



Moorside Primary School, Lancaster

EYFS & National Curriculum 2022 – 2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is...	I wonder what is out there...	I wonder who lives there...	I wonder how things grow...	I wonder how things change...	I wonder how people help us...
Year 1	<p><u>Under the Sea Geography</u> National Curriculum: name and locate the world's seven continents and five oceans</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 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>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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.</p>	<p><u>Seasonal Change Geography</u> National Curriculum: 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>	Castles	Wild Things	<p><u>Explorers Geography</u> National Curriculum: 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>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>	Growing
Year 2	<p><u>Coasts Geography</u> National curriculum: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	People in the Past	<p><u>China Geography</u> National curriculum: 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 oceans studied at this key stage</p>		Plants and Habitats	

Year 3	Stone Age	World Food <u>Geography</u> National curriculum: 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	Ancient Civilizations	Birds <u>Geography</u> National curriculum: 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	Underground
Year 4	Engineering	Lancaster City Study <u>Geography</u> National curriculum: 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	British Invaders and Settlers	Forests and Rainforests <u>Geography</u> National curriculum: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Year 5	Space	Vikings	Water <u>Geography</u> National curriculum: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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.	20 th Century	
Year 6	World War I	Survival <u>Geography</u> National curriculum: 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 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		Human Body	

Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught *from year group to year group*:

Mapping

Children are introduced to simple drawn maps of the classroom and the school before looking at more detailed and OS maps. When children have a secure understanding of the features of maps and can use them to locate human and physical features, they are then ready to use them for navigation. This progression is clear throughout school.

EYFS/ Year 1 - Children begin by exploring simple maps of our school and its grounds, before looking at and constructing simple maps of our local area.

Year 2 - They move onto exploring maps at different scales and projections to extend their understanding of mapping.

Year 3/4 - Children learn about specific features of OS maps, including symbols, topography, keys, and 4 figure grid references.

Year 4,5,6 - In key stage 2, children can apply their understanding of maps and features on maps to make observations and can use them to navigate.

Locational knowledge

We begin by focussing on places that are local to us and are within the frame of reference for children in EYFS and year 1. This helps children to develop their understanding of the concept of place. We then introduce the world as a whole to children and encourage them to use globes and atlases to explore different places. They are then ready to locate countries and regions within the world with a more developed understanding of place. Following this, they can draw comparisons between places and begin to describe similarities in the human and physical features of different locations.

EYFS - Children begin in EYFS and year 1 by focussing on the local area and develop a sense of place in their locality.

Year 1 - They move on to looking at the world as a whole and locate the continents and oceans.

Year 2 - They can then locate other countries within this wider context.

In key stage 2, children begin comparing different locations and are expected to apply all of their learning so far to describe places using geographical vocabulary.

Environmental issues

Children are first introduced to geographical issues affecting our local area, before exploring the impact of geographical issues at a global scale. This gives them an understanding of how our actions have an impact on the world around us, at a level that they can understand in relate to. In KS1, they are expected to talk about local environmental issues and explain what they think. In key stage 2, children are encouraged to consider the views of different groups of people and to evaluate responses to these issues.

Fieldwork

Children begin to develop their fieldwork skills using the school and its grounds, as this is a place that is familiar to the children and within their frame of reference. This then extends to our local areas (including Morcambe Bay) as the children move into year 2. This area then extends further from school as the children's understanding of place develops. Children develop the skills of fieldwork systematically, beginning with observation and moving onto more complex skills of recording and communicating data that they have collected.

Rationale for the order in which knowledge is taught *within each year group*:

- Knowledge is developed and built upon throughout the year in a systematic way.
- Children revisit knowledge before building upon it.
- Knowledge that links naturally to the learning that has gone before is placed earlier in the year.
- More complex and new concepts are taught after this to ensure that there is a clear progression in knowledge.

How the curriculum has been designed to meet the needs of *Moorside learners*:

- There is a focus on our local area and region, including national parks in our region
- A focus on Morcambe Bay and Lancaster to promote pride in the area in which we live
- Lots of opportunities to explore and celebrate different places and cultures due to our multi-cultural intake

How teachers are expected to teach this subject:

- Learning in Geography is integrated within a rich topic-based curriculum, where meaningful links are drawn within and between subjects.
- Fieldwork opportunities are extensive and allow children to gain an in-depth understanding of the physical and human Geography of our region.
- Each topic begins with a stimuli to establish prior knowledge and to promote enquiry, to ensure that the following lessons build upon what children already know and provide them with opportunities to answer their own questions.
- Prior learning is revisited before beginning a new unit of work, ensuring that children are continuing to build upon what they already know.
- The subject- specific skills and knowledge of a 'Moorside Geographer' will enable our children to understand how to be Geographers.
- Geography topics have been developed over time and have been carefully planned to ensure a clear progression of knowledge, skills and understanding within and across year groups.
- Teaching strategies are varied and allow all learners to actively participate in and demonstrate their learning in different ways.
- Geography lessons are planned to be engaging and accessible for all learners, with opportunities for stretching higher attaining learners and supporting those with SEND.
- All units of work have been planned to include an outcome, which gives children the opportunity to communicate their learning from the topic in a variety of creative ways.

How is this subject assessed? How do teachers make a judgement?

- Geography knowledge is assessed using planned end points for each unit of work
- AFL and targeted questioning to ensure accurate teacher assessment
- Children's work is assessed against national curriculum objective and KLIPs to judge if they are working towards, working at or working at greater depth

What is expected in terms of recording and evidencing?

- All recording should be children's own response about what they have learnt and what they can remember
- There should be evidence that children have revisited and reflected on their learning and are able to explain what they now know and remember
- A range of different evidencing strategies should be used, and, where appropriate, should be selected by the children themselves
- All work should be dated, with a specific learning objective taken from the child-friendly KLIPs or the national curriculum
- Very high expectation of the quality of the work produced

How do you know that end points are met?

- Children's work demonstrates a good understanding of the key concepts taught during the unit
- Key vocabulary has been used in children's written work
- Children are able to explain what they now know and remember as a result of their learning

How is ambition for all promoted within this subject?

- Engaging and practical sessions that are accessible for all
- Differentiation is used to scaffold and extend learning to ensure that all learners are supported and challenged in their learning
- Children have some freedom in how they record their learning to maximise motivation and autonomy of the learner
- High expectations of all pupils

How does the subject leader(s) *evaluate* impact (not *monitor*) to know how well the subject is taught?

- 'Book looks' are used to draw conclusions about the quality of teaching and learning in geography
- Action is taken following books looks/ observation/ pupil voice to ensure that issues are addressed and support is given when appropriate
- Evidence is gathered and triangulated to ensure a clear overall picture about the quality of geography teaching and learning, and where this picture is unclear, further action is taken
- Conclusions drawn from monitoring form the basis for further training for staff, to ensure the best possible outcomes for children