.1a; Ge2/1.1c; Ge2/1.2a | <u>Victorians with The Industrial Revolution</u> Hi2/2.1; Hi2/2.2 | <u>Science/History</u> <u>Earth & Space</u> |
| | <u>The Great Wars (First and Second World War)</u> Hi2/2.1; Hi2/2.2 | | <u>Rivers, Lakes, Oceans</u> Ge2/1.3a (Field Work) HG&PG | <u>North and South America</u> Ge2/1.1a; Ge2/1.1c; Ge2/1.2a | <u>The Benin</u> Hi2/2.5 | CROSS CURRICULAR Leads to Liverpool |

*See Appendix 2

In Key Stage 2, children will continue to develop a secure knowledge and understanding of Geography as they explore places on a local, national and global scale. They will consistently consider the physical features of different localities, the human elements of a variety of places and the environmental aspects of these locations. This will enable them to identify key processes and changes that occur over time.

Carefully selected skills are chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each Geography topic are mapped across each year group and across the school to ensure progression.

Progression of Geography skills throughout the school

Raynville Primary School – KS1 and KS2 Progression in Geography Document

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------|--|--|---|---|--|--|
| The UK and Local Area | <ul style="list-style-type: none"> use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. know about the local area and name key landmarks, e.g. the nearest local green space. recognise and name some continents and oceans on a globe or atlas. | <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. know about the local area, and name and locate key landmarks and physical and human features of that place. | <ul style="list-style-type: none"> describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. locate and describe some human and physical characteristics of the UK. know the local area and its physical and human geography. | <p><i>See Y3 objectives as a recap but the main focus of Y4 Geography is not this aspect.</i></p> <ul style="list-style-type: none"> identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. | <ul style="list-style-type: none"> locate and describe physical environments in the UK and in Europe, e.g. coastal and mountain environments recognise broad 'land-use' patterns of the UK and Europe (highest, longest, biggest challenge) | <ul style="list-style-type: none"> locate and describe several physical environments in the UK and in Europe, e.g. coastal and mountain environments using geographical terminology. locate, with accuracy, UK and Europe's major urban areas, knowing some of their distinct characteristics |
| World and Continents | | <ul style="list-style-type: none"> name and locate the seven continents and five oceans on a globe or atlas. | <ul style="list-style-type: none"> locate countries in Europe and North and South America on a map or atlas. describe some European and North and South American cities using an atlas. | <ul style="list-style-type: none"> identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. | <ul style="list-style-type: none"> locate regions, cities, countries and regions of Europe using physical and political maps. describe human and physical characteristics relate places studied to Equator, Tropics of Cancer and Capricorn locate UK and Europe's major urban areas, knowing some of their distinct characteristics and | <ul style="list-style-type: none"> locate regions, cities, countries and regions of Europe and North and South America using physical and political maps. relate places studied to Equator, Tropics of Cancer and Capricorn and also consider how this is linked to time zones and climate zones |

Raynville Primary School – KS1 and KS2 Geography Progression Document

| Physical Themes | <ul style="list-style-type: none"> Talk about the day-to-day weather and some of the features of the seasons in their locality. Show awareness that the weather may vary in different parts of the UK and in different parts of the world. Talk about a natural environment. | <ul style="list-style-type: none"> Talk confidently about how seasons change throughout the year and weather associated with seasons. Describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. | <ul style="list-style-type: none"> Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. | <ul style="list-style-type: none"> Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Understand the relationship between climate and vegetation. Describe several physical features and describe how they change. | <ul style="list-style-type: none"> understand how climate, biomes and other physical aspects of geography impact the UK and Europe explain key physical processes and landscape features (mountains and volcanoes e.g. formation of the Alps and how volcanoes are formed) | <ul style="list-style-type: none"> understand how climate, biomes and other physical aspects of geography impact the UK, Europe and North America describe the climate of a region and consider adaptations of plants and animals. explain key physical processes and landscape features and of rivers and mountains. |
|-----------------|---|---|---|--|--|--|
| Human Themes | <ul style="list-style-type: none"> Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. | <ul style="list-style-type: none"> Identify different human environments, such as the local area and contrasting settlements such as a village and a city. Describe their features and some activities that occur there using a range of key vocabulary. | <ul style="list-style-type: none"> Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. Recognise features and some activities that occur in different settlements. Recognise the main land uses within urban areas and the key characteristics of rural areas. Understand the basic physical and human geography of the UK and its contrasting human and physical environments. | <ul style="list-style-type: none"> Describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. Describe the mainland uses within urban areas and the activities that take place there. Have a good understanding of the physical and human geography of the UK/Europe and its contrasting human and physical environments. Explain the differences and similarities between regions | <ul style="list-style-type: none"> Know and understand what life is like in cities and in villages and in other settlement sizes around Europe | <ul style="list-style-type: none"> explain types of industry and how areas have changed over time understand where our energy and natural resources come from |

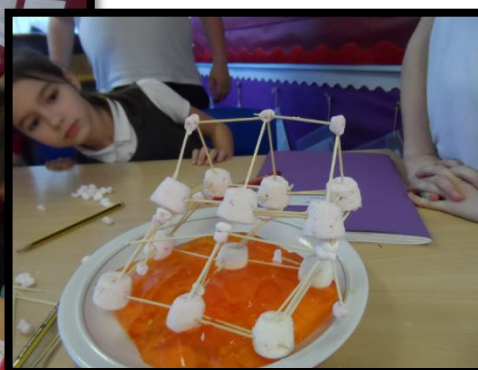


Raynville Primary School – KS1 and KS2 Geography Progression Document

| | | | | | | |
|-----------------------------|--|---|--|---|---|--|
| Environmental Themes | <ul style="list-style-type: none"> Show awareness of their locality and identify one or two ways it is different and similar to the distant place. | <ul style="list-style-type: none"> Confidently describe the physical and human geography of a distant place. Confidently describe their locality and how it is different and similar to the distant <u>place</u> and suggest why this may be so. | <ul style="list-style-type: none"> Recognise that there are physical and human differences within countries and continents. Show awareness of the physical and human aspects of extreme weather | <ul style="list-style-type: none"> Offer reasons why physical processes cause hazards to people. Offer explanations for the advantages and disadvantages of living in hazard-prone areas. | <ul style="list-style-type: none"> consider the impact of living near volcanoes mountains and so on that regularly have natural disasters appreciate the importance of certain areas in Europe for people and why this might be the case | <ul style="list-style-type: none"> consider the impact of pollution and how we might be able to manage it within large urban areas of our nation understand how humans might positively and negatively impact the environment |
| Map and Atlas Work | <ul style="list-style-type: none"> Use a world map, atlas or globe to recognise and name some continents and oceans. Locate places on a map of the local area using locational and directional language. | <ul style="list-style-type: none"> Use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. Use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. Describe a journey on a map of the local area locating features and landmarks seen on the journey. | <ul style="list-style-type: none"> Use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Use an atlas to locate where they live in the UK and the UK's major urban areas. Use a 4-figure grid ref. Give direction instructions up to eight compass points. Use large-scale maps outside and a simple scale plan of a room. Make a map of a short route with features in the correct order and in the correct places. | <ul style="list-style-type: none"> Use an atlas to locate many countries, cities and key features across the world. Use the scale bar or 1 km grid to estimate distance. Make a detailed map of a short route with features in the correct order and in the correct places. Present information gathered in fieldwork accurately. Use the zoom function to explore places at different scales and add annotations. | <ul style="list-style-type: none"> use physical and political maps to describe key physical and human characteristics of the UK and Europe, linking this to prior knowledge about the world. use atlases and globes to locate places and how they are related to the Equator, latitude and longitude and other time zones with teacher support and guidance use four <u>figure</u> and find six figure grid references with guided teacher support | <ul style="list-style-type: none"> Use physical and political maps to describe key physical and human characteristics of the UK and Europe. Use atlases and globes to locate places and how they are related to the Equator, latitude and longitude and other time zones independently Use four <u>figure</u> and find six figure grid references independently Use a map to locate the states of the USA. |

Raynville Primary School – KS1 and KS2 Geography Progression Document

| | | | | | | |
|------------------------------------|---|--|--|--|--|---|
| Fieldwork and Investigation | <ul style="list-style-type: none"> Use aerial photos to identify features of a locality. Draw a simple map. Assist in keeping a weekly weather chart based on first-hand observations using picture symbols. | <ul style="list-style-type: none"> Accurately locate features of the school grounds on a base map. | <ul style="list-style-type: none"> Use aerial photos to identify a range of physical and human features of a locality. Draw a map with a key of places showing landmarks. Accurately locate features of the school grounds on a base map. | <ul style="list-style-type: none"> Plan a fieldwork investigation in the local area selecting appropriate techniques. | <ul style="list-style-type: none"> make sketch maps or areas using symbols, a key and a scale present information in field work using a range of graphs. | <ul style="list-style-type: none"> use digital maps, atlases and OS maps to organise to design, plan and carry out geographical investigations |
| Factual Knowledge Recall | <ul style="list-style-type: none"> recall key facts from the knowledge organiser for each topic quickly and with ease | <ul style="list-style-type: none"> recall key facts from the knowledge organiser for each topic quickly and with ease | <ul style="list-style-type: none"> recall key facts from the knowledge organiser for each topic quickly and with ease | <ul style="list-style-type: none"> recall key facts from the knowledge organiser for each topic quickly and with ease | <ul style="list-style-type: none"> recall key facts from the knowledge organiser for each topic quickly and with ease | <ul style="list-style-type: none"> recall key facts from the knowledge organiser for each topic quickly and with ease |



Implementation:

Challenging questions to be asked to enable children to apply their learning in an open manner, including the use of an Enquiry Question (EQ) at the start of each lesson to structure learning.

Knowledge organisers are on display in the classroom in KS2 and are discussed at the start of each topic. These give the children key facts and vocabulary. They are a reminder of what they have learnt and will be learning. They may be used as a reference throughout the topic.

In KS1 key vocabulary is on display and may also be included in table-top word mats where appropriate. The knowledge organisers are a record of what is being taught, used as a reference for teachers and displayed on topic walls.

Trips and field work are encouraged to enhance the children's learning experience. These are planned in advance by the Humanities Leaders to include the school site, local visits and field work away from the immediate area.

Classroom displays should be around the current topic and be used as a working wall to show the title of the unit, key vocabulary, and examples of the children's work. Where possible it would be good to have table top resources for the children to be able to explore and use relating to the topic, including some information books.

Pedagogy: The way we teach Geography & Our School Ethos

Our carefully planned fieldwork trips allow pupils to apply their Geography skills and knowledge in a concrete way; resulting in a range of enriching experiences that are used to inspire our pupils.

Throughout the delivery of our Geography curriculum, we plan regular opportunities for communication & collaboration. Several talk matters strategies are incorporated which allow pupils develop their communication skills eg - presentations/persuasive debating tasks. Further opportunities for extending pupils' vocabulary is outlined on planning documents/knowledge organisers to build upon key concepts and enable pupils to make connections.

Resources

Geography/Geography resources are stored in the cupboard in UKS2. Resources are labelled as to the Key Stage and/or topic.

Monitoring

Geography books will be taken for scrutiny to look for coverage, variety of activities and progression in each class. The variety of activities will also be observed through these scrutinies. Examples of work will be taken to make a portfolio of Geography work.

The assessment sheet (topic front cover) at the front of each topic in History will be reviewed during book scrutinties to monitor progress.

Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.

Differentiation.

Tasks are differentiated where appropriate by the level of support: scaffolding, guided/modelled and also by the use of differentiated resources, e.g. graphs, tables, maps, images, sentence starters, word banks.


Marking and Feedback:

The assessment sheet (topic cover sheet) at the front of each Geography topic will be highlighted for each lesson. A green mark indicates that they have achieved and understood the EQ, whilst an orange mark indicates that they are working towards understanding of the EQ. Pupils that show understanding at a greater depth will have a + alongside the EQ.

Work should be marked with a focus on Geography Knowledge, Skills and Concepts.

All lessons have an EQ at the top of the children's work. This should be your focus when marking work and activities should be well matched to this EQ. Pupils may need a next step in order to address misconceptions or provide further challenge.

Appendix 1: KS1 Overview

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------|---|--|---|--|---|--|
| Year One | Brilliant Bramley (All about us, All About our Family, All about our school) Ge1/1.3b Ge1/1.4b Ge1/1.4c Ge1/1.4d  | Toys Hi 1/1.1 Hi 1/1.3 | Mapping the UK Ge1/1.1b Ge1/1.4a Ge1/1.3b Ge1/1.4b Ge1/1.4c | Travelling Transport Hi 1/1.1 Hi 1/1.3 | What's Your Superpower? Hi1/1.2 Hi 1/1.3 (local superhero) | Land Ahoy! (Seaside & coastal features) Ge1/1.4a Ge1/1.3b Ge1/1.4b Ge1/1.4c |
| | Autumn week & weather chart | Winter week & weather chart | | Spring week & weather chart | | Summer week & weather chart |
| Year Two | Wonders of the World- Continents & Landmarks Ge1/1.1a Ge1/1.2 Ge1/1.3 Ge1/1.4a Ge1/1.3b Ge1/1.4b | Great Fire of London Hi 1/1.2 Ge1/1.1b & 1.4c | Animal Habitats (Polar) Continents & animals Ge1/1.1a Ge1/1.2 Ge1/1.3 Ge1/1.4a Ge1/1.3b | Florence Nightingale Hi 1/1.2 Hi 1/1.3 [Link back to continents Europe map Scutari] Ge1/1.4a & 1.4b | Safari Africa – Kenya comparison Ge1/1.2 Ge1/1.3 Ge1/1.4a Ge1/1.3b Ge1/1.4b Ge1/1.4c | Holidays – seaside in the past – Victorians Hi 1/1.1 [Link back to UK map and coasts FILEY] Ge1/1.1b Ge1/1.4a |

Appendix 2: KS2 Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|---|--|--|--|
| Year 3 | <u>Settlements: Our Town/Their Town</u> Ge2/1.2a; Ge2/1.1b; Ge2/1.3b | <u>The Ancient Egyptians</u> Hi2/2.3 | | <u>The British Isles (Coasts etc)</u> (Field Work) Ge2/1.1b; Ge2/1.2a | <u>Stone Age/Bronze Age/Iron Age</u> | <u>Extreme Weather</u> Ge2/1.3a |
| Year 4 | <u>Biomes and Climate Zones</u> Ge2/1.3a | <u>The Greeks</u> Hi2/2.4 | | <u>What a Wonderful World:</u> (Field Work) Ge2/1.1a; Ge2/1.1c | <u>The Romans</u> Hi2/1.2 | <u>Trade Routes</u> Ge2/1.3b |
| Year 5 | <u>The Vikings</u> Hi2/1.4 | | <u>Mountains and Volcanoes</u> (Field Work) | <u>Exploring Europe</u> Ge2/1.1a; Ge2/1.1c; Ge2/1.2a | <u>Victorians with The Industrial Revolution</u> Hi2/2.1; Hi2/2.2 | Science/History Earth & Space |
| Year 6 | <u>The Great Wars (First and Second World War)</u> Hi2/2.1; Hi2/2.2 | | <u>Rivers, Lakes, Oceans</u> Ge2/1.3a (Field Work) HG&PG | <u>North and South America</u> Ge2/1.1a; Ge2/1.1c; Ge2/1.2a | <u>The Benin</u> Hi2/2.5 | CROSS CURRICULAR Leeds to Liverpool |