SUBJECT ON A PAGE

Geography

At Green Ridge, we want to encourage and develop our children's curiosity about the natural and human world around them locally and worldwide so they can begin to understand their place in it and promote children's spiritual, moral, social and cultural development. We provide opportunities for children to investigate the interaction between key human and physical processes and how these change over time.

Intent – what we aim to do

- Promote a love and understanding of the world around us.
- Develop knowledge of human and physical characteristics of significant places around the world
- Develop knowledge of the location of significant places around the world
- Develop geographical skills: Collect, analyse and interpretation information. Interpret a range of sources.
- Communicate findings and information.
- Conduct fieldwork
- Use and understand a range of geographical vocabulary

Implementation – how do we achieve our aims?

We use the National Curriculum as a basis for our programme of study for Key Stage One and Key Stage Two. We have chosen to use the Reach 2 scheme of work for Geography, to ensure a comprehensive coverage of skills and knowledge through the key stages as stated in the National Curriculum. Geography is taught weekly in the second half of each term and as part of a half termly unit of learning. It is important to enable all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2. Geography is taught as a discrete subject, however cross-curricular links are made where appropriate.

Planning/ Sequencing

KS1: Study a small area in the UK. Identify human and physical features use simple maps and aerial photos. Children study hot and cold areas in the world, weather patterns and seasons. They study the capital cities of the UK countries as well as the surrounding seas. This is developed by looking at key physical and human features in the UK countries. Using simple compass directions and comparing Aylesbury with a contrasting location. Children extend their knowledge of the UK through identifying major cities and topical features. Types of settlement and land use, 8 compass points. Children move on to compare the UK with Kenya looking at climate, settlement, rivers and mountains. Then looking at trade links and the water cycle. Later, children identify main European countries. Mountains, volcanoes and earthquakes. Children discuss topical issues affecting the globe such as climate change and sustainability.

Map Skills

Year 1 –follow maps of the local area.
Year 2- Use atlases to locate Great Britain and the continent of Europe. Create maps with symbols
Year 3-Use maps to locate landmarks in key European countries. Locate areas of volcanic activity and earthquakes across the world.
Year 4-OS maps identifying contour lines. Plot trade routes on a map. Name and locate countries and cities in Europe (Spain focus) and South America. Identify lines of latitude and longitude and tropics of cancer and Capricorn.
Year 5- Locate rivers and countries around the world. Weather maps to compare climate. Use 4 figure grid references, time zones. Identify symbols on an OS map
Year 6- Identify different biomes around the world. Use 6 figure grid references. 8-point compass to show where places are in relation to one another. Scales on a OS map.

Implementation – (continued)

Structure of a lesson

Lessons are planned weekly within a termly unit of work. Previous learning is revisited as a starter. (Previous week and previous topic). Next steps are recorded. Think Like a Geographer is a starter across Ks 1 and 2.The vocabulary for the lesson is introduced along with key questions. The Learning intention and work is recorded in a Geography books across the school with the exception of early years. Here the curriculum is covered through the understanding the world specific strand. A review of learning finishes the lesson.

Trips

Year 3 – Wendover woods

Geography in EYFS

In Reception, children are introduced to geography through play, stories, and first-hand experiences that help them make sense of the world around them. They use maps and small-world resources to create environments and represent places familiar to them. Through role play and carefully chosen materials, they explore different forms of transport and the diversity of people, places, and cultures in their community and beyond.

Stories, visitors, and family contributions enrich children's understanding of the wider world. Sharing books that reflect different experiences, inviting visitors such as firefighters, police officers, or community volunteers, and welcoming families to share photographs and cultural objects all help children recognise both similarities and differences in people's lives. They also begin to understand how religion, traditions, and customs vary across countries.

The local environment offers opportunities to explore both the built and natural world, helping children develop a sense of place and belonging. Topics such as All About Me introduce children to maps and their uses, while projects like Through My Eyes encourage exploration of other countries and religions, supporting children to see the world from different perspectives. These experiences foster curiosity, observation, and discussion skills, laying the foundation for understanding the world around them.

10 min – next steps/review

5 min – Hook

15 min – Teaching input inc vocabulary

10 min – Guided practice

15 min – Independent application

5 min – Review of learning

Assessment

Children are assessed weekly at the review stage of the lesson through questions and quizzes. They are also formally assessed at the end of units using the geographical strands linked to the assessment documents of the units being taught. Teacher use information gathered from low-stake quizzes and end of term assessments to influence their "next steps" at the beginning of a future lesson. These next steps address misconceptions and give opportunities for stretch.

SMSC + British Values

We aim to promote British values and SMSC through our Geography curriculum:

-Where children are learning about their locality and how people can contribute positively.
- Children explore issues in the local environment and abroad, ask questions and contribute to ideas for solving issues.
- We promote the value of opinions and democracy through listening to viewpoints and learning about countries around the world.
- Children develop a geographical understanding in relation to human themes; how human interact with each other and the natural world developing an appreciation for cultures, a respect for people around the world and the environment.

Implementation – (continued)

Substantive Knowledge

Location knowledge: children will learn where and name significant places in their locality, the UK and the wider world. They will learn about the human and physical features of these locations, how they interconnect and change over time.
Place knowledge: children will compare contrasting localities with respect to resources, population human and physical features
Human and physical processes: climate zones, earthquakes, settlement patterns.

Retrieval Practice

In Geography, weekly lessons all start with a recap of knowledge or skills from the previous lesson and the previous topic to ensure 'sticky' learning. Review of learning takes place towards the end of lessons or as pit stops during lessons to ensure understanding,

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application.
Adaptive teaching in Geography may have scaffolds for writing.
Adapted record sheets for field work.
Use of technology to access maps.

Lesson Starters

To develop the children's Geographical skills and allow for formative assessment, we conduct "Think like a Geographer" starter at the beginning of each lesson. These are to be linked to the topic and knowledge of the current lesson or previous lesson. The children will be using their knowledge as a strong foundation and helps give them a platform to showcase this. The starters aim to help develop the use of tier 3 vocabulary to support in their answers.

Impact – how will we know we achieved our aims?

- Children can use geographical vocabulary appropriate to their study
- Children are confident to ask questions and know how to research answers
- Children can name significant places around the world including seas, continents UK capital cities
- Children can name human and physical features
- Children can discuss the differences between localities
- Children can interpret data charts and read maps and aerial photos
- Children can conduct field work- measuring, recording data

Curriculum Overview

	Autumn 2	Spring 2	Summer 2
Year One	Home Sweet Home	London's Calling	Whirling Weather (Seaside)
Year Two	You're in Europe	Wonderful World	Coming to Kenya
Year Three	Countries, Counties and Cities to See!	What's Beneath Our Feet?	Shakes and Quakes
Year Four	Moving Mountains	Spectacular Spain	Amazing Amazon
Year Five	Rivers	Cool Coasts	Field to Fork
Year Six	Green Planet	Blue Planet	Overheating World