Geography Curriculum at Lace Hill Academy

Who are we?

Geography knowledge and skills are progressively taught through our topics, which are expertly designed to engage our children in learning that is relevant to them. Books in our school library and class book corner feed children's curiosity about the world that we live in. We are well-resourced: the children have access to maps, age-appropriate atlases and computing technology that allows the children to access digital mapping. In each classroom, there are working wall displays, celebrating and reinforcing the learning taking place.

Parents are supportive of our geography curriculum and are keen for their children to find out more about our world. Some of our children are exposed to rich experiences outside of school. We have designed our curriculum so that all of our children have the opportunities to experience and learn about the world around them.

Geography is a key part of our community. The school is located on a modern housing estate on the edge of a market town. The area has seen rapid economic change in recent years, not only in Buckingham, but in the surrounding areas. The more recent building of the HS2 train link is in close proximity as well as new housing estates and planning proposals to further expand Buckingham and infrastructure. Our curriculum aims to stimulate interest from the children in learning about their locality as well as comparing and contrasting with other places around the world.

What do we need to know? Why?

Our children need to understand that learning geographical knowledge and skills helps them develop a sense of identify and belonging. They need to identify what makes their locality different to anywhere else and what processes can impact this, which will promote responsible citizenship with our children. They need to become independent thinkers, drawing upon their knowledge and skills to help them reflect on geographical changes. They need to learn about the world's resources and how they are distributed, so that they can develop integrity and empathy. They need to learn how to question and debate dilemmas that our world leaders face today, so that our children have confidence and strong communicative skills.

Our children need to develop their geographical vocabulary which will broaden their language and reading skills beyond what they experience at home. Our curriculum needs to help children to understand the range of diverse cultures in the world so that they learn to celebrate differences. Our children need to develop an awareness of different cultures and beliefs can impact on the environment and human issues. We aim for children to leave Lace Hill Academy as global citizens who are aware of how they interact with the world to create innovative and sustainable change for the future

Through our high quality, knowledge-rich geography curriculum, our children need to be faced with challenge. They need to learn to be risk takers in their learning and develop resilience. We want our children to be curious, fascinated and appreciative of the world around them.

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What do we need to experience? Why?	
When a child leaves our school they will…	**I am a Lace Hill geographer because…**
• Be a confident person • Be an independent thinker and self-starter • Empathise with others • Have an inquisitive mind • Take risks with their learning • Bounce back and move forward when faced with a challenge • Be proactive and innovative • Have a sense of belonging	• I am curious about the world I live in • I am knowledgeable about environments and places, near and far • I understand the processes that created our world • I understand what can affect our world and I can reflect on these changes • I appreciate how communities work together to improve sustainability • I can communicate my understanding of geography effectively
Substantive Concepts	**Disciplinary Concepts**
Substantive knowledge sets out the content that is to be learned. This is presented this through 4 interrelated forms which underpin our school curriculum. • locational knowledge • place knowledge • human and physical processes (the geography community also includes 'environmental' as part of this) • geographical skills. High level concepts are needed as a 'facilitating tool' which is 'fundamental to structuring and supporting how our pupils learn geography'. These include space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity Based on the needs of our pupils, and our curriculum 'golden box' which is what our children need to develop during their time at Lace Hill, we have developed units of work that that particularly target these geographical concepts: **Place** Living in a modern estate, our children need to develop a sense of belonging for their own locality and develop a greater understanding of environments near and far. Some of our children do not have the experiences of travel beyond the county and we need to use our geography teaching to build inquisitiveness about the world they live in. **Interdependence** Our children need to develop an understanding of how communities have become interdependent on each other through trade but also dependence on natural resources, such as rivers, landscape	• Investigate places (research and enquiry) • Undertake fieldwork • Investigate patterns • Communicate geographically • Describe geographical features 

and rainforests. Through this, they will learn how humans have become innovative and proactive to be successful. **Physical and human processes** – Within and outside of the locality, there has been significant change as a result of physical and human processes. By developing an understanding of the impact this has on communities, our children develop empathy and an understanding of resilience of human groups. **Environmental impact** – Our children need to develop empathy and our school values of integrity and respect. Environmental impact from human pollution ad natural disaster are examples of learning our children experience. **Sustainable development** – In order to become proactive citizens in our future, our children need to learn what sustainable development looks like and how they can make a difference.	

At Lace Hill Academy, our geography curriculum is designed so that our children frequently encounter key disciplinary concepts which directly link to our Geography 'Golden Box' (above) which is what we want our Lace Hill Geographers to be able to achieve. Underpinning our units of work are five substantive concepts that thread our curriculum together. These concepts have been chosen specifically to meet the needs of our pupils and what we want them to be by the time they leave at the end of Key Stage 2, shown by our Curriculum 'Golden Box' (above).

The planning of learning always begins with the skills and knowledge that needs to be taught in order to build upon prior learning and enrichment opportunities and opportunities to apply learning are carefully designed through the planning process. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Children need to see and experience geography through practical, engaging tasks in and beyond the classroom. We place great importance on educational visits to enhance the geography curriculum. These visits allow children to gain first-hand experience of some of the concepts and places they have studied in the classroom. Fieldwork is integral to quality geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Children need to see how their geography learning is relevant in the real world. Children are given the opportunity to talk to members of the local community, including those that hold views on controversial decisions, such as councillors. By experiencing geography in the 'real world', children learn how individuals can positively impact on communities here and around the world. Through our curriculum, children will experience working collaboratively, further developing respect for each other and respect for the environment.

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LHA Geography Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Skills are taught through the Early Years curriculum area 'Understanding the World'.	What can I find out about the area that I live? How does weather change?	Is planet earth a natural wonder? How can we protect our oceans? How does Buckingham compare to Chembokali?	What is unique about Europe? Where does all our food come from?	Where does a raindrop travel? Why is a river considered a life source? How do settlements change over time?	What is so special about our rainforests? How do we treat our local environment?	What can I find out about Greece? What is the impact of natural disasters? Is development always a change for the better?
Trips/Visits	Bourton Farm Waddesdon	Fieldwork – Tour of the school grounds/community centre using maps.		Residential – Fieldwork skills	Trip - Water treatment works Fieldwork – local canal walk Residential – Fieldwork skills	Trip – The Living rainforest Fieldwork – Litter Picking and survey	Fieldwork – Traffic/congestion survey
Disciplinary Concepts	Investigate places Undertake fieldwork Describe geographical features	Investigate places Undertake fieldwork Investigate patterns Describe geographical features	Investigate places Communicate geographically Describe geographical features	Investigate places Undertake fieldwork Investigate patterns Communicate geographically Describe geographical features	Investigate places Undertake fieldwork Investigate patterns Communicate geographically Describe geographical features	Investigate places Undertake fieldwork Investigate patterns Communicate geographically Describe geographical features	Investigate places Undertake fieldwork Investigate patterns Communicate geographically Describe geographical features
Substantive Concepts	Place	Place Physical and human processes Environmental impact	Physical and human processes Environmental impact Sustainable development	Place Physical and human processes Interdependence	Place Interdependence Physical and human processes Environmental impact Sustainable development	Place Interdependence Physical and human processes Environmental impact Sustainable development	Place Interdependence Physical and human processes Environmental impact Sustainable development

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LHA Geography Journey (Progression in Knowledge and Skills)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Nursery** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **Reception** Draw information from a simple map.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate the main countries of Europe including Russia. Identify, in Europe, some capital cities, longest rivers, highest mountains, population etc Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Locate and name the main counties and cities in/around Buckinghamshire. Name and locate the key topographical features of two places in the UK including coast, features of erosion, hills, mountains and rivers.	Locate the main countries in South America. Locate and name main cities. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.	Locate the main countries in North America. Locate and name main cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Linking with local History, map how land use has changed in local area over time (link to local study in Buckingham)

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	**Nursery** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **Reception** Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Name, describe and compare familiar places. Link their homes with other places in their local community. Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level.	Understand how these topographical features have changed over time.	Compare a region in UK with a region in S. America with significant differences and similarities.	Compare a region in UK with a region in N. America with significant differences and similarities. E.g. Natural Disasters (type/frequency) Understand some of the reasons for similarities and differences

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human & Physical Geography	**Nursery** Begin to understand the need to respect and care for the natural environment and all living things. **Reception** Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, key human features, including: city, town, village, factory, farm, house, office.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: physical geography, including mountains, rivers and climate zones linked to the Mediterranean Human geography including trade links Fair/unfair distribution of resources (Fairtrade).	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Mayan settlements linked to history	Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills & Field work	**Nursery** Talk about what they see, using a wide vocabulary. **Reception** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Draw information from a simple map.	Use a European map to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use maps, atlases and the globe to identify countries, continents, oceans and the Northern and Southern Hemisphere. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Use an atlas index to locate countries and describe features studied.	Use ordnance survey maps to describe features studied Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use four-figure grid references Use fieldwork to observe, measure and record the human and physical features in the local area using a range	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.

	Understand the effect of changing seasons on the natural world around them.		Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs	of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, charts etc to support decision making about the location of places e.g.HS2
Vocabulary	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Close Far Place Same different Road Map Weather Change Rain Sun Rainbow Hot Cold Windy Cloudy	United Kingdom England Scotland Northern Ireland Wales Similarity Difference Country Capital City season Rainfall Cloud Cover forecast natural man-made	Globe Atlas Locality Continents vegetation Equator Hemisphere North Pole South Pole Ocean Compass directions Route	Mountain range Tropic of Cancer Tropic of Capricorn Human feature Physical feature Fairtrade Trade Profit Climate	Hamlet Village Settlement Industrial Leisure Retail Agriculture Rock Erosion Weathering Develop Fossil Water cycle Precipitation Condensation evaporation River mouth River source Irrigation Fertile Deltas Tributaries Meanders	Comparison Regions Differences Biome Vegetation belt Land use Distribution Natural Resource Topography Biome Climate zone Sustainability	Trade Economic Activity Grid reference Magma Mantle Earthquake Tectonic plates Crust Molten Urban Rural Latitude Longitude Land use Time zones