Geography Policy 2020

National Curriculum

The national curriculum states: “A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

Curriculum Intent

Geography at Haydn: a tour of the world! Our curriculum has been collaboratively designed by all teachers and we enjoy teaching it. We value the importance of teaching current global issues, such as sustainability, and are confident to use specialist vocabulary. We want our Geography to be exciting, meaningful and relevant to the children. We want the subject to be fun, creative and interactive. Our youngest learners take small, carefully guided steps out of our gates, while our independent Year 6s are encouraged to enjoy giant leaps around the globe! We want our children to embody our core values; to be ready, resilient, resourceful, reflective and respectful. The intent is for our Geography teaching to equip our children with not only the minimum statutory requirements of the geography national curriculum, but to prepare them for the opportunities, responsibilities and experiences of later life in an ever changing world. We ensure that the ‘Geography Skills and Field Work” component of our provision is built-on and developed throughout children’s time at our school so that they can apply their knowledge of geography when exploring the outdoors, building arguments and explaining processes confidently. We want them to leave Haydn continuing to ask questions and be curious about our planet.

Our aim is to ensure that all children:

- Develop an active interest in geography and enjoy geography based activities;
- Gain a secure foundation of geographical knowledge, understanding and skills;
- Develop the ability, and confidence, to apply their geographical knowledge and skills to everyday life and all other areas of the curriculum;
- Develop confidence, initiative and perseverance when tackling problems and exploring new situations;
- Gain experience of working co-operatively towards a common goal giving consideration to others;
- Gain knowledge and understanding of the human and physical processes that interact to form our world and understand the effects of their actions on the environment.

Planning

We carry out the curriculum planning in geography in three phases (long-term, medium-term and short-term). In 2019, all teaching staff worked together on a geography progression ladder to ensure that all national curriculum objectives were covered. Additional, sustainability objectives were also included, for each key stage, as the staff felt this to be a vital aspect of modern, everyday life. See Appendix 1 – Geography Progression Ladder. The second page of this document also outlines components to enrich our geography

teaching, such as non-negotiables (decided in-house), high quality texts and opportunities for off-site learning.

We empower our staff to organise their own year group curricula under the guidance of our subject leaders. Teachers are best placed to make these judgements working to their strengths, skills and interests. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's understanding and to ensure new concepts and skills are committed to their long term memory. See Appendix 2 – Whole School Long Term Plan. For example, in Year 3, their historical Romans topic extends to learning about Mount Vesuvius and rock formation. They also read *Escape from Pompeii* by Christina Bali in Literacy.

Foundation Stage

The long term and medium term plan is drawn from the curriculum objectives outlined in the Early Learning Goals (ELG) See Appendix 3 – EYFS Long Term Plan.

Short term planning identifies taught sessions, focussed activities and provision in the environment (weekly) for the goals identified.

Key Stage 1 and 2

After consulting the long term plans, staff design their own geography unit medium term plans, making strong, meaningful cross-curricular links where possible. These are designed so knowledge is acquired, developed and built on systematically. The progression ladder enables teachers to see where the year groups' learning was focused last year and where it is heading, next year. It includes objectives to be covered in individual lessons, differentiated tasks, specialist vocabulary to be learned and plenaries. See Appendix 4 – Y4 Example of Medium Term Planning. These medium term plans are then transferred to short term, weekly plans, along with all other foundation subject planning.

Curriculum Implementation

Teaching

Foundation Stage

The majority of geography learning comes under Understanding the World in the EYFS. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor. Focussed activities are planned fortnightly to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned weekly.

Key Stage 1

In Key Stage 1, geography teaching is taught weekly through a topic-based approach, making as many meaningful cross-curricular links as possible. This ensures that children are immersed in the topic and specialist vocabulary, developing their enquiry skills and making learning purposeful and relevant to them. The main focus of geography teaching in Key Stage 1 at Haydn is for all children to become more familiar with the United Kingdom and where it belongs in the world, in comparison to other places that the children may have heard of through following their own interests. This often links well with science and interesting animals! For example, the Arctic or Antarctic. Learning about geography is done through practical first-hand experiences where-ever possible, and with the use of secondary sources, such as books, atlases, globes, photographs and videos.

Key Stage 2

In Key Stage 2, geography is taught in units through discreet lessons, however cross-curricular links are made where appropriate. The main focus of geography teaching is to enable pupils to broaden their knowledge and understanding of physical and human processes in the world around them. They begin to use digital mapping systems and develop their map reading skills, until they can use 6 figure grid references. As much as possible, teaching is through hands-on, outdoor experiences and begins to use a wider range of secondary sources, such as diagrams and graphs. Children have increasing opportunities to collect and interpret geographical data. As children progress through the Key Stage, they should encounter more abstract phenomena and begin to recognise how these biomes help them to understand how the world around them works. This widening knowledge also gives the children a foundation to make more sustainable choices. Teaching encourages children to be enthusiastic and excited about their new geography learning. Our children leave Haydn developing their sense of place on the planet and excited at the prospect of broadening their geography knowledge!

Teaching Geography to Children with Special Needs

We teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our work in geography takes into account the targets set in the children's EHCP (education healthcare plan), IPM (individual provision map) or PSP (pupil support plan).

The Environment

Classroom and corridor displays serve as a celebration of children's work, as well as an invaluable teaching aid and resource for encouraging independent learners. Displays feature and explain specialist vocabulary for each unit of work. Wherever possible, teachers are encouraged to use the outdoor learning environments for the teaching of geography, with a dedicated 'garden' area for the planting and nurturing of plants and wildlife.

Contribution of Geography to Teaching in Other Curriculum Areas

Literacy

Geography contributes significantly to the teaching of Literacy at Haydn by actively promoting the skills of thinking, reading, writing, speaking and listening. This starts at the earliest levels of children's geographic learning, in the Early Years, contributing to children's language acquisition. Children develop their vocabulary throughout their geography career, constantly developing their specialist vocabulary through experiences in which geographical terms are introduced and used by the children as they discuss and talk about what they have learnt. The children develop oral skills in geography lessons through discussions and through recounting their observations of physical processes. This understanding of geographical language allows them to develop their writing skills through creating written accounts of processes or phenomena. As in all areas of the curriculum at Haydn there are opportunities for children to develop their reading skills; children are exposed to a wide variety of texts in geography, and teachers ensure that appropriate non-fiction topic books are available to children for each new unit of learning. Where appropriate, geography learning may be linked to a fiction book, as a stimulus for learning. For example the use of "Percy the Park Keeper" in Early Years, to hook children into the exploration of their local area.

Maths

Geography contributes to the teaching of mathematics in a number of ways. There are many opportunities for children to apply mathematical knowledge and skills through the geography curriculum. For example, collecting geographical data by using different scales; learning to estimate and predict, as well as collecting and recording data; applying problem solving skills when planning and conducting field observations; developing the skills of accurate observation and recording of events; they can often use numbers and data, that they have interpreted, in their answers, comparisons and conclusions.

Computing

Geography provides a meaningful context to practise and apply computing skills. Websites, such as Google Earth or Digimaps, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

Personal, Social and Health Education (PSHE) and Citizenship

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside! Geography at Haydn promotes the concept of positive citizenship in our dedication to sustainability. Sustainability objectives are included alongside the objectives of the national curriculum, in order to ensure all children learn about their environmental responsibility on a local and global level. Children contribute to the school garden when learning about food miles and carbon footprints. There are many opportunities within geography lessons for children to take part in debates and discussions.

Spiritual, Moral, Social and Cultural Development

Geography teaching at Haydn offers children many opportunities to examine some of the fundamental questions in life, for example, how the world was created and came to look as it does today! Through many of the amazing processes that affect humans, children develop a sense of awe and wonder regarding the natural world. Geography raises many social and moral questions. Through the teaching of geography, children have the opportunity to discuss, for example, the effects of pollution and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet and how geographical knowledge can contribute to the way we manage the Earth's resources, linking to the schools commitment to incorporating sustainability into our curriculum. Geography teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people and the environment, on both a local and global level.

Science

Geography, by its very nature, has close links with science. Both seek to discover, explore and understand the world around us. The "Working Scientifically" strand links closely with enquiry-based learning in the geography curriculum. Through topics such as Plants and Rocks, appropriate geographical learning and enquiry occurs as part of the comprehensive science learning. The teaching of sustainability at Haydn encourages children to make meaningful links between scientific and geographical thinking and skills for example in the F2 topic 'Reduce, Reuse, Recycle' where clear links are made between materials and their properties, as well as the environment and the impact of human behaviour on the world.

<u>Curriculum Impact</u>

Our geography curriculum is high quality, well thought out, deliberate and progressive. By the end of EYFS we expect children to be able to spot change in their immediate and local environments and be able to voice opinions on places. They will be able to give their likes, dislikes and tell stories about places that are important in their own lives, as well as places they have visited with school. They will understand that different people like different things and have experienced different cultures through our varied visitors and themed days. We expect most children to achieve the Understanding the World goals: ELG13, ELG14 and ELG15.

By the end of Key Stage 1, we expect most children to meet age related expectations within the subject. They will be able to locate and name the equator and the poles on a globe and map. They will be able to estimate Nottingham's location on a map and be able to describe how Nottingham is different to extremely hot or cold places. They will understand that recycling is an important part of everyday life and that human actions have impacts on our planet.

By the end of Key Stage 2, we expect the vast majority of children to meet age related expectations within the subject. Our children will have experienced geographical fieldwork and leave Haydn with happy memories of fun residentials to new places. Our children will have widened their knowledge and use of specialist geography vocabulary. They will be able to explain a variety of physical features from around the world and

be able to name key landmarks across the globe. They will understand physical processes, such as the water cycle, and how this impacts on human life. They will have deepened their understanding of human impact on the environment and be able to make informed choices regarding their carbon footprint. All children will have experienced map reading, including OS and digital, up to 6 figure grid references and the majority will be able to these to find major cities and countries around the globe.

We hope that all of our children leave Haydn with a passion for protecting our planet, a love of exploring the world and an appreciation of their own and their friends' cultures.

Assessment

Throughout the school, teachers will assess children's work formatively in geography, through observations, questioning and marking. These assessments inform the teacher's planning for future lessons, to ensure progression of all children. At the end of a unit, teachers assess whether children are working at, above or below the expected level for their age, based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings, and through end of year reports to parents.

Monitoring and Review

Monitoring of the standard of children's work and of the quality of teaching in geography is the responsibility of the Senior Management Team and geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The head teacher allocates leadership time to the geography subject leader so that they can review samples of children's work and undertake lesson observations of geography teaching across the school. The subject leader keeps a comprehensive portfolio of samples of pupils' work which demonstrate typical provision on each of the subject specific strands. A named member of the school's governing body is briefed to oversee the teaching of geography. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- Recent development work;
- Performance analysis;
- Pupil outcomes in relation to development priorities;
- Pupil outcomes and their impact on teaching and learning;
- Subject specific future developments.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.

Appendix 1 – Geography Progression Ladder

	EYFS (Understanding The World)	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Places Studied	Sherwood	Sherwood, Lambley, Arctic, Antarctic, Canada	Nottingham City, Jamaica	Italy, Mexico	Egypt, China, Castleton	Brazil, Rwanda, Russia (Space)	Poland, Tornado Alley (NAmerica)
Locational Knowledge **(ELG 14 – People, Culture and Communities)**	Talk about different types of transport for journeys. Name the school and area that they live in. Know the difference between land and sea.	Name and locate England's capital and its surrounding seas. Name and locate the world's seven continents and five oceans.	Locate Nottingham on a map of the UK and locate Sherwood in it Know Nottingham's nearest beach and compare it to a contrasting locality Name 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 and name the continents on a world map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Identify the position and significance of Equator, N. and S. Hemisphere, Arctic and Anatarctic, Tropics of Cancer and Capricorn.	Identify longest rivers in the world, largest deserts, highest mountains. Locate and name the main counties and cities in/around Nottingham.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from the Victorian era with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with Science, time zones, night and day. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.	On a world map locate the main countries in Africa, Asia and Australasia. Identify Europe/NSAmerica's main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge **(ELG 14 – People, Culture and Communities)**	Explain some similarities and differences between life in this country and life in other countries – drawing on their knowledge from stories. Chn to describe their immediate environment using knowledge from observation, stories and maps	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a contrasting area of the UK. Lambley	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. Jamaica	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Italy	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. China (MFL links with school)	Compare and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Brazil and Rwanda	Compare, understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Poland and Tornado Alley
Human & Physical Geography **(ELG 15 – The Natural World)**	Know some similarities and differences between religious and cultural communities in the UK. Notice and identify the affect changing seasons can have on the world around us. Know some similarities and differences between the natural world around us and a contrasting environment – drawing on their knowledge from stories.	Describe seasonal and daily weather patterns in the United Kingdom. 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:, forest, boreal, hill, mountain, soil, valley, season, weather. ▪ key human features, including: city, town, village, factory, farm, house, office.	Apply knowledge of 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, sea, ocean, vegetation. ▪ key human features, including: port, harbour.	Describe and understand key aspects of: ▪ Physical geography including: volcanoes, earthquakes, ring of fire (Linking to Science: rock types) ▪ Human geography including: trade links in the Pre-Roman and Roman era and types of settlements in Early Britain (Linked to History. Why did early people choose to settle there?)	Describe and understand key aspects of: ▪ Physical geography, including: river, water cycle (excl. transpiration), mountains. ▪ Human geography, including: types of settlements in modern Britain, types of settlements in Viking, Saxon Britain.	Describe and understand key aspects of : ▪ Physical geography including: climate zones, biomes and vegetation belts, forests. ▪ Human geography including: fair trade, trade between UK and Europe.	Describe and understand key aspects of : ▪ Physical geography including: volcanoes and earthquakes, looking at plate tectonics. ▪ Human geography including: distribution of natural resources focussing on energy.
Geographical Skills & Field work **(ELG 15 – The Natural World)**	Ask simple geographical questions. Make simple maps. Use the globe to identify the UK. Can describe their relative position such as 'behind' or 'next to' To visit and experience a variety of places Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. Use directional language forwards, backwards, left and right to give instructions to a technological toy. Use simple observational skills to explore the school grounds.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	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 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the four points of a compass, two-figure grid reference (link to maths), some basic symbols and key to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, and plans.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn four-figure grid references. 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, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 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, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to six figure grid references with teaching of latitude and longitude in depth (including the use of Ordnance Survey maps). Expand map skills to include non-UK countries. 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.
Sustainability **(ELG 13 – Past and Present)**	Make simple links with other places (i.e. through food) Learn how to take care of immediate environment Learn beginnings of living things and their needs	Learn of links between local community and wider world (i.e. through food and clothes) Learn and understand the importance of recycling Know positive and negative impacts of people's actions on the environment Explore how people can (and have) damage and improve the environment (local and on a larger scale)		Begin to make greener choices beyond recycling Explore how local actions can have an effect on a global scale Learn the basics of climate change Explore farming and its effect on climate change in UK (food chains and beef) Explore people's dependency on farming in poorer countries		Continue to develop an understand of climate change Explore globalisation and population and its effect on the climate Explore global connections between people and countries (trade, communication) Understand the idea of an ecological footprint (incl food miles) Can humans adapt to the new climate?	

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What Geography looks like at Haydn	Within themes all year	• Study of our Sherwood vs Lambley • Polar Regions • Boreal Forests (Canada)	• Our City • Comparison of Nottingham with Jamaica	• Volcanoes • Mayans • Romans	• Rivers • Comparison with China (links with the country)	• Rainforests	• Extreme Earth (Volcanos, earthquakes and tornados) • WWII
Key Vocabulary These are the basics and by no means a definitive list.	school home house garden road shop celebration	city town village factory farm office port country harbour city		trade economy urban country settlement modern land use		fair trade forest deforestation derelict GMT grid reference scale	
	sea land park	forest hill mountain soil valley vegetation cliff coast ocean river season weather continent		volcano earthquake rural erosion deposition tributary meander delta source mouth confluence estuary ox bow lake Europe Equator hemisphere Tropic of Cancer/Capricorn natural resources water cycle(excl. transpiration)		biome climate zone water cycle(incl. transpiration) vegetation belt latitude longitude ring of fire	
Non-negotiable – what must they know	1. I know where things belong in the classroom 2. I can tell the difference between land and sea on a globe 3. I can tell you some things that are the same and some things that are different about my family and other families	1. I can identify the UK on a world map. 2. I can identify and describe the poles on a world map. 3. I can identify the sims and diffs of urban and rural areas.	1. I can locate Nottingham on a map of the UK. 2. I know and can explain some sims and diffs between Nottingham and Jamaica. 3. I can tell you how to travel around Nottingham in an eco-friendly way.	1. I can explain how I, and other people, can live more sustainably. 2. I can use an atlas to find a country on a map. 3. I can describe and understand what a volcano is.	1. I can name and describe the key features of a river. 2. I can name and explain parts of the water cycle. 3. I can identify a place on a map using a 4 figure grid reference.	1. I can use an 8 point compass to navigate with a map. 2. I can identify and explain some differences between UK, Brazil and Rwanda. 3. I can look after my world by explaining why plastic is harmful.	1. I can use 6 figure grid refs to locate countries and major cities, globally 2. I can know what a tectonic plate is and can describe and explain their effects 3. I can explain the link between climate change on extreme weather
Experiences – what helps them remember?	Visits to local café, library and park Autumn lantern walk	Walk around Sherwood Visit to Lambley Twycross Zoo	Learning Jamaican instruments Tasting Jamaican food Visit Nottingham caves	Cadbury World	Residential to Castleton Blackwoods (orienteering)	Trip to Sherwood forest (orienteering)	Holocaust Museum, Newark
Texts Used – What beautiful, and varied, texts have you used to give reading a purpose? (SIP)	Introduction to non-fiction texts New Years Race Rama and Sita	Solo Lost and Found	Cave Baby Islandborn	Escape From Pompeii	The Scarab's Secret River Story	The Explorer Where the Forest Meets The Sea The Hidden Forest	Diary of Anne Frank Letters from the Lighthouse

Appendix 2 – Whole School Long Term Plan

Year 1	TERM	Geography
	AUTUMN	Name & Locate UK and its countries Capital cities – London Compare & contrast cities and countryside Compare UK and non-european country (Peru) Simple fieldwork Ariel photographs Using maps
	SPRING	Polar regions – Continents Compare weather Using maps and atlases
	SUMMER	Dinosaurs - Using vocabulary linked to key physical features – prehistoric world Continents – Pangea Rainforests – Continents Seasonal and daily weather patterns in the UK and other country related to the equator Using maps, atlases and globes

Year 2	TERM	Geography
	AUTUMN	Welcome to NG5- Different types of homes/ map labelling/ postcodes/ Sherwood/ Blackwoods.
	SPRING	Exotic plants around the world. Locate on a map.
	SUMMER	Ahoy there! Comparing UK and Jamaica. Map work and climate/ population physical geography labelling.

Year 3	TERM	Geography
	AUTUMN	Volcanoes and Italy
	SPRING	Planet Based Diets + carbon footprints
	SUMMER	Climate/change in environment

	TERM	Geography
Year 4	AUTUMN	
	SPRING	Rivers
	SUMMER	Rivers/ China Rwanda

Year 5	TERM	Geography
	AUTUMN	Forests
	SPRING	
	SUMMER	

Year 6	TERM	Geography
	AUTUMN	Extreme Earth
	SPRING	
	SUMMER	

Appendix 3 – EYFS Long Term Plan

F1	Term	Themes	UW
	Autumn 1	Me and My Nursery Autumn	Goose Fair Autumn Visit to Woodthorpe Park
	Autumn 2	Festivals	Bonfire Night Diwali Christmas Rosh Hashanah
	Spring 1	Winter Chinese New Year Cold Lands Cafe	
F2	**Term**	**Themes**	**UW**
	Autumn 1	Me and My School Autumn The Three Little Pigs	Goose Fair Autumn Visit to Woodthorpe Park
	Spring 1	Winter Chinese New Year Cold Lands Getting to Know an Author (Oliver Jeffers)	Chinese New Year Polar animals and lands Chinese food Café visit
	Summer 1	People who help us Families Our bodies	Maps and our local community.
	Summer 2	Summer Minibeasts Arts Week	The Seaside

Appendix 4 – Example Y4 Medium Term Planning

Foundation Subjects Medium Term Planning

Year Group: 4 Subject/ topic: Geography – Rivers Term: Spring 2

Week	Key Questions Theme	Objective/ Learning Outcomes	Activity	Key Vocab	Differentiation	Resources/ including ICT
Session 1	Introduction to topic	Chn can name and identify the three longest rivers in the UK (Severn, Thames, Trent) Chn use the contents and index pages of an Atlas to find places quickly. Chn ask, "Which PHYSICAL features does this place have?" "Which HUMAN features does this place have?" Use 4 and 6 figure grid references	KQ - What do we already know about rivers? Do we know any vocabulary? What rivers have we seen? Show chn Castleton OS map. Explain some of the items on there. Ask chn to locate things on there using 4 digit grid refs. Ext to 6 digit. Remind chn how to use an atlas. Use physical and human land marks to help find river names. Discuss new vocabulary. Show chn rivers nearby to Nottingham, the longest rivers in UK and longest in the world.	River Grid reference Physical Human OS map	BA – TA support Chn to use an atlas to name the rivers on worksheet. Some chn to use the computer to Google Earth to locate rivers.	http://www.3dgeography.co.uk/#!river-worksheets/c18cy Global Longest River sheet British Longest River Castleton Ordnance Survey Map https://www.maps4free.co.uk/
Session 2	Introduction to parts of a river	Chn can identify the parts of a river Chn can sort between physical and human features	Last week, we looked at rivers near Nottingham and we can find them on an OS map. KQ – What did we use to find things on map? Grid references!	Upper, middle, lower course Young, mature, old river	Journey of a River sheet Differentiated x 3	Journey of a River doc

		Chn can explain what happens at each point	This week we're going to learn the names for each part of a river. Show chn annotated drawing of the course of a river. When looking at the photos highlight the physical and human things on the map. KQ – What makes something physical and what makes it human? Introduce new vocabulary and explain their meaning. Create actions for each new word. Show the chn images of different parts of a river. KQ – What can you see about how humans use the land? Illicit that near the source, the land can be steep and difficult to build on so it's used for agriculture. In the middle and lower course, the topography softens so towns and cities have been built. KQ – Why might people have decided to build near a river? Water! Fish! Transport! Chn to annotate diagram with new key vocabulary. Plenary – Return to last week's map of Nottingham, specifically near Queen Drive retail park. With the words floodplain, meander and tributary on the board. KQ – Why are there no houses here? It's the floodplain! KQ – Why is it not a good idea to build here? It floods!	Source Mouth Tributary Meander Waterfall Floodplain Estuary Mountains Stream Oxbow lake Valley Meander Gorge Delta agriculture	SEN – recap new keywords and video using them. Can you find the … on the drawing? BA – using word bank and actions label source, mouth, meander, waterfall at least. Tell their neighbour what is happening at each point. A – chn to label as much of the diagram as possible and explain what is happening at each point AA – label diagram, explain each point and describe how land use in upper/middle/lower might change	
Session 3	Erosion and deposition How is an oxbow lake formed?	Chn can explain the process of erosion and deposition (in a river. They know how erosion, deposition and **flooding** can affect people.	KQ – What does erosion and deposition mean? Discuss these two words and explain that both occur in meanders. Highlight that deposition is why deltas form (from previous lesson).	Channel Erosion Deposition Sediment Silt		Oxbow Lake Formation (Resources)

		Chn use both physical and human factors in their explanations.	Show both videos about how a river curves and how oxbow lakes form. The process is easily shown on a whiteboard because the lines are easily rubbed out. *Animal interaction with the banks is a human factor – floods are physical. Highlight both.* Chn to create cartoon strip of how a river starts to bend and how an oxbow lake is formed. Straight Animal/disturbance River cuts away/deposits Curve More curve Flood water cuts over neck Starts to deposit Oxbow lake formed	meander		Oxbow Cartoon (Resources) Oxbow Lake Word Bank (Resources) https://www.youtube.com/watch?v=4qKS_Nk7UmY https://www.youtube.com/watch?v=8a3r-cG8Wic
Session 4	How is a waterfall created?	Chn can explain the process of erosion and deposition (in a river.) Chn can identify the parts of a river and understand how land use is different along the river's course. (***Source***, ***meander***, ***mouth***) and areas around (***flood plains***).	KQ - What two new keywords did we learn next week? What physical features do we know that are created by erosion and deposition? A waterfall! KQ – What famous waterfalls do we know? Show them a selection around the world.	Erosion Deposition Gorge Plunge pool Undercutting Over hanging	Differentiation by outcome BA – Teacher supported	http://www.coolgeography.co.uk/GCSE/AQA/Water%20on%20the%20Land/Waterfalls/LandformsWaterfalls.htm http://www.bbc.co.uk/bitesize/ks3/geography/

			Show them how a waterfall is created. Chn to use “boxing up” from Literacy to fill in the information they learn in this lesson. Purple book write - Chn to explain each diagram and explain process as an explanation piece using keywords.			physical_processes/rivers_flooding/revision/6/ https://www.youtube.com/watch?v=jqCR-9nBgWQ Waterfall keywords BA Scaffold Waterfall Waterfall Stage Photos
Session 5	Flooding	Learn about specific environmental issues. Relate this to global events. Chn investigate different points of view on an environmental issue affecting a locality. (**Localised flooding near River Trent, wider flooding issues relating to global warming.)** Chn can summarise an environmental issue either in the local area or an area they are studying.	Discuss on tables: What things can go wrong with rivers? (eg flooding, pollution etc) How are these things caused? Are the causes natural, caused by humans or a combination? Watch flooding videos from You Tube (link in IWB). If pollution has been raised as an issue look at the BBC news Trent link (also article on flooding if required). What things can be done to prevent floods/ avoid flood damage? Look at photos. If these things can be done, why do floods still occur and cause damage? (eg economic factors)	Erosion Transportation Deposition Hydraulic action Attrition Abrasion Solution Load Traction Saltation		IWB Videos

			What can individuals do to help minimise the effects of pollution and flooding? What choices could you make to make a difference? (eg organic vegetables to reduce pesticide use, not concreting over gardens, litter dropped down drains, global warming etc.) Children make an information poster about their chosen subject. Make sure it includes what individuals can do to minimise their negative impact.	Suspension		
Session 6	Differences between a local and a global river	Chn to give some reasons for the similarities and differences between places, using geographical language. Chn use both physical and human factors in their explanations.	What famous rivers do you know? Who has visited the river Trent? Has anybody ever been on a boat? Show chn images of rivers around the world and at different stages (through cities, affluent and poor). Compare similarities and differences. KQ – What can you see? What would it be like to live there? What animals might live there? Why?	Flooding Pollution Sluice Gates Stilts Floodplain Catchment area Storm drains	Chn to present their findings in a PowerPoint in ability pairings SEND – TA Teacher – to support Literacy BA AA – to use conjunctions	IWB with links to videos, news articles photos etc.