



Clayton-le-Woods Church of England Primary School

Geography

Long term overview and Statement of Intent

Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as the unique individuals God created us to be.



Intent of the teaching and learning of Geography

We teach Geography to inspire pupils to learn about the world around them; to equip them with knowledge about diverse people and places; and, give them a deeper understanding of the Earth's physical and human processes. We break down our areas of learning into substantive and disciplinary concepts, from EYFS to Year 6, that are identified within our long term overview with the substantive concept shared with the children as an enquiry question. The effective teaching of geography is achieved through a progressive mixture of theoretical learning and practical, fieldwork activities. We fulfil the expectations set out in the National Curriculum Programme of Study and the Understanding the world element of Development Matters.

Implementation of the teaching and learning of Geography

In school, we have an ambitious and bespoke Geography Curriculum which is designed to maximise our locality, meet the needs of our children and fulfil the expectations of the National Curriculum. While Geographical skills are taught discretely, we should be aware of the cross-curricular links with Outdoor Learning, History, Science and other subject areas where appropriate. We use a combination of physical and digital resources, as well as practical tasks to deepen children's understanding. The acquired knowledge is collected in the children's individual Geography books and displayed visually on the school's display boards. Where appropriate (KS1 & EYFS) may also record in a scrap book.

Through Geography, children learn: about locations and places; the differences between human and physical Geography; enquiry and investigation skills; appropriate fieldwork skills; how to interpret a range of sources of Geographical information; and, how to communicate their learning with others. The work is thoughtfully sequenced to ensure that there is a clear progression where children build on their body of understanding. We share with children, through a front cover in Key Stage 1 and Key Stage 2, the knowledge and skills that will be covered within each unit along with key vocabulary that is pre-taught to ensure that all children can access the learning in order to succeed and flourish in the world.

We use adaptive teaching approaches, taking into account recommendations from external agencies, across the curriculum. Approaches such as chunking learning into smaller steps, frequent repetition of learning ensures all pupils, including those with SEND, are able to access the learning and gain granular knowledge within the subject to the same high-standard as their peers, providing a flexible, ambitious and robust curriculum for all.

Assessment is carried out continuously through effective questioning, discussion, reviewing of children's work and the feedback provided and the seeking of pupil voice to support future developments and to identify the effectiveness of the curriculum. At the end of each unit, teachers record children's achievements using knowledge and skills maps. This document also identifies next steps for the children along with the teaching and learning of the particular topic. These are shared with the subject leader and curriculum lead and are reviewed at the end of each term.

Impact of the teaching and learning of Geography

The teaching of Geography is a reflective process: we use all information gathered to inform future teaching and planning decisions. Geography is unique in bridging the social sciences and natural sciences, we aim to ensure that all children are fully informed about the places and communities in which they live, the interconnectedness of the world and how and why our world is changing, both globally and locally. The learning opportunities provided are certainly designed to ensure that children know more and remember more.

Mr K Kay
July 2024



How we live out our British and Christian Values in Geography				
Democracy	The Rule of Law and Forgiveness	Individual Liberty and Courage	Mutual Respect, Respect and Friendship	Tolerance of those of different faiths and Beliefs, Thankfulness and Truthfulness
<p>In the Geography classroom we have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation.</p>	<p>In Geography, pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children are given the opportunities to explore and issues and governmental policy around climate change. We will also investigate how laws at a local and global scale can influence both the physical and human layout of the landscape and contribute towards population decline and growth in certain areas. We will explore our Christian value of Forgiveness around global issues that include questions of justice and peace.</p>	<p>Children will explore their own individual liberty in terms of exploring their own career paths within Geography and surrounding the subject having the freedom to pursue any further interests they may have. When comparing and contrasting locations, children will also explore the people living in these environments and their own individual liberties whilst having the Courage to pose and discuss difficult questions.</p>	<p>Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these, with the expectation that these must be listened to. Children will discuss what it means to be British and learn how to question and challenge stereotypes respecting others opinions whilst maintaining friendship with their peers even if they disagree with their views.</p>	<p>Children consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society have changed them. They will approach issues with Truthfulness when facing challenging topics. The geography curriculum at Clayton-le-Woods CEP also helps to demonstrate the diversity of people's backgrounds helping children to have further tolerance of different faiths and beliefs and to show Thankfulness for the world in which they live where everyone is valued.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow Class (Pre-School)	<p>Place/space, scale/change - <u>Where do you live in this world?</u></p> <p>Disciplinary Concepts – fieldwork, similarities and differences, research and enquiry</p> <p>Development Matters - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Identify senses – Listening walks.</p>	<p>Interconnection/interdependence, place/space, physical processes, human processes – <u>What is a country?</u></p> <p>Disciplinary Concepts – similarities and differences, research and enquiry</p> <p>Development Matters - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Observe seasonal changes (Autumn). Different environments – our country compared to others.</p>	<p>Place/space, sustainability/environmental impact, physical processes, human processes – <u>How do we look after our world?</u></p> <p>Disciplinary Concepts – research and enquiry, cause and consequence</p> <p>Development Matters - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Observe seasonal changes (Winter)</p> <p>Natural world discussions, using appropriate language and how we care for it.</p> <p>Discuss polluted oceans – what affect does this have?</p> <p>What can we do?</p> <p>Make polluted ponds – How do you think creatures feel?</p>	<p>Place/space, sustainability/environmental impact, physical processes, human processes – <u>How do we get to different places?</u></p> <p>Disciplinary Concepts – fieldwork, cause and consequence</p> <p>Development Matters - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Observe seasonal changes (Summer)</p> <p>Explore different countries and life in other countries.</p>		<p>Interconnection/interdependence, cultural diversity and awareness, place/space, scale/change, physical processes, human processes – <u>How do you know the seasons have changed?</u></p> <p>Disciplinary Concepts – map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence</p> <p>Development Matters - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>



	Model curiosity for the environment.		experienced or seen in photos. Observe seasonal changes (Spring). Litter picking – why is this important? Contribution to the community.		
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Ash Class (Reception)	<p>Interconnection/interdependence, place/space, scale/change, impact, physical processes – Where do you fit in the world?</p> <p>Disciplinary Concepts – similarities and differences, research and enquiry</p> <p>Development Matters - Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Talk about places they go and have visited – summer holidays</p> <p>Different environments – our country compared to others. Where do you live? Daily weather</p>	<p>Interconnection/interdependence, cultural diversity and awareness, place/space, scale/change, physical processes, human processes – What are other countries like?</p> <p>Disciplinary Concepts – map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence</p> <p>Development Matters - Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>People from different communities and cultures (clothing, surroundings etc)</p> <p>Local walk – members of the community who help us</p> <p>Character in different places around school grounds – identify and name. Draw maps to find him.</p>	<p>Interconnection/interdependence, place/space, scale/change, physical processes, human processes – What can you do to make our world a better place?</p> <p>Disciplinary Concepts – map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence</p> <p>Development Matters - Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Draw information from a simple map.</p> <p>The seaside in our country compared to others</p>	<p>Interconnection/interdependence, cultural diversity and awareness, sustainability/ environmental impact, physical processes, human processes – How do you plan a journey?</p> <p>Disciplinary Concepts – map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence</p> <p>Development Matters - Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare characters and real people from different countries/communities and compare. Comparing our country to others –</p>	<p>Interconnection/interdependence, place/space, scale/change, sustainability/ environmental impact, physical processes, human processes – Can you create your own map?</p> <p>Disciplinary Concepts – map skills, fieldwork, similarities and differences,</p> <p>Development Matters - Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare different superhero environments – including map work.</p> <p>Compare areas around school.</p>	<p>Interconnection/int erdependence, cultural diversity and awareness, physical processes, human processes – What might you see in each season?</p> <p>Disciplinary Concepts – similarities and differences, research and enquiry, cause and consequence</p> <p>Development Matters - Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare different settings from stories/non-fiction</p>
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		Compare areas around school	Find seas on a map – name alongside land and other physical features. Draw a map of Tiddler's journey – including physical features and compare to our journey to school. Natural world discussions, using appropriate language and how we care for it. Compare areas around school.	growing food, ways of life etc. Finding farmland on maps – identify road names, villages, towns etc. Natural world discussions, using appropriate language and how we care for it. Compare areas around school		books to our environment. Comparing different countries and life in other countries.
Oak Class (Year 1)	<p>Physical processes, place/space <u>Would you prefer to live in a hot or cold place?</u></p> <p>Map skills, research and enquiry, similarities and differences</p> <p>Hot and cold places of the world.</p> <p>Protecting the Planet: Emperor of the Ice</p> <p>name and locate the world's seven continents and five oceans</p>			<p>Place space, human processes <u>Why is our world wonderful?</u></p> <p>Map skills, research and enquiry</p> <p>UK countries and capital cities</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use basic geographical vocabulary to refer to:</p>	<p>Interconnection, place/space <u>What is it like here?</u></p> <p>Map skills, fieldwork</p> <p>Fieldwork in the school grounds</p> <p><u>A walk in the woods</u></p> <p>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</p>	



			<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>on a map (linked to outdoor learning)</p> <p>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 (linked to outdoor learning)</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
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Elm Class (Year 2)	<p>Place/space, physical/human processes</p> <p><u>Where is our school?</u></p> <p><u>What can we find in our local area?</u></p> <p>Map skills, fieldwork, research and enquiry</p> <p>Local area and local maps</p> <p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Place/space, cultural diversity and awareness</p> <p><u>What is it like to live in (Shanghai, Delhi, UAE, Kenya etc)?</u></p> <p>Map skills, similarities and differences, research and enquiry</p> <p>Contrasting country</p> <p>Wangari's Trees of Peace</p> <p>name and locate the world's seven continents and five oceans –</p> <p>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</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and</p>	<p>Physical processes, place/space</p> <p><u>What is it like to live by the coast?</u></p> <p>Map skills, cause and consequence</p> <p>Seasonal and daily weather</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	
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			oceans studied at this key stage			
Beech Class (Year 3)		<p>Place/space, scale/change <u>How is land used in the local area?</u></p> <p>Map skills, fieldwork skills, cause and consequence</p> <p>Exploring the local area including walking through the valley to identify the landfill and Lower Kem mill (linked with history)</p> <p>The region where I live name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these</p>		<p>Human processes, scale/change, place/space <u>Why are some places more built up than others?</u></p> <p>Similarities and differences, map skills, research and enquiry, cause and consequence</p> <p>Settlements</p> <p>In the news – housing quotas, local building projects, infrastructure (shops, schools, dentists)</p> <p>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</p>		<p>Physical/human processes, place/space, sustainability <u>What are the Earth's biomes?</u></p> <p>Map skills, fieldwork</p> <p>Biomes and Ecosystems at home and around the world</p> <p>Expedition Diaries: Australian Outback</p> <p>physical geography, including: <u>climate zones, biomes and vegetation belts, rivers</u>, mountains, volcanoes and earthquakes, and the water cycle</p>



		<p>aspects have changed over time</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>				
Silver Birch Class (Year 4)	<p>Physical processes <u>Can flooding and erosion be managed?</u></p> <p>Map skills, fieldwork</p> <p>Rivers and coasts</p> <p>The Rhythm of the Rain In the news – coastal erosion, flooding</p>			<p>Place/space <u>How does Italy compare to our own locality?</u></p> <p>Map skills, similarities and differences, research and enquiry</p> <p>Italy</p>		<p>Place/space, human/physical processes, scale/change <u>What do we mean by the United Kingdom?</u></p> <p>Map skills, research and enquiry</p>



	<p>(including on a global scale)</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use,</p>		<p>The United Kingdom</p> <p>Prime Minister and First Ministers of devolved nations.</p> <p><u>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</u></p>
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				<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>		
Holly Class (Year 5)		<p>Human processes, interconnection/interdependence</p> <p><u>How has global trade changed the world?</u></p> <p>Research and enquiry, cause and consequence</p> <p>Globalisation</p> <p>human geography, including: types of settlement and land use, <u>economic activity including trade links, and the distribution of natural resources</u> including</p>		<p>Physical processes, environmental impact</p> <p><u>Can we predict and protect ourselves from earthquakes and tsunamis?</u></p> <p>Maps skills, research and enquiry, cause and consequence</p> <p>Recreating an underwater earthquake and the resulting tsunami wave</p> <p>Created a seismograph using micro:bit</p>	<p>Cultural diversity/ sustainability</p> <p><u>Why is the Amazon such a biodiverse place?</u></p> <p>Map skills, similarities and differences, research and enquiry, cause and consequence</p> <p>The Great Kapok Tree</p> <p>Amazon – contrasting region</p>	



		<p>energy, food, minerals and water</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>		<p>Earthquakes and Tsunamis</p> <p>Running Wild excerpt</p> <p>In the news – recent earthquakes and tsunamis</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and <u>earthquakes</u>, and the water cycle</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>the Tropics of Cancer and Capricorn</p>	<p>In the news – deforestation and climate change – through English</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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</p>	
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					<p>the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>the Tropics of Cancer and Capricorn</p>	
Elder Class (Year 6)		<p>Sustainability/environmental impact, human processes</p> <p><u>Where does our energy come from?</u></p> <p>Map skills, research and enquiry, cause and consequences</p> <p>Energy use</p> <p>In the news – wind farms, coal mine in Cumbria</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the <u>distribution of natural</u></p>	<p>Interconnection, cultural diversity and awareness, scale/change</p> <p><u>Why do people migrate?</u></p> <p>Map skills, research and enquiry, cause and consequences</p> <p>Migration</p> <p>Who are Refugees and Migrants? What makes people leave their homes?</p> <p>In the news – conflict, small boats, government policy at the time</p>		<p>Place/space, scale/change, physical processes, human processes, <u>How can we read the geographical landscape?</u></p> <p>Map skills, fieldwork, Field work</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey</p>	



		<p><u>resources</u> including <u>energy</u>, food, minerals and water</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>			<p>maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Arctic and Antarctic Circle</p>
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Substantive concept

Disciplinary concept

Significant people

Books/poems

Wow moments -trips/visits/visitors

National Curriculum/Development Matters objectives