



## Geography: The Lovelace Way



**Geography curriculum leaders :** Lucy Jones, Michael Bateman

### Intent

Children at Lovelace will develop a curiosity and fascination about the world around them and its people which will remain with them for the rest of their lives.

Our Geography curriculum will equip our children with locational knowledge and place knowledge, together with a deep understanding of the earth's key physical and human processes. We want our children to think like geographers and apply their skills and knowledge to real life situations. This is achieved through asking questions, conducting fieldwork and exploring globes, maps and atlases.

Small steps for progression have been planned in line with the [Development matters 2021](#) framework (Nursery and Reception) the National Curriculum for geography [National Curriculum for Geography \(2014\)](#), (Year 1 to Year 6). Reports and journals accessed through [The Geographical Association](#) have also informed the rationale for sequencing of lessons and choosing which skills are to be taught.

### **EYFS Development Matters**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG: The Natural World** Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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 and changing states of matter.
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At Lovelace we base our planning, teaching and learning for year 1-6 on the National Curriculum and share the aims to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Each unit of learning is planned in line with the *progression of skills document*, *progression in mapping document* and *curriculum organisers*; which can be located here -

 [Progression of Geographical Skills](#)

 [Progression in mapping EYFS-Year 6](#)

 [Lovelace - Geography progression map](#)

The progression map guarantees coverage of locational knowledge, place knowledge, human and physical geography and fieldwork within the curriculum.



### Curriculum Schemes of Work Overview:

Subject leaders and teachers have worked collaboratively to ensure that the locations of study chosen are geographically rich to provide a broad range of learning opportunities. The topics of study selected provide a clear, intentional flow of learning, where children build on prior geographical knowledge and skills over time.

	Autumn T1 & T2	Spring T3 & T4	Summer T5 & T6
	<p>In the EYFS we plan using the EYFS areas of learning. Geographical knowledge is part of our Understanding the World area of learning. We use topics and themes that develop children's curiosity, interest and knowledge of the world around them. The children engage in cross curricular learning opportunities. Below are topics that are used to build and expand children's knowledge and vocabulary linked to Understanding the World.</p>		
Year N			
Year R	All about me	Pirates	Forests foraging and fun
Year 1	Hook & Chessington	Hot & Cold Places	The Seaside
Year 2	Maps & Mapping	Polar regions: Arctic and Antarctica	The Amazon Rainforest, South America
Year 3	Climate Zones & Biomes	Ola' Brazil	Land Use in the UK
Year 4	Tectonics	Exploring the UK -	All

	(Mountains, earthquakes and volcanoes)	cities and landmarks	About India
Year 5	How has London changed?	The River Thames	Coastal Change
Year 6	Exploring France	How is climate change affecting the world? North America	(No unit)

### Geography Curriculum Planning

- ✓ Geography is a foundation subject that should be taught once a week, for a whole afternoon (approx 1 hour and 30 minutes)
- ✓ Children should know which geographical skills and knowledge they are developing in each lesson.
- ✓ In geography children should be given opportunities to be **explorers - thinking like a geographer**
- ✓ Children should learn through inquiry based lessons and each topic should begin with a question.
- ✓ Children should learn the importance of working geographically in lessons and be competent in using all of the key skills, as outlined in the National Curriculum, such as:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork
  - interpret a range of sources of geographical information
  - communicate geographical information
- ✓ In addition to a weekly geography lesson, each class should aim to have a field work, trip or workshop as appropriate to ensure a WOW moment and to secure and develop their geographical understanding. The skills that they will be using within the fieldwork, must be taught prior to the visit.
- ✓ All geography planning should be recorded on the Lovelace Medium Term Foundation Subjects plan as outlined below.
- ✓ All lessons should have a clear learning objective and success criteria that are appropriate for the age range of the children.
- ✓ Each geography topic and lesson should be based around an enquiry question e.g. How are volcanoes made? What does India trade with the rest of the world?
- ✓ Within planning, teachers should consider how the children are going to record each piece of work and there should be a variety of ways of doing this (see below).
- ✓ Children should be given clear learning intentions on the skills and knowledge that they will be developing
- ✓ Over the year children should cover the National Curriculum for their year group and experience each of the areas of working **geographically**. There should also be cross-curricular learning where the topic lends itself to subjects, such as English, computing and mathematics.

## **Supporting children with SEND and EAL:**

It is essential that teachers make sure that the following steps take place in their classrooms to allow all children equality of opportunity when learning Geography.

Prior to learning a new topic children should be taught the vocabulary they will need to be successful using visual and pictures. Children should be given opportunities to practise and apply this vocabulary during learning. Stem sentences also provide a good scaffold so that children may use this vocabulary.

At the beginning of each session, children should revise and revisit learning from the previous sessions. This is an assessment opportunity for teachers so they can identify gaps or misconceptions and adjust teaching accordingly.

Classrooms should have working walls displaying vocabulary, sticky knowledge, images and maps. These should be referred to during Geography sessions as well as regularly between so that knowledge is not forgotten. Teachers should pre-plan opportunities to add or engage with their working walls in sessions when new information is added or prior learning is referred to,

Giving children opportunities to record their ideas and thoughts in different ways. This may be through photographs, voice recordings or drama. All children should have opportunity to present their learning in a variety of ways so that proficiency in writing is not a barrier for children with strong geographical knowledge,

## **Links to the 101 Must Have Lovelace Learning Experiences**

Lovelace incorporates Geography in its “101 Must-Have Experiences” - These aim to make Geography an exciting and lived experience, allowing students to enjoy geography away from the classroom and making memories linked to Geographical learning and skills. These experiences may be planned explicitly throughout the school year, eg, writing a letter to a child in another country, while some may happen organically such as cloud spotting or playing in the rain. These are recorded with posters in classrooms available for all children to view so that they are reminded of their experiences.

<b><u>Bronze EYFS</u></b>	<ul style="list-style-type: none"><li>- Explore and investigate mud, water and sand</li><li>- Play in the rain</li><li>- Go on a woodland walk</li><li>- Go on a first school trip linked to what you learn in school</li></ul>
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<b><u>Silver Yr 1 &amp; 2</u></b>	<ul style="list-style-type: none"> <li>- Take a train to London</li> <li>- Write a letter to a child or school in another country</li> <li>- Find out more about the local area</li> <li>- Follow clues for a treasure hunt</li> </ul>
<b><u>Gold Yr 3 &amp; 4</u></b>	<ul style="list-style-type: none"> <li>- Go on a nature walk at night</li> <li>- Go cloud spotting</li> <li>- Adopt a native plant or tree for a year and watch it grow</li> <li>- Explore our capital city - London</li> <li>- Create an exploding volcano</li> </ul>
<b><u>Platinum Yr 5 &amp; 6</u></b>	<ul style="list-style-type: none"> <li>- Use public transport</li> <li>- Find your way with a map and compass</li> <li>- Discover what life is like in the USA</li> <li>- Be able to identify at least five native British trees.</li> </ul>

## Eco Day

The children participate in Eco Day in the Autumn and Summer term. The children engage with a range of environmental activities on our school grounds. This is a fantastic opportunity for the children to engage with our key values of care & respect for living things, sustainability, biodiversity, ecosystems, rights and responsibility.

The children visit their class tree, where they observe the changes over the seasons. They use a range of aerial maps and images of the school to locate their tree and adopted area, which they take care of.

The children participate in fieldwork with a particular focus on mapping. Using the progression of mapping (signposted above), the children build on their knowledge and skills in a practical way.



# What is a Geographical Enquiry?

**This process may cover the following questions:**

- Where is this place?
- What is this place like? - the natural environment, the built environment
- Why is it like it is?
- Who lives here; why? How? What do they do?
- What is it like to live here?
- How are people influenced by the place – and what the place is like?
- What links does this place have with other places?
- What do you feel about this place?
- How has this place been used? – how has it changed?
- In what ways is this place similar to or different from other places? Why?
- Is this place changing?
- How ought this place to change?
- How does this place change as you zoom in and out?

Note: 'Place' is the context for geographical study, places have different scales; the national curriculum distinguishes:

Localities  
Regions  
Countries

And to a lesser extent: international  
Global

## Pre-assessment

It is crucial in geographical learning to undertake pre-assessment in order to move on children's geographical knowledge and understanding.

- o In key stage 1 this is usually done as a whole class activity.
- o In key stage 2, at the front of each of the books will need an A4 sheet stuck to it, split into the topics for each Year Group. The children can then fill these in, as they go through the year, with facts/diagrams of what they already know, what they would like to learn in each topic and what they've found out.
- o In Key Stage 2 children are also given knowledge organisers with easy access to key facts, concepts and vocabulary.

## Planning (example)

Key WOW factor:				Key end learning task:					Time available, key resources & relevant hyperlinks:			
English	ICT	MFL	Science	History	Geography	RE	Art	D & T	Music	PE & Sport	PSHE/SMS	MATHS
Sequence, week or progression	Key objectives [OLI] for Key Skills / Attitudes / Knowledge & Understanding	Learning Tasks & Activities					Differentiation & Personalisation		Key Vocabulary	Resources / ICT		
Revisit/ Recap/ Rememb er	To name and locate the four countries in the United Kingdom	<p><u>My place in the world</u></p> <p><u>Use material maps to plot countries on</u></p> <p>Introduce map of the UK and have one A3 copy on each table. Children have to guess where they think they live and stick the labels on where they think:</p> <p>London, England, Scotland, Ireland, Northern Ireland.</p> <p>Back together and correct any misconceptions.</p> <p>Look through powerpoint and label countries and capital cities in the UK.</p> <p><u>Activity</u></p> <p>Children build the UK and label the countries</p>					HA- challenge to use atlas to look up the seas surrounding the UK		City, country, capital	Large maps, PPT		

\*Additional details for each topic can be found on the medium term plans

## Recording

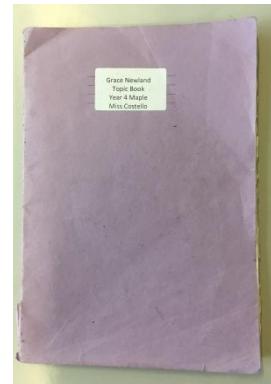
Geography learning is recorded in topic books. At Lovelace some year groups use 'Scrap Book' style books. These are bigger than A4 so that sheets can be stuck in. We use different books in the different Key Stages:



KS1



Y3/4



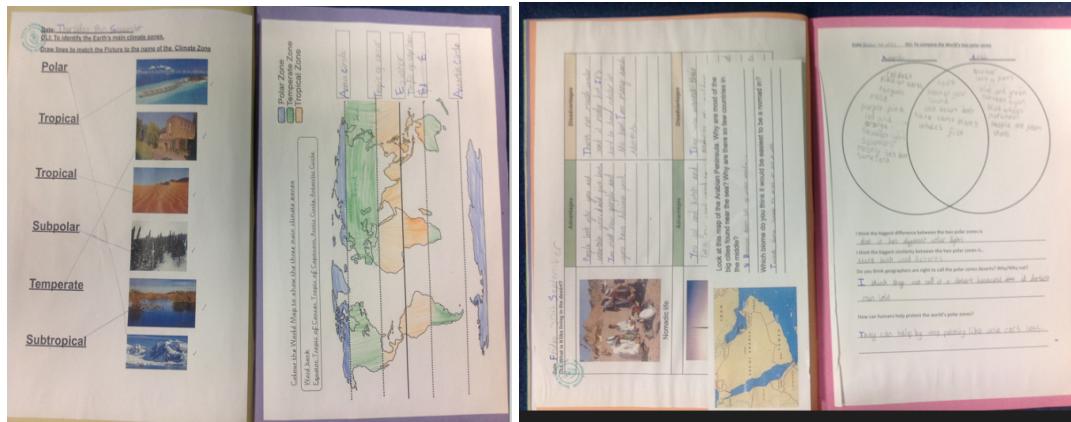
Y5/6

**EYFS** Learning is recorded in learning journeys and on tapestry. Children may have geographical conversations with peers or during whole class learning. This is recorded on a sticky label and stored in an assessment file.

**Key Stage One:** Complete all of their science and topic learning in one book. It is a light blue covered book from KCS (1268024).

**Key Stage Two (Y3/4):** Complete history and geography in their 'History and Geography' book. It is a green covered book with different coloured pages from TTS (AR01164)

**Upper Key Stage Two (Y5/6):** Complete history and geography in their 'History and Geography' book. It is a lined purple book so that writing may be undertaken if necessary.



A Lower Key Stage 2 book - showing examples of matching activities for vocabulary, mapping, comparing and contrasting as well as using diagrams to present information.

- ✓ All written work, diagrams & pictures science work should comply with the Lovelace presentation policy (see separate document). For example, the date and learning objective should be written on the top, left hand side of the page and underlined neatly. All handwriting should be in Kingston cursive script and written in pen or pencil (pen licence rules apply). Diagrams should be drawn in pencil. All work for each lesson should be completed and teachers should encourage the children to take intense pride in their work at all times.
- ✓ The nature of the 'scrap' book means that children should be given the opportunity to present their work in a variety of ways. Such ways may include (but are not limited to): tables, graphs, collages, photographs, observational drawings, bullet pointed notes, labelling objects, written explanations and creating models.
- ✓ Separate topics / themes should be clearly demarcated with 'unit target' pages or a larger concept map or concept cartoon to show what the children already know and what they would like to learn.

## Assessment and Feedback

- ✓ All geography work is marked by the teacher in green pen and according to the Lovelace Marking Policy (see separate document).
- ✓ Children should be given 'Next Step' progressive marking, where appropriate and should be given adequate time to respond to that marking, when convenient to the class.
- ✓ Children will up-level their work and respond to marking in their purple polishing pen, this means that sometimes a feedback dialogue might occur. Children should be encouraged to correct spellings particularly of specialist geographical vocabulary.

## Recommended Geographical Sources

In geography lessons children should be given the opportunity to interpret a range of geographical information, including maps, diagrams, aerial photos and Geographical Information Systems (GIS).

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- A tool for creating and analysing maps both, local and globally, Can be used to explore climate, land features changes over time. (We have a paid subscription to this service)

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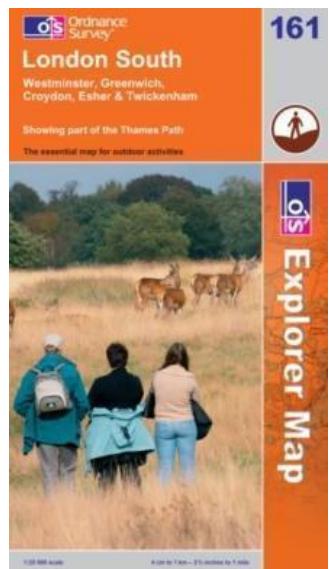
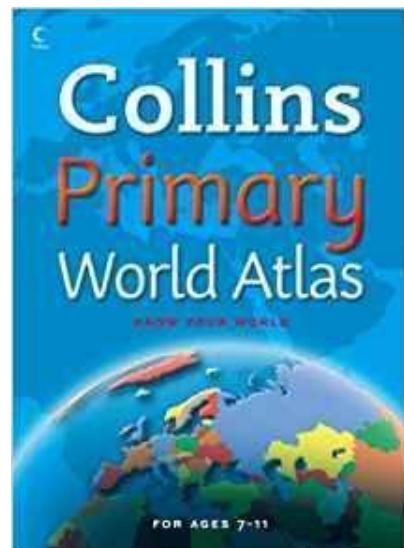
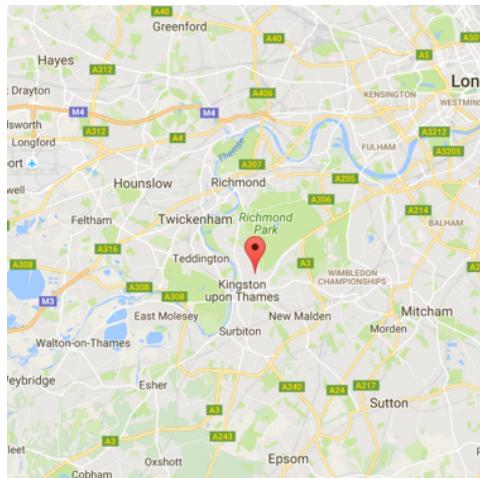
<https://digimapforschools.edina.ac.uk/>

- **Geographical association-** planning, resources and up to date subject information.

<http://www.geography.org.uk/>

- **LGFL learning resources** – Interactive resources on different topics. (Mostly useful for KS2)

<https://www.lgfl.net/learning-resources/grid>



## 1.1. What is GIS ?



