



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

## Geography at Raeburn Primary School

## Geography at Raeburn Primary School

Intent			
High Expectations	Modelling	Vocabulary	Inclusion
All children at Raeburn are expected and able to make progress. We follow a ‘Low threshold, high ceiling’ approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.	Teachers teach the skills needed to succeed in Geography by using a range of high quality resources such as video clips, photographs, maps, globes, texts, web links and other sources of evidence/information. Teachers use enquiry questioning to promote pupil’s critical thinking.	We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons. All classrooms have a vocabulary display where ‘keyword studies’ are shown- these may have a geography focus. Teachers use the key vocabulary from Theme planning grids in lessons. We use a 3 tiered approach to support vocabulary development.	The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all. All children are expected to take part in the lesson through scaffolded support or adapted teaching.
Knowledge and concepts	Skills	British Values	Cultural Capital
Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills Fieldwork Geographical enquiry Geographical communication & Vocabulary	<p>--Equip pupils with knowledge about diverse places, people, resources and natural and human environments.</p> <p>-Develop contextual human and physical knowledge of globally significant places.</p> <p>-Look at different sources of geographical information and interpret them.</p> <p>-Draw on similarities and differences within different places.</p> <p>-Enquire into Geographical themed questions and form their own opinions and interpretation of them.</p> <p>-Communicate geographical information in different ways.</p> <p>Make connections between people, places</p> <p>Questions and enquiry, Communication, Vocabulary, Field work, Collecting and recording data, Knowledge, Using and creating maps, Using resources.</p>	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children.</p> <p><b><u>Democracy:</u></b> Children will consider what it is like for individuals living in particular places and how this impacts on them. They will consider themselves in the positions of others and explore the concept of fairness. e.g fairtrade produce</p> <p><b><u>The Rule of law:</u></b> In Geography pupils examine different ways of living in different locations around the world. They may consider the rule of law in these places and how this impacts on people’s lives, drawing comparisons to the UK where all people are equal before the law.</p> <p><b><u>Individual Liberty:</u></b> Children will explore geographical sources and through the lenses of people’s individual liberties show an awareness of how this affects the way they live their lives.</p> <p><b><u>Tolerance:</u></b> Children consider questions about identity and belonging when learning about different people/places. Children will consider the impact of this on their lives and society.</p> <p><b><u>Mutual Respect:</u></b> Mutual respect is taught and given when children are expressing their opinions through different geographical studies. 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 on with the expectation that these must be listened to.</p>	Children to understand how Geography is linked to the wider world. Children value its importance and talk about why it is important. Children are exposed to different voices, perspectives and cultural experiences within Geography .

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
<p>-Following the National Curriculum guidance high-quality Geography education should inspire a curiosity and fascination about the world and its people that will remain with pupils for the rest of their lives. Pupils should think critically, and develop a deeper understanding of places, people, resources, natural/human environments, together with an understanding of the Earth’s key human and physical processes as identified on our Theme Planning Grids.</p> <p>-Teachers use ‘Sticky Time’ at the start of each lesson and ensure that skills are recapped throughout the theme.</p> <p>-Theme Planning Grids are used to set out the knowledge, skills, conceptual understanding and vocabulary clearly to ensure progression throughout the school and within each theme.</p> <p>-Enquiry questions are used as a basis for lessons to encourage children to consider human and physical changes, cause, similarity, difference and significance in Geography.</p> <p>-Children ask and answer geographical questions based on research from using high quality resources such as clips, photographs, maps, globes, texts, web links.</p>	<p>Stories are used to unlock the knowledge, skills and concepts of our curriculum.</p> <p>Expectation that reading is a component within Themes.</p> <p>Curriculum library has a range of books related to geographical Themes.</p> <p>Tiered vocabulary (from Theme Planning Grids) is referred to throughout the theme.</p> <p>Lessons will regularly have a vocabulary focus.</p>	<p>Oracy is expected in all lessons, including strategies such as:</p> <p>My Turn Your Turn</p> <p>Think Pair Share</p> <p>Show Me Boards</p> <p>High Quality Questioning</p> <p>Networking grids</p> <p>Tiered vocabulary (from Theme Planning Grids) is referred to throughout the theme.</p> <p>Lessons will regularly have a vocabulary focus.</p> <p>Tiered vocabulary is explicit on the Theme Planning Grids and Geography Progression Map.</p>

-Evidence in children's books clearly shows the learning objective and children understand the Geographical skill/ or knowledge they are learning about. -Children are aware of the question they are trying to answer. -Trips and Visiting Experts enhance learning experiences and give rise to fieldwork opportunities.		
<b>Inclusion</b>	<b>Assessment</b>	<b>CPD</b>
We have high expectations of all children and expect them to make progress and access lessons. We use adaptive teaching and scaffolding to support learners.	AFL strategies and principles underpin everything we do. Sonar is used at the end of each term to make a judgement of pupil attainment	-National College -Coaching/observations within school -Training needs are reflective of monitoring / staff -CPD during staff meetings -Feedback from SIA Deep Dive & Authority visit -Subject leads support planning of other staff
<b>Monitoring</b>	<b>Whole School/Parental involvement</b>	<b>Cultural Capital</b>
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject. SIA Deep Dive took place in October 2022 and authority inspection December 2022.	Parents informed on a weekly basis through newsletters At least one half termly sharing of books and classwork through open classrooms or parent/ teacher meetings	<ul style="list-style-type: none"> <li>• Trips</li> <li>• Inspirational figures</li> <li>• John Muir Award</li> <li>• Eco club</li> </ul>
<b>Whole school displays</b>	All classrooms have British Values displays. Books and resources related to Geography themes will be accessible for all children. Subject Lead to ensure the whole school display is updated yearly.	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Evidence collected from pupil voice- -Children are enthusiastic about Geography; they are able to talk about the concepts they have studied. Children are able to talk about Geography and how it relates to life. Children are confident to talk about their previous learning and learning across their current and previous year groups.	Children are able to understand and correctly utilise subject specific vocabulary. Geography is valued as a driver for many areas of learning. Theme planning grids ensure coverage and progression in all skills relating to Geography. The use of 'sticky-time' in all lessons ensures that knowledge is embedded.	KS1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  KS 2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	Children make excellent progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy.

## Geography at Raeburn- Long Term Plan

Year group	Little Owls	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> <li>-Recognise and that there different countries in the world and talk about differences.</li> <li>-Talk about what they see around school.</li> <li>-Use directional language to discuss locations</li> </ul>	<ul style="list-style-type: none"> <li>-Draw information from single maps(Bewilderwood)</li> <li>-Look at how trees change during the seasons and other seasonal changes e.g clothes.</li> <li>-Recognise some environments are different to ours e.g talk about where holidays, Enchanto, lifestyle comparison</li> <li>-talk about route to school</li> </ul>	<ul style="list-style-type: none"> <li>-Seasonal weather patterns ongoing</li> <li>-‘King of the Castle’ (plans, human/physical intro)</li> <li>-‘Once upon a time’ (mapping, compass language)</li> <li>-Out of this world (school grounds, intro UK, maps)</li> <li>-Rainforests (Intro continents/seas, H &amp; P area in UK - Eastham Ferry compare Amazon Rainforest)</li> </ul>	<ul style="list-style-type: none"> <li>-‘Preparing for Winter’ (hot and <b>cold</b> places location, effects on weather patterns-global warming, vocab, continents, oceans)</li> <li>-‘Africa’ (start local leading to non European country comparison h &amp; p)</li> </ul>	<ul style="list-style-type: none"> <li>-‘A special place’ (mapping relating to immediate Bromborough locality)</li> <li>-‘Wonderful Wirral - Hilbre’ (location, study H &amp; P, how changed)</li> <li>-‘The Tigers of Sumatra’ (Looking at habitat, place, why endangered)</li> </ul>	<ul style="list-style-type: none"> <li>-‘All Greek to me’ (location, features h &amp; p change over time)</li> <li>-‘Inspirational Island’ (Countries/cities UK, OS maps, grid references, symbols, keys, 8 points compass, mountains, water cycle) European study (comparing to home)</li> </ul>	<ul style="list-style-type: none"> <li>-‘Navigating north America’ ( H &amp; P aspects of N America, time zones, climate)</li> <li>-‘Extreme earth’ (natural disasters focusing on earthquakes, volcanoes, human movement)</li> </ul>	<ul style="list-style-type: none"> <li>-‘South America’ (H &amp; P features S America - Focus on rivers, homes, compare to UK)</li> <li>-‘Wonders of Wirral and beyond’ (focus on mapping skills directly linked to Mersey tunnels)</li> </ul>
Local Geography Study fieldwork ( Wonders of the Wirral)		Birkenhead Park	Eastham Ferry/Woods	Port Sunlight Village	Hilbre Island	Hamilton Square and Liverpool	Birkenhead Priory	Birkenhead/Mersey Tunnel

## Progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>There will be some revision of some facts, locational knowledge from previous years though quizzes, discussions, networking grids, maps etc so children have a chance to embed it. Year groups will study H &amp; P aspects of different places, moving gradually from their immediate environment (EYFS) to eventually different continents (Y5/6). They should use the different geographical skills and H &amp; P knowledge below to enhance their locational and place knowledge and to ensure progression within this.</p>						
	<p>Know there are different countries in the world and talk about differences they have experienced or seen in photos.</p>	<p>With teacher support, name and locate the four countries and capital cities of the UK and its surrounding seas. (use maps)</p>	<p>Revise Y1 objectives (continents/UK) more independently using atlases and globes to assist them.</p>	<p>Review KS1 objectives baseline: Name and locate the four countries and capital cities of the UK and its surrounding seas.</p>	<p>Name and locate countries, <u>counties</u> and major cities of the UK, geographical regions and their H &amp; P characteristics, topographical features and land use patterns over time.</p>	<p>Locate countries, using maps of N America concentrating on their environmental regions.</p>	<p>Locate countries, using maps of S America concentrating on their environmental regions.</p>
	<p>Begin to locate some places in the immediate school environment</p>	<p>with teacher support, name, locate and identify characteristics of the four countries of the UK.</p> <p>With support, name and locate the world's seven continents and five oceans.</p>	<p>Name, locate and identify characteristics of the four capital cities of the UK and its surrounding seas.</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world. (Hilbre, intro Europe - Roman cities)</p> <p>Name and locate key topographical features of the coast, river and land use patterns at Hilbre and how these have changed over time.</p>	<p>Locate countries e.g. Greece, using maps of Europe, concentrating on its environmental regions and key H &amp; P characteristics.</p> <p>Name and locate key topographical features in the UK focusing on hills and mountains.</p>	<p>Locate key physical and human characteristics, countries and major cities of N America.</p> <p>Name and locate countries of North America and their key topographical features and land use patterns understand how these may have changed over time.</p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Greenwich meridian and time zones (Including day and night)</p>	<p>Locate key physical and human characteristics, countries and major cities of S America.</p> <p>Name and locate key topographical features and land use of a river valley (Amazon &amp; local Mersey) and understand how this may have changed over time..</p> <p>Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Place knowledge</b>	<p>Know that we live on the Wirral , which is part of Merseyside, North West England and, UK, Europe. Know the Wirral is a peninsular (surrounded by 3 bodies of water; Dee, Mersey, Irish sea)</p> <p>Year groups will study H &amp; P aspects of different places, moving gradually from their immediate environment to eventually different continents. They should and use the different geographical skills and H &amp; P knowledge below to enhance their locational and place knowledge and to ensure progression within this.</p>						
	<p>Begin to name some places in the immediate school environment.e.g office, forest school, outdoor area.</p> <p>Recognise some environments that are different to one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Name some places in the wider school environment.e.g y6 classrooms, computer suite</p> <p>Verbally describe geographical similarities and differences through study of H &amp; P in our immediate environment and a location in S America.</p>	<p>Name some places in the local school environment e.g Allport shops, train station.</p> <p>Describe and compare geographical similarities and differences through the study of the H &amp; P geography of our immediate local area (Allport) and a non European country (Africa).</p> <p>Understand similarities and differences between hot/cold places and our area.</p>	<p>Name and locate some places in the wider Bromborough area. e.g Retail park, Bromborough cross.</p> <p>Understand geographical similarities and differences through studying the H &amp; P geography of Hilbre and Bromborough.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p>	<p>Name and locate some of the most significant H &amp; P features in Europe (Greece).</p> <p>Understand geographical similarities and differences through studying the H &amp; P geography of Athens, Greece..</p> <p>Start to Identify and describe similarities, differences and patterns when investigating different people, places and environments.</p>	<p>Name and locate some of the most significant H &amp; P features in N America.</p> <p>Understand geographical similarities and differences through studying the H &amp; P geography of, N America..</p> <p>Confidently identify and describe the similarities and differences in physical and human geography between continents</p>	<p>Name and locate some of the most significant H &amp; P features in S America</p> <p>Understand geographical similarities and differences through studying the H &amp; P geography of a small area in S America.</p> <p>Confidently describe the climatic similarities and differences between two regions. (Amazon &amp; UK)</p>
<b>Human and physical knowledge</b>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Identify seasonal weather patterns in our area.</p> <p>Use geographical vocab to refer to season, weather, vegetation,city, town, village, forest, beach, cliff, coast, sea (where forest meets the sea, ocean)</p>	<p>Name and locate hot and cold areas of the world including the equator, North pole and South poles.</p> <p>Look at the effect of the equator and North and South poles on weather patterns.</p> <p>Additional vocab to refer to: ocean, mountain, river, valley, soil, valley, hill mountain, shop, harbour, factory, farm, office, port</p>	<p>Describe and understand key aspects of types of settlement, land use, distribution of natural materials and rivers (mouth coastal erosion Hilbre)</p>	<p>Describe and understand key aspects of mountains and water cycle, distribution of natural resources (Ancient Greece)</p>	<p>Describe and understand key aspects of climate zones, volcanoes, earthquakes, economic activity including trade links and land use (N America)</p>	<p>Describe and understand key aspects of climate zones, biomes, vegetation belts, rivers, settlement, land use, economic activity, distribution of natural resources(S America)</p>

--	--	--	--	--	--	--	--

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical skills: Enquiry and investigation</b>	Skills from previous years may be used to build upon/recap or because they are pertinent						
	Show interest in different occupations.	Ask and answer simple teacher led geographical questions  Make observations about where things are e.g within school/class	Encourage pupils to ask and answer simple geographical questions when investigating different places and environments.(hot/cold places/Africa/School)  Make appropriate observations of why things happen.	Encourage to ask and answer more searching geographical questions when investigating people and places through study of Hilbre.  Begin to collect evidence with some aid.	Ask and respond to more searching geographical questions including 'how' & 'why'  Collect evidence and begin to draw conclusions.e.g comparison between 2 locations using photos, maps,pictures	Confidently ask and respond to questions that are more casual. e.g why is it happening in that place?  Collect and analyse evidence and draw conclusions.e.g historical maps land use changes why?	Begin to suggest questions for investigating.  Make predictions and test simple hypotheses about people, places and geographical issues. Conclude findings by analysing evidence.
<b>Geographical skills: Fieldwork</b>	Explore the natural world around them.	Observe and describe seasonal weather patterns.  Use simple fieldwork when investigating the geography of their school grounds e.g the use of a school plan  Recognise features of our school grounds from a satellite image.Google Earth)	Develop simple fieldwork and observational skills e.g sketch map, aerial photos when studying the geography of their school and the immediate local environment. (Allport road and around, housing)	Observe and record evidence of the effects of coastal erosion on Hilbre.  Observe, record and name geographical features in their local environment. (Bromborough/retail park, Chester)  Use maps & symbols to identify and locate places in the locality of the school.	Observe, record and explain geographical features and defining physical and human features of Hamilton square. e.g Why that location?	Confidently observe, measure, record and draw comparisons between H & P features using a range of methods. e.g compare Birkenhead Park to Central Park.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical skills:</b>	Describe what they see/hear/feel outside.	Describe some similarities and differences when studying places.	Discuss and explore geographical information e.g climate change maps	Communicate geographical information	Communicate geographical information through graphs.	Confidently express and explain their opinions on geographical and	Communicate geographical information using a wide range of

<b>Communicate geographical information</b>	Describe a familiar route.  Discuss routes and locations using words like 'in front of' and 'behind'		relating to the polar regions.	through a range of methods including ICT		environmental issues. Recognise why other people may think differently.	methods including writing at increasing length.
---	--	--	--------------------------------	--	--	---	---

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Geographical skills: mapping</b>	Take information from a simple map e.g map of chester Zoo, Bewilderwood	<p>Use picture maps, Plans of the school, simple maps and images. Know that symbols mean something on maps.</p> <p>. Draw picture maps of imaginary or familiar places</p> <p>Identify places in their classroom by looking at aerial photographs</p> <p>Introduce direction language N E S W</p> <p>Follow direction (up, down left right, near, far)</p>	<p>Use a range of sources such as maps, globes, infant atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Begin to identify features in the school environment from aerial photographs</p> <p>Use and follow directions N E S W</p> <p>Use letters/numbers to locate features on a map.</p>	<p>Use a range of sources including digital maps(digimaps), atlases, globes and satellite images to research geographical information</p> <p>Make a map of a short route experienced with landmarks in correct order (local study to shops)</p> <p>Identify features on aerial photos of Bromborough.</p> <p>Use 4 points of compass to follow/give directions.</p> <p>Use letter/number coordinates to locate features on a map</p>	<p>Use Ordnance Survey and other maps</p> <p>Use OS symbols to make a map e.g convert digimap satellite grid image of Hamilton square area to own OS map</p> <p>Look at satellite images and identify key H &amp; P features</p> <p>Begin to use 8 points of the compass.</p> <p>Begin to use 4 figure grid references.</p>	<p>Use topographical maps to look at climate.</p> <p>Begin to draw a range of thematic maps based on their own data. e.g popularity of areas in Birkenhead</p> <p>Use 8 points of compass to build their knowledge of the UK and wider world.</p> <p>Use 4 figure grid references to extract information from maps.Start to use 6 figure grid references.</p>	<p>Confidently use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>Try to use scale when drawing maps.</p> <p>Apply directional language learnt to the context of describing places.</p> <p>Use 6 figure grid references to extract information from maps and give reference points.</p>



<b>Geographical skills: Digital mapping</b>		Start to programme a B Bot to move in different directions.	Programme a B Bot in one go for it to get to a given end point.	Try to draw a route from their house to school on digimaps.	Draw around landmarks and explain what they are on digimaps..	Use the zoom function to explore places at different scales/times..	Use maps at different scales or times to research factual information about locations and features. e.g river erosion
			Recognise features of our school grounds from a satellite image e.g Google Earth	Find places on digimaps using a postcode or simple name search. E.g their house/Hilbre.  Add simple labels to digital map e.g my house/Hilbre Island..	Start to add photo to a digimaps. e.g house  Add a range of annotation labels and text to help explain features and places.e.g Hamilton square  Use measuring tool with support.	Add photos to a given location on digimaps..  Highlight an area on a map and measure the area using tools on digimaps.	Highlight areas with a given radius.  I can combine area and point markers to illustrate a theme or place.

### **Geography at Raeburn- Lesson Structure**

<p style="text-align: center;"><b><u>Sticky-Time</u></b></p> <p>Revise and review previous learning. Make links to previous vocabulary and knowledge from previous lessons/units/terms/years.</p>
<p style="text-align: center;"><b><u>Enquiry-Led Question</u></b></p> <p>What will we be finding out in the lesson and how it links to our Theme.</p>
<p style="text-align: center;"><b><u>Knowledge</u></b></p> <p>Teacher introduces the key learning for the lesson and how it fits in with the theme enquiry question. Highlight and discuss new vocabulary. Make links to prior knowledge and if using location place it in context using maps.</p>
<p style="text-align: center;"><b><u>Skill</u></b></p> <p>New knowledge is deepened through application of specific geography skills.</p>

**Reflect**

How did our lesson fit into our enquiry question for the theme?

Where will we go next with our theme?