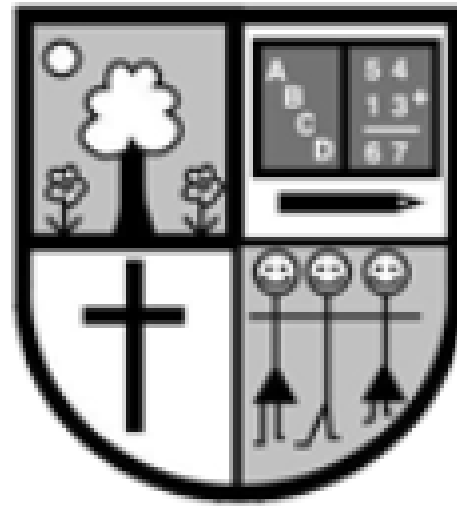


Little Bollington C of E Primary School



Geography
Curriculum Journey
EYFS-Year 6



Little Bollington- How Our Children Learn GEOGRAPHY

Through Faith, we are changing our lives for the better, forever
How is this reflected in our Geography Curriculum?

At Little Bollington, we aim to provide our children with the skills and knowledge to go out into the world and become good, respectful, caring citizens of the world and their environment. We want to produce children who care for the environment, understand the challenges we face in the future, deepen the children's understanding of local issues and how they are connected to the wider world. Through human geography we will learn all about people of different cultures, the similarities and differences, and hope that this will lead to a greater understanding and reduce prejudice, creating a future generation of global citizens.

Our Intent

“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”

DfE National Curriculum In England: geography Programmes of Study 2014

At Little Bollington, we aim to build on our children's curiosity by introducing them to the natural and human world, initially through exploring their local environment and gradually building outwards towards the wider world.

We expect that the study of geography will equip our children with an understanding of places, people, resources and environments around them. Through a knowledge-rich curriculum, our pupils will be able to build on prior learning about physical and human processes and the formation and use of landscapes and environments. They will develop an understanding that the Earth's features are interconnected and change over time. We will encourage an exploration of their own environment and challenge pupils to make connections between their local surroundings and that of contrasting settlements in different places in the world. Wherever possible, we will use our local area and community to develop geographical skills and knowledge.

We aim for our children to think and work like geographers through carefully selected enquiry questions and fieldwork that build and extend the children's knowledge.

Our Children

Our children come to school from a variety of areas away from Little Bollington and they have varying experiences of their locality, the UK and of the Wider World. They are very creative, curious and resourceful when it comes to their learning and are keen to gather knowledge of the world.

Our Learning Threads

Due to our mixed year groups at Little Bollington we aim to develop the children's learning in Geography through Key Learning Threads.

- Locational and Place Knowledge
- My Place in and Responsibility to the World
- Similarities and Differences
- Physical and Human Geography
- Working Like a Geographer

While many of the learning units will touch on most of these threads, each unit will have a clear focus on two or three of these threads to gradually build the children's schema in these areas. These are highlighted on the curriculum road map.

In addition, we further split the learning into Local, UK and World Geography. Through EYFS and Key Stage 1 we aim for the children to have a secure knowledge of their local surroundings and the geography of the UK with a gradual introduction to the wider world. In Lower Key Stage 2 we link the local geography to the learning of physical and human aspects of their immediate and near locality. Additionally, they will revisit and add to their understanding of the Geography of the UK. They will further explore the wider world through a focus study of countries and climates across Europe. By Upper Key Stage 2 we aim for our children to consolidate their learning and have opportunities to make links across the subject and to do some deep thinking around local and global issues that impact on them.

Our Implementation

Geography is taught half termly, focusing on knowledge and skills set out in the curriculum documentation. We implement a curriculum that is progressive and tailored to the needs of our children at Little Bollington. The curriculum builds year-on-year and key concepts are continually revisited and reinforced.

1. **Substantive Knowledge: (Our children will know)** Our geography curriculum encompasses a wide range of substantive knowledge, organised into key themes, such as locational knowledge, place knowledge, physical geography and human geography and interconnections. These are plotted through Local Study, UK Study and Wider World Study.
2. **Disciplinary Knowledge: (Our children will do)** Beyond substantive knowledge, our curriculum emphasizes disciplinary knowledge. Our children gain an understanding of how geographical knowledge originates and essential geographical skills like map reading, data analysis, and fieldwork techniques.
3. **Enquiry Questions** are used to introduced units to foster investigation, curiosity and a fascination of the natural world.

Units will start with a gathering of the children's existing knowledge and understanding to plan for varying levels of prior experiences. Where possible the children will learn through first hand experiences, field work and real-life examples. For our children to know and remember more over time, multiple opportunities are built into lesson to retrieve key knowledge and activation of prior learning. When it aids the learning, links are made to other subjects and high-quality texts that complement the geographical themes.

Our Impact

When our children leave Little Bollington, we aim to ensure that they will:

- continue to ask questions and develop a sense of wonder in the world
- maintain their curiosity
- have secure geographical substantive and disciplinary knowledge to access the key stage 3 curriculum
- understand their responsibility to the environment locally and in the wider world

Our children will leave us responsible, knowledgeable, and globally aware citizens with the knowledge and skills that equips them to navigate an ever-changing world with confidence.

Monitoring takes place on a regular basis including pupil voice, lesson observations, book looks and learning walks, which all evidence pupils having a good understanding of what they have been taught and the associated vocabulary.



Humanities Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Past and Present – Can you guess who? To describe changes over time Past and Present – To sort photographs from the past and present		My life timeline – To being to recognise the order Past things happen Toy Box – To look at toys from the past		Spot the Difference – To compare pictures from the past and present Treasure Box – Recognising that Kings and Queens are usually powerful people that rule over others	
	Our school from above – to consider shapes and positions of features when making a map Let’s build a map – To build and describe a model of a familiar place		Creating journey sticks – to describe a journey using objects as prompts Investigating maps – to explore a range of maps		Exploring and observing the effects of different weather conditions Interacting with the natural world through the seasons	
Year 1 Year 2	Local Geography-Physical Geography and Mapping How can we show what you will find in our local area?	Local History- significant places and people Local Study Dunham- Life in the past Daily Life What was it like to live at Dunham Massey?	UK Geography- 4 Countries of the UK The Queens Handbag Is the UK the same all over?	Changes within Living Memory Social Change Major Dizzy, Major Glad Is a skipping rope more fun than an iPad?	World Geography- Hot and Cold Places How do we explore the world?	Significant Individuals Goods and Trade/Social Change Explorers Who was the greatest Explorer?
Year 3 Year 4	UK Geography- Topography and Mapping Rivers and Mountains What can maps tell us about Geography of the UK?	Settlements- Stone Age to the Bronze Age Why was the move from the Stone Age to the Bronze age a big deal?	Local Geography- River Bollin and the Water Cycle How has the river Bollin changed?	Settlements- Ancient Egypt Why was Ancient Egypt called ‘The Gift of the Nile’?	World Geography- Europe and Environmental Regions Where in Europe should we take our holiday?	Settlements- Roman Invasion of Britain What did the Romans settle in Britain?
Year 5 Year 6	UK Geography- Counties and Cities What are some of the counties and cities of the UK and where are they located?		Local Geography- OS Mapping Where can we take class 3/4 on a walk around our local area?	Social Change Local Study- Tatton	Social Change Women who changed the world Who had the greatest impact on social change?	World Geography- Environmental How can we change the world?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1 Year 2	Local Geography- Human Geography and Environmental How can we improve our school/local area?	Local History- significant places and people Social Change Local Study Tatton- Life in the past Who lived upstairs and downstairs at Tatton Hall?	UK Geography- Where I live and different places near me What can I see through my classroom window?	Changes within living memory Developments in Communication Social Change How would my grandparents invite people to their party?	World Geography- Contrasting Locality Non-European Country How are Little Bollington and Pointe- a-Pierre the same or different? How would you welcome a child into your own area?	Events Beyond Living Memory Social Change/Good and Trade The First Flight How did the Wright brothers succeed where others had failed?
Year 3 Year 4	UK Geography- Regions and Cities of the UK What is our region of the North West like?	Daily Life Tatton Study What was life like for a child living at Tatton?	Local Study- Mapping Canals Vs Rivers How is the course of River Bollin different from the Bridgewater Canal?	Daily Life The Bridgewater Canal How did the building of the Bridgewater Canal change people's lives?	World Geography- Europe- comparison Where would you rather live- (area of Greece) or the North West?	Daily Life Ancient Greece What was life in Ancient Greece like and what impact does it have on our daily life today?
Year 5 Year 6	World Geography- North and South America How similar are North and South America?	Raw Materials, Goods and Trade Mayan If you could represent the ancient Mayan by 3 objects, what objects would you use that represents their accomplishments?	Local Geography and Environmental- How has Little Bollington Changed and how might it look in the future?	Raw Materials, Goods and Trade Local History- Tatton How is Tatton linked to the exploration and Slave trade?	Raw Materials, Goods and Trade Trade through the ages How has trade changed over the years?	World Geography and sustainability Fair Trade How can we ensure that everyone gets a fair deal when it comes to trade?

Humanities Overview Year