

Curriculum Intent

Geography at Longshaw aims to help children develop a curiosity about the world and its people. By linking geography to our local area where we can, we teach about geography in a context that aids understanding.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth’s physical and human processes. We also develop the children’s ability to confidently communicate their findings and geographical understanding to a range of audiences.

Through our teaching we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- The ability to reach clear conclusions and explain their findings.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

1. How do you ensure consistent delivery across all key stages?

- Subject Leader meetings: SOL checks & updated based on discussions
- Subject knowledge and pedagogy support
- Learning walks and work scrutiny.
- An awareness of the use of historical language e.g. cause and consequence

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

- The Geography curriculum is ambitious for all pupils.
- Scaffolding is central to making the curriculum accessible to all pupils, providing structured support, appropriate challenge and effective modelling to develop understanding, thinking and geographical skills.
- Different strategies are used to support learners as per the "Reasonable Adjustment" document shared by the SENDCO.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

- Review and links back to previous learning are embedded into our learning journeys
- Rosenshein principles – every lesson starts with a recap and ends with a review
- The curriculum is sequenced to be progressive and build on previous year/term/unit’s learning
- Use of knowledge organisers so key vocabulary and knowledge are easily accessible
- Low stake pre and post learning quizzes to assess gaps (pre) and progress made (post)

Year	Autumn	Spring	Summer
EYFS	Children in the EYFS follow the statutory EYFS framework, that highlights the seven areas of learning and development. This includes Understanding of the World which involves guiding the children to make sense of their physical worlds and community through opportunities to explore, observe and find out about different people, places, technology and the environment; explaining some similarities and differences and using some accurate geographical vocabulary. The children learn about and explore: • The natural world around them including natural materials, plants, seasons and how to care for the natural environment and all living things. • People, culture and communities, including knowing that there are different countries in the world; recognising some similarities and differences between life here in the UK and life in other countries and recognising that some environments are different to that in which they live.		
1	Here I am Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	There you are Understanding where we live on the global scale; locating continents; and comparing the human and physical features of an area in the UK with an area in Kenya
2	Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork	Hot and Cold Deserts Locating hot and cold deserts, and identifying common physical and human features	Rivers, Seas and Oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas
3	The United Kingdom Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region	Volcanoes Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	Looking at Europe Comparing the human and physical features of the Alps, the Amalfi Coast and a local area, and exploring the impact of tourism in these areas
4	Looking at South America & Brazil Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio de Janeiro	Tropical Rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and the threats they face (using the Amazon Rainforest)	Earthquakes and Human Settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan
5	Investigating world trade Understanding the distribution of the world's natural resources and how these are traded between places across the world	Looking at North America and Water Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America	Climate Across the World Understanding climate zones, biomes and vegetation belts, and the effects of global warming on vulnerable biomes

6	Improving the Environment Recognising the importance of renewable energy through investigating wind power. Learning about reducing waste, and the actions that humans can take to improve the environment	On the move Understanding push and pull factors in migration from the Northern Triangle to the USA, and from Syria to countries in Europe; understanding the benefits of migration to the UK	I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation
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United Curriculum: Geography

