



Middle Rasen Primary School Geography Curriculum

Links to Research		
Publication	Findings	How are we applying these to our Curriculum?
Ofsted research and analysis September 2023: https://www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report	...Fieldwork was underdeveloped in almost all schools ... in many schools there was little sense of knowledge building across topics. Each topic usually sat in isolation ...the key stage 1 curriculum does not always go much beyond what pupils have already learned by the end of Reception. ...in some schools, limited formative assessment was taking place...	- Ensure meaningful geographical fieldwork opportunities are planned in. - Rigorous monitoring of planning and books and lesson drop ins to ensure that high quality teaching and learning of geography is taking place
Guidance and support in developing high quality primary geography Royal Geographical Society https://www.rgs.org/schools/teaching-resources/developing-primary-geography/starting-to-plan-primary-geography/	Geography does lend itself well to topic work but it should retain aspects of core knowledge that need to be covered as well as vital geographical skills	As above, lessons should have a clear geographical content and that all areas (locational & place knowledge, human and physical geography and geographical skills and fieldwork) are fully covered.

Intent

- To allow children to compare, contrast and investigate places large and small.
- To understand the impact that humans can have on the physical environment.
- To develop a curiosity for the world in which they live and a tolerance, understanding and respect of the people that live in it.
- To help develop pupils' locational knowledge and help them understand the Earth's physical and human processes.

Implementation

- The majority of our geography is taught through a topic based curriculum, with references in cross curricular areas as appropriate. These are planned on a two-year cycle to take into account our mixed age classes.
- Knowledge and skills are sequenced carefully to ensure progression with clear geographical content, to allow a deep understanding throughout the school.
- Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork, to enable children to base learning on first hand experiences. This will enhance teaching and learning in Geography. During fieldwork sessions children will observe, sketch, measure and record geographical features, with a focus on the importance of doing so in a way that does not harm the environment.
- Knowledge organisers are used to help identify key (or 'sticky ') knowledge and key vocabulary for each unit.

Impact

- Children will develop detailed knowledge and skills that will ensure they are ready for the Key Stage 3 curriculum.
- Children will complete a pre and post unit quiz to evidence the knowledge gained during each unit.
- Pupils will leave Middle Rasen Primary School with a love and respect for the world around them and a hunger to experience places first-hand.

Cycle A 2023-2024

A	EYFS/Y1	Y1/2 Focus	Y3/4 Focus	Y4/5 Focus	Y5/6 Focus
Autumn 1	The Four Seasons <i>Understanding the World</i> <i>The natural world</i> - Understand some important processes and changes in the natural world around them, including the seasons. - Explore the natural world around them, making observations and drawing pictures of animals and plants People cultures and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Why that, why then? Observational skills as the children spot signs that the seasons are changing. They spot these features in the school grounds and wider village area.	The Four Seasons FOCUS GEOGRAPHY & SCIENCE Develop simple fieldwork and observational skills when studying the geography of their school and its grounds. To know seasonal and daily weather patterns in the UK. To know how to use simple compass directions and locational and directional language. To know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To know basic geographical vocabulary to refer to key physical features To know which months of the year belong to which season, as well as what the weather is like in spring, summer, autumn and winter, and what this means for animals, people and the landscape. Why that, why then? Starting with what the children can see around them and getting them used to working in their school environment and the wider village. Children become used to using their environment as a resource and begin to take notice of the human and physical features around them.	Where does our food come from? - 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, - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Children learn about the locational language used to describe locations around the world. They will also learn about the climate conditions in a range of different biomes, how food is produced, traded, and transported and how fair trade organisations help farmers. Why that, why then? Continuation and development of world map work started in KS1, extending to trade links. This work builds on KS1 work on hot and cold places, when looking at where different food items come from. Follows on from food work in KS1 and is accompanied by work on seasonal produce in D&T in Y3&4.	Natural resources To know and understand key aspects of 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. To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To know what some of Britain's natural resources are and how they are used. To know how some natural resources are used to produce energy To know which energy sources are clean and renewable and the benefits and drawbacks to using them. To know where wood is produced and what problems are associated with this To know where and how steel is produced To know where and how glass is produced in the UK using natural resources. To know where food resources come from. How do we use natural resources in the UK? What is its land used for? What types of natural resources do we use to produce energy? What renewable natural resources do we use? How are products such as concrete, glass, wood and steel produced and traded? Why that, why then? This work compliments and builds on the unit 'Where does our food come from' studies in Class 3, they explore the natural resources of the planet, going beyond just food, and how they are used by humans. It also looks at alternative sources of energy.	Proud to be a Yellow Belly – UK > Lincolnshire and surrounding area (Our local area) NC objectives covered Use 8 point of a compass and 6 figure grid references when working with OS maps Understand geographical similarities and differences between different areas of Lincolnshire To understand how height is shown on an OS map Compare settlements within Lincolnshire Describe and understand how land use, economic activity (including trade links) and distribution of natural resources differs across the county A study of all things great about Lincolnshire, looking at the diverse environments such as the Wolds and coastal areas. Looking at what our region produces, celebrating Lincolnshire day. Also incorporates significant figures from Lincolnshire. MAIN FOCUS GEOGRAPHY Why that, why then? A chance for the older children to see beyond the immediate rural environment in Lincolnshire and appreciate some of the things that people from the County have gone on to do. To appreciate the vastly different environments that can be found within the County, this also allows us to tie in with Lincolnshire day and the celebrations at the County Showground. There are links with the science topic of forces with a visit to Isaac Newton's home and this is followed by a unit of work on WW2 and the role that the county played during this time.

Autumn 2	The Gun Powder Plot and Toys History Focus	The Gun Powder Plot History Focus	Location of early settlements linked to Stone Age in History MAIN FOCUS HISTORY -Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. Ask and answer more searching geographical questions when investigating different places and environments. Why that, why then? See history plan	Location of early settlements linked to Iron Age in History MAIN FOCUS HISTORY -Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. Ask and answer more searching geographical questions when investigating different places and environments. Why that, why then? See history plan	Map work linked to WW2 <i>Use maps and atlases to locate counties across the world</i> MAIN FOCUS HISTORY See history plan
Spring 1	Hot and cold places <i>Understanding the world</i> <i>The natural world</i> • Draw information from a simple map. • To discuss similarities and differences between different landscapes • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. People cultures and communities • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on knowledge from stories, non-fiction texts and maps. • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. <u>Why that, why then?</u>	Hot and cold places – links to science and literacy <i>To know the location of hot and cold areas of the world in relation to the Equator and the South Pole</i> <i>To use world maps and atlases and globes to locate these places and describe their location in relation to the UK</i> <i>To know how climate can change the clothes that people wear and the homes that they live in.</i> <i>To understand geographical similarities and differences between the hot and cold countries and the UK</i> <i>Desert, glacier, North Pole, camouflage</i> Key knowledge <i>Know where the Equator is on a world map and globe.</i> <i>Know where the North and South Poles are on a world map and globe.</i> <i>Know that some people live in areas of extreme heat or cold.</i> <i>Know that in some polar regions it can be light or dark all day.</i> <i>Know some key physical and human features of very hot or cold places.</i> <i>Know N, E, S and W on a compass.</i> <u>Why that, why then?</u>	How rivers were important in farming in hot places MAIN FOCUS HISTORY Main focus on Ancient Egypt, however the location, climate and importance of the River Nile are all covered, as is land use. Location and climate of Egypt, importance of River Nile as a water source <i>Describe physical features of an area</i> <i>Why people choose to live near rivers</i>	Early Civilisations - History focus	Earth Explorers – Expeditions and climates that they encountered and the journey's they made. Investigating Rivers <i>mapping skills - locating countries visited by explorers during their journeys; location and knowledge of</i> <i>Latitude/Longitude/Tropics/Equator/Time Zones, features of different landscapes, e.g. desert, arctic, forest, ocean..., Coasts, rivers and the water cycle</i> <i>Environmental issues and climate change. Effect of climate change/ plastic/ pollution on different environments (e.g. arctic, desert, rainforest (only briefly since this was covered in Class 3) and ocean.</i> MAIN FOCUS GEOGRAPHY <u>Why that, why then?</u> This unit expands on the work on natural disasters in Y3 and 4 and deepens children's understanding of contrasting environments on a global scale. Visits by 2 explorers – Himalayas and Polar help to reinforce school value of determination. This unit also builds on map and atlas work in lower KS2 and KS1, it also links back to the earlier work on Lincolnshire by looking closely at the local chalk stream environment, this is often one of the activities that the children take part in on Lincolnshire day.

	Built on in Y5/6 with work on North America and the space race	Widens children's knowledge and extends it beyond what they experience day to day. Introduce maps on a larger scale. This work will be built on in the Y1/2 work on India and mapping skills will be developed into KS2			physical features of rivers, using atlases to map major rivers of the world, looking at local chalk streams and carrying out field work.
Spring 2	Seasons - Spring <i>Understanding the world</i> <i>The natural world</i> <i>Understand some important processes and changes in the natural world around them, including the seasons.</i> <i>Explore the natural world around them.</i> Observational work in the school and immediate area, building on the changes the children saw at the beginning of Autumn.	Science Focus	Consolidation of map work, locational knowledge	Consolidation of map work, locational knowledge	
Summer 1			Extreme Earth? <i>To know what causes a volcano to erupt</i> <i>To be able to label a volcano</i> <i>To know what a Tsunami is and what causes one</i> <i>To know about the impact a volcano has on the lives of people living close by</i> <i>To know where some of the most well-known volcanic regions of the world are</i> <i>To know how an earthquake occurs</i> <i>To know what an aftershock is</i> <i>To know what causes a tsunami</i> <i>To know why we have extreme weather in the UK</i> Why that, why then? This allows children to look at the historical event of Pompeii, following on from their work on the Romans. It builds on map work from KS1 and allows children to see the impact that physical geography can have on people and the environment. This builds on the environmental work in where we can explore the link between extreme weather and global warming.	Italy Today <i>To know where Italy is in the world</i> <i>To know about the physical geography of Italy</i> <i>To know how volcanoes erupt and to find out about the most recent eruptions in the country.</i> <i>To name and know about famous cities and landmarks in Italy.</i> <i>To compare an area of Italy (Campania) to my locality (East Midlands)</i> <i>To know about the culture of Italy</i> Children recap map work to see where Italy is in the world, and then discover the physical geography of the country, with a focus on one of Italy's active volcanoes, Mount Vesuvius! Children will explore the country's many famous cities and landmarks. Why that, why then? Builds on the work in Y3/4 and focuses one volcanoes with a modern day case study (Mt Etna). Recaps previous work on the Romans and what the children remember about the historic aspects of Italy. It also has links to previous work on distribution of resources and food and work in Class 3 about famous buildings.	

Summer 2	Comparing Lincolnshire and the Isle of Coll <i>Understanding the world</i> The natural world • Draw information from a simple map. • To discuss similarities and differences between different landscapes • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <i>People cultures and communities</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <u>Why that, why then?</u> The children undertake very basic field work skills in their locality. They consider what they have seen in their village and compare this to the features on the island of Coll. This work is built on in KS1	Comparing Lincolnshire and the Isle of Coll To know and use basic geographical vocabulary to refer to key physical features of Lincolnshire and Coll, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To know how to use world maps, atlases and globes to identify the United Kingdom and its countries, Lincolnshire and the Isle of Coll To know simple compass directions (North, South, East and West) and locational and directional language and use them to describe the location of Lincolnshire and Col To know some of the similarities and differences between Lincolnshire and Coll Why that, why then? The children will work on creating maps for an area beyond their own locality, they will need the skills used when mapping their own locality in the previous units of work. They will use their observations from local fieldwork visits to identify similarities and differences between the 2 areas.	History Focus	History Focus	
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Cycle B (2024 – 25)	EYFS	Y1/2 Focus	Y3/4 Focus	Y4/5 focus	Y6 Focus Why that, why then?
Autumn 1	Seaside & travels of James Cook, Oceans and continents and map skills, comparisons of Australia and UK (Pirates EYFS) <i>Understanding the world</i> The natural world Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them.	Human and physical geog of UK To know the names and locations of the 4 countries and capitals of the U.K. To know some of the landmarks in these capital cities. To use photographs to identify key human and physical features of contrasting parts of the UK. MAIN FOCUS GEOGRAPHY <u>Why that, why then?</u> Recaps on previous mapping skills for Y2 and introduces Y1 children to	Map work linked to Anglo Saxons MAIN FOCUS HISTORY	History Focus - Crime and punishment	North America To know which countries make up North America To investigate and compare climates in North America To know geographical features of North America To explore capital cities of North America To know about various time zones of North America and how these compare to other time zones around the world. To compare a region of the UK with a region in North America

	• <i>Recognise some environments that are different to the one in which they live.</i> People cultures and communities • <i>Explain some similarities and differences between the natural world around them and contrasting environments, drawing on knowledge from stories, non-fiction texts and maps.</i> Why that, why then? The children visit the local resort of Cleethorpes to begin this work and undertake very basic field work skills. They consider what they have seen on their trip and how this is different from where they live. This work is built on in KS1	mapping work beyond their immediate environment. Vocabulary and skills will be developed throughout this year as the children extend their knowledge to places beyond Europe and look at maps on a wider scale.			<i>To know about the human and physical geography of a particular North American country</i> Why that, why then? This unit allows the children to have an in depth look at the differences in human and physical geography that can be found within the USA. They look at how time zones are used. This fits with the work looking at the space race, which compliments Y5/6 science and history work Builds on work from the ‘space’ science unit looking at time zones and where space stations are located and why. This links to English unit on Curiosity – The Mars Rover and Computing work on Binary systems.
Autumn 2	Fire of London Locate London on a UK map Look at historical & current maps of London. History focus		Britain from the air <i>To know the name and locations of counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.</i> <i>To know how to use 4 figure grid references when working with OS maps.</i> <i>To know how to use symbols and keys on maps, including OS maps.</i> To use fieldwork to observe, measure and record human and physical features. To know how to produce field sketches and take digital images. To know key human and physical features in the rest of the UK and how these are mapped. Why that, why then? This work builds on local fieldwork walls that the children have been on in KS1 and extends them to create maps and symbols of the area.	Biomes <i>To know what biomes and ecosystems are found in the UK</i> <i>To know about the ecosystem of the New Forest</i> <i>To know how to study a local ecosystem</i> <i>To know how to collect data from a local woodland ecosystem</i> <i>To know how to present data collected from a local ecosystem.</i> Why that, why then? Builds on KS1 fieldwork and extends the information collected on the visit. This sets the foundation for looking at different climate zones in the Y6 work on North America. Extends UK place knowledge to the New Forest which is compared to local forest ecosystems.	
Spring 1	India - Oceans and continents and map skills, comparisons between the lives of children in India and the UK. Understanding the world The natural world <i>Draw information from a simple map.</i>	India – human and physical geographical features <i>- To know features of India and where it is in the world.</i> <i>-To be able to use a compass and explore what north, south, east and west are.</i>	Vikings Map work and settlements and place names linked to Vikings <i>Use maps, globes, atlases</i> <i>What physical features do people look for when deciding where to settle?</i>	History Focus - Disease and Medicine	Location and comparison of UK and Greece, climate and terrain <i>Locate the world’s countries using maps to focus on Europe, look at physical and human characteristics</i> <i>Understand similarities and differences between the UK and Greece</i>

	• Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. People cultures and communities • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on knowledge from stories, non-fiction texts and maps. <u>Why that, why then?</u> Children use their knowledge from the work earlier in the year (Seaside & travels of James Cook) to develop their understanding of contrasting environments. They will explore the religious and cultural similarities and differences between India and the UK. This also links with the work on Hinduism in RE and work on Rangoli and Mandala patterns in art.	To know about India's climate and weather. - to investigate India's unusual animals. -To be able to compare India to the United Kingdom. - To know some human and physical features of India -To compare the lives of children in India and the UK MAIN FOCUS GEOGRAPHY <u>Why that, why then?</u> This work builds on the general hot and cold places work that was done in Year A and allows the children to look at one area of India in more detail. This also links with the work on Hinduism in RE and work on Rangoli and Mandala patterns in art,	MAIN FOCUS HISTORY See history plan		<i>Compare the physical terrain of Greece and the UK</i> MAIN FOCUS HISTORY See history plan
Spring 2			Vikings <i>Map work to show where the Vikings came from</i> HISTORY FOCUS See history plan		Ancient Greece <i>Locate Greece on a map of Europe</i> <i>Compare climate and terrain to the UK</i> HISTORY FOCUS See history plan
Summer 1		Local history	Our European neighbours <i>To know the location of Europe on a world map and find out about its features.</i> <i>To be able to identify and locate countries in Europe.</i> <i>To be able to identify European countries according to their features.</i> <i>To know and identify the major capital cities of Europe.</i>	Spain and Catalonia <i>To know that Spain is part of Europe and to be able to locate it on a World and European map.</i> <i>To know how Spain and the UK are similar and different</i> <i>To know about the physical geography of Spain</i> <i>To know about the human geography of Spain</i> <i>To know about the region of Catalonia</i>	Mexico – linked to Mayans study of a contrasting locality in South America <i>To know the locations of countries in South America on a map</i> <i>To know about the distributions of resources, vegetation belts, mountains in Mexico</i> <i>To know about the key aspects of economic activity, trade links</i>

			To know similarities and differences and make comparisons between two <i>European capital cities</i>. To know about the <i>human and physical features</i> of a European country. including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Why that, why then?</u> Builds on map work from previous term looking at where the Vikings and Anglo Saxons came from. This moves the children's knowledge beyond the UK and for the Y4 children links in with them beginning to learn French and about France.	To know about the <i>climate</i> of Spain To know about the benefits and drawbacks of Spain's <i>tourist industry</i>. Why that, why then? This will build on the more general European knowledge from Y3/4 and on the work on Italy in Cycle A.	To know the similarities between the UK and a region within South America To know the the impact of <i>deforestation</i> MAIN FOCUS GEOGRAPHY <u>Why that, why then?</u> This work on South America leads into the work in the next half term on The Mayans
Summer 2	Rainforests – locations and habitats, comparison to UK To use simple maps, globes and photographs to get information about the location of places. To use simple geographical language to describe places and say how they are different or similar to the UK. Understand the types of animals that may be found there and begin to understand how the lives of the people that live there may differ from our own. Understanding the world The natural world - Draw information from a simple map. - To discuss similarities and differences between different landscapes - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. People cultures and communities - Explain some similarities and differences between the natural world around them	Continents and seas of the world, compass directions, U.K. map work To know the name and location of the world's <i>seven continents</i> and <i>five oceans</i>. To know and use basic geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>. To know and use basic geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i>. To know how to use world <i>maps, atlases and globes</i> to identify the United Kingdom and its countries, as well as the <i>countries, continents and oceans</i> studied at this key stage. <u>Why that, why then?</u> This unit pulls together the work already done on different countries and	Investigating coasts To know <i>what coasts</i> are and how they are <i>formed</i>. To find out about the <i>physical features</i> of coasts and the processes of <i>erosion</i> that affect them. To explore different strategies of <i>coastal management</i>. To be able to identify different types of <i>beaches</i>. To be able to use <i>maps</i> and <i>secondary sources</i> to research and describe coastal areas. To learn how changes in <i>land use</i> will affect people and the <i>environment</i> in different ways. Why this, why then? This work builds on the work from contrasting UK localities in KS1 and their work in Class 1 that follows their visit to Cleethorpes. The children get the chance to recap and expend the vocabulary necessary to describe human and physical features of coasts.	Water World To know the <i>main water bodies</i> on the planet. To know and be able to explain the water cycle To know why we need water and how we use it To know how the UK and Kenya use water differently due to its availability To know how water can be used for sustainable power To know about a local body of water Why this, why then? This builds on local geography work in KS1. Links KS2 work on coasts and rivers, extends existing locational knowledge beyond the UK and Europe. It extends local field work beyond the immediate locality. The work on hydroelectricity will link to work on North America in Y6.	The Mayans Main focus History See history plan

	<i>and contrasting environments, drawing on knowledge from stories, non-fiction texts and maps.</i> • <i>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</i> <u>Why that, why then?</u> Builds on the work of explorers and expeditions from earlier in the term. This work is revisited and developed in Y3&4 when they look at the natural world.	recaps their location, along with introducing new vocabulary and mapping skills as they follow the journey of a bee.	This learning is extended to look at coastal erosion and how this can be managed as well as pollution and the problems this can cause. It links with the work from year A on tsunamis and provides the opportunity for fieldwork to look at contrasting coastal areas within Lincolnshire; which will feed into the 'Proud to be a YellowBelly'		
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