



Gosberton Academy Geography Portfolio



Geography at Gosberton Academy

At Gosberton Academy, we believe that Geography helps our learners to develop a greater understanding of the world around them, as well as their place within it. We aim to inspire our learners and instil curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

The curriculum is designed to ensure that teaching equips learners with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As learners progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The geographical knowledge and skills taught are progressive and are sequenced in such a way as to provide the framework and approaches that provide learners with an explanation of how the Earth's features are shaped, interconnected and change over time. When children leave Gosberton Academy, they will have a deep understanding about how Gosberton differs to other locations in the world and why.

We ensure that high quality teaching drives high quality learning through regular assessment for learning which ensures no child is left behind.



Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation in Geography, to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively in Geography. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All learners and families will feel supported and integrated into the school life.
- Every learner, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, children, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



Long Term Plan

2023 – 2024 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
EYFS + Y1	Into the Woods PSED/UW/CLL		Fire, Fire! PSED/ CLL/ EAD		The World Around Us PD/ UW/ CLL		<u>Geography Fieldwork</u> Exploring where we play.
Y1 + Y2	Forest Rangers		London's Burning		They Changed the World.		<u>Local Heritage Enquiry</u> Investigating the history of our school.
Y3 + Y4	Stone Age to Iron Age		Our Active Planet		Ancient Civilisations (Egypt)		<u>Local Heritage Enquiry</u> Investigating the history of the Tulip Festival
Y4 + Y5	Ancient Greek Legacy		Anglo-Saxon Invasion	Viking Conflicts	Rivers and Mountains		<u>Geography Fieldwork</u> Mapping changes in our local area
Y6	The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'		Y6/7 transition project Enquiry based learning to bridge learning from Year 6 to Year 7

2022 – 2023 CYCLE B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
EYFS + Y1	Memory Box Foci: PSED/CLL	Home Sweet Home Foci: CLL/ PSED/ UW	Crowns and Castles CLL/ EAD/ UW		The Great Outdoors PD/UW	Roar! UW/ EAD	<u>Geography Fieldwork</u> Exploring where we play.
Y1 + Y2	Time Tardis	Where do we live?	Beyond 1066: The Norman Invasion		Be Wild	Jurassic World: Mary Anning	<u>Local Heritage Enquiry</u> Investigating the history of our school.
Y3 + Y4	The legacy of the Ancient Romans		Frozen Planet		The Mayan Civilisation		<u>Local Heritage Enquiry</u> Investigating the history of the Tulip Festival
Y4 + Y5	Tudor Discovery		Farming in Lincolnshire	Nature's Energy	The Benin Civilisation		<u>Geography Fieldwork</u> Mapping changes in our local area
Y6	The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'		Y6/7 transition project Enquiry based learning to bridge learning from Year 6 to Year 7

Geography Progression- Location, Place and Creating Maps

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
30-50 months ask questions about aspects of their familiar world such as the place where they live or the natural world	Talk about the school site on aerial images	Use satellite/aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use a digital map to identify familiar places e.g. use Google Earth to identify countries and cities of the UK and other areas studied in the KS	Use the zoom tool on a digital map [Google maps] to locate given places e.g. start at Boston and zoom out to identify other local towns and cities of Lincolnshire and England	Can use digital maps to locate places studied in relation to the equator, latitude, longitude and time zones	Use GPS (latitude longitude reference) to locate a range of key locations in topic studied e.g. volcanoes Use Geographical Information System (GIS) to view, analyse and interpret places and data
	Understand how to use large scale maps atlases and a globe	Use a world map, atlas and globe with confidence	Use an atlas to describe and locate the countries of the UK, capital cities, where they live in the UK and three further major urban areas of the UK e.g. Manchester, Glasgow, Bristol, Norwich	Describe geographical similarities and differences between UK regions (e.g. use a copy of a map the British Isles, locate and label main rivers, add settlement names at the mouth of the rivers)	Name, locate and map the geographical / environmental regions of the United Kingdom	Name, locate and map the counties and cities of the United Kingdom
<ul style="list-style-type: none"> •Use parents' knowledge to extend children's experiences of the world. •Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. •Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park, explore both the built and the natural environment • Introduce vocabulary to enable children to talk about their observations and to ask questions. 	Name and locate the UK and the four countries of the United Kingdom, their capital cities and surrounding seas on a map	Name and locate the UK and the four countries of the United Kingdom, their capital cities and surrounding seas on a range of maps	Relate continent, country, county, city where you live. Know that they live in Lincolnshire and recognise the names of nearby counties	Use an atlas to locate the UK, their own locality, Lincolnshire and surrounding counties, capital cities of the countries of the UK as well as at least 4 other major town in the UK. They can describe where they live in the UK using locational language (north, south, east and west)	Can use physical and political maps to locate and name world countries, and describe some human and physical characteristics using maps	Can use atlases to identify the distinct characteristics of some regions of Europe or other continents
		Locate and name the seven continents and five oceans of the world on a globe ,atlas, map or satellite image	Use a map or atlas to locate countries and cities in Europe and in areas of study within their studies	Use a map or atlas to locate countries and cities in Europe, North and South America. Using a map locate some countries in Europe [including Russia] as well as some major states in USA	Describe and give reasons for geographical differences between UK, European, North and South American regions	Can use globes and atlases to accurately locate places by their latitude and longitude
		Children can locate the continents and oceans relative to the Equator and the Poles	Locate and describe some human and physical features of the UK e.g. main rivers and names of settlements at the mouth of the rivers	Use locational vocabulary to explain where they live (north, south, west, east)	Compare and contrast places where people live and give geographical reasons for some differences	Understand geographical similarities and differences between the UK, European, North, South and Meso American regions
	Use every day vocabulary to talk about places and give and take directions	Recognise basic map symbols in a key and identify landmarks, know about local landmarks	Children can identify some countries of Europe, North and South America on a map and globe	Children can identify most countries in Europe, North and South America on a map or globe. They can recognise some major states in north America.	Can find information about a region of Europe and North or South America, its physical environment and climate, and economic activity	Analyse and give views on the effectiveness of different representations of a location e.g. aerial images compared with maps and topological maps
	Children can describe a journey on a map of a local area using simple compass directions and locational and directional language	Children can describe a journey on a map of the local area locating features and landmarks seen on the journey using simple compass directions, locational and directional language e.g. using locational language prompted by a journey stick	Children can describe a journey on a map of the local area locating features and landmarks seen on the journey e.g. using prompts from a journey stick		Can understand how a region has changed and how it is different from another region in the UK	Can understand the importance of a region in Europe and in North or South America, its physical and human environment, and how they are connected

Geography Progression- Location, Place and Creating Maps

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
40 - 60+ months	Ask simple geographical questions e.g. what is it like to live in this place? What or who will I see in this place? What do people do in this place?	Devise a simple map using the simple symbols and construct a key. Use simple alpha-numeric grid references (A1,B1)	Use a simple letter and number grid to give the location of given features e.g. city, town, mountain	Can independently use a four figure grid to give the location of given features e.g. city, town, mountain, church etc	Can use four figure, and find six figure, grid references to identify features on a map	Describe how locations around the world are changing and explain some of the reasons for change
<ul style="list-style-type: none"> •Use appropriate words, e.g. 'town', 'village', 'road' 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. •Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Provide play maps and small world equipment for children to create their own environments. Create simple maps, plans and models of known and imaginary landscapes •Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. •Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. •Use correct terms 	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area		Can use a simple letter/number grid to give the location of given features. Will be able to find locations from given four figure grid references (see above)	Can identify and sequence a range of settlement sizes from a village to a city, describing the characteristics of settlements with different functions e.g. coastal towns	Can use a scale bar to estimate distance from a map	Can interpret Ordnance Survey maps, using four and six-figure coordinates and scale to find locations, related distances and recognise patterns
	Children can draw a simple map [see fieldwork]	Identify and use simple compass points [North, South, West and East]	Give direction instructions using four compass points	Give directions using an eight point compass	Give directions using an eight point compass	Give directions using an eight point compass
	Use simple maps of the local area [large scale print, pictorial] to name and locate local landmarks	Identify the four countries of the UK, their surrounding seas, capital cities and the school's local towns [Boston, Spalding, Lincoln] on a map [extend to a range of maps/atlasses if necessary]	Use large scale maps outside e.g. Follow a local river downstream on an OS map, identify some features of the river	Use large scale maps to identify specific features e.g. Following a local river downstream on an OS map, identify human and physical features along the course and record with grid references	Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude.	Measure more complex distances and areas on maps (Digimaps)
	Use locational and directional language to describe the location of features and routes on a map	Locate countries studied [in topics in KS1] on a map and a globe. Identify and label the North and South Poles, axis, equator, northern and southern hemispheres	Use a globe and map to name and locate the Equator, Tropics of Cancer and Capricorn, the Arctic, Antarctic Circle, Southern and Northern Hemispheres.	Use a globe and map to name and locate the Equator, Tropics of Cancer and Capricorn, the Arctic, Antarctic Circle, Southern and Northern Hemispheres. They will identify the position of the Prime/Greenwich Meridian and start to understand the significance of latitude and longitude	Understands the term GMT	Describe how countries and geographical regions are diverse and yet interconnected and interdependent
		Use locational and directional language e.g. near/far, left/right/ to describe the location of features and routes on a map		Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas	Can describe height and slope from a map using contours	Can describe the shape of the land from contour patterns
					Can use simple statistics to ask and answer questions about locations	Collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations
		Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK [own locality] and a non-European country	Investigate other people's opinions about an area, how it has changed and how it might look in the future	Investigate other people's opinions about an area, how it has changed and how it might look in the future		Make connections and consider different perspectives, challenge stereotypes, source provenance and bias
					Can read and compare map scales and uses them to measure distances	Can work confidently with a range of maps from large scale street maps to 1:50,000 maps

Geography Progression- Geographical Fieldwork

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Introducing fieldwork: Take photographs of interesting things on the local area and explain what the picture show, make sketches/videos of observations		Children carry out fieldwork in the local area using appropriate strategies given e.g. participate in a group to create a river on the playground using natural materials [see note re rivers]	Independently use geographical enquiry through fieldwork in the local area using appropriate strategies and resources given e.g. participate in a group to create a river on the playground using natural materials [see note re rivers]	Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires, graphs and digital technologies	Carry out fieldwork surveys to collect, analyse, present results e.g. graphs, charts, tables and maps, draw conclusions from geographical data using multiple sources of increasingly complex information
	Identify and use simple fieldwork and observational skills to study the geography of the school and it's grounds [on a walk in the local area, children pick up things e.g. a leaf/stick and use to create a memory map/journey stick to show the journey]	Identify simple field work and observational skills to study the geography and land use of the schools surrounding environment [close proximity to the school] e.g. road, park, river, shops		Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires, graphs and digital technologies	Make detailed field sketches of a location's features, annotating with appropriate geographical words	Analyse and interpret different data sources including those collected in the field
	Children can use aerial photographs to identify physical and human features of a locality	Children can use aerial photographs to identify a range of physical and human features of a locality	Know how to plot routes on simple maps	Know how to locate, plan and plot routes on maps	Can plan and carry out a fieldwork investigation in an urban and/or rural setting using appropriate techniques	Can independently design, plan and carry out a fieldwork investigation in an urban area and/or rural area using appropriate techniques
	Children can draw a simple map with a basic key showing landmarks	Children can draw a map with a key of places showing landmarks		Describe how the locality of the school has changed over time		
	Children can locate features of the school grounds on a base map	Children can accurately locate a range of features of the school grounds on a base map	Devise a map showing a short route with features in correct order and in the correct place include a simple key	Devise a map showing a short route with features in correct order and in the correct place include keys, four figure grid references, a scale and compass rose	Know how to devise maps and plans of localities studied that include symbols, keys, 6 figure grid references, a scale and an eight point compass rose	Draw own detailed sketch maps and field sketches of locations with annotations to identify patterns, processes and change e.g. land use, climate zones, population densities, height of land
			Present information gathered in fieldwork in a simple graph	Present information gathered in fieldwork using simple graphs.	Know what a climate zone is, identify the main climate zones of the world in relation to the equator	Explore locations from different perspectives and reflect on own beliefs
			Make a simple sketch map of the local area e.g. their classroom or school	Make a simple scale plan of a room	Map the land use of a location with given criteria e.g. shopping, leisure, residential etc	Can make an accurate scale plan of a room with objects in the room
			Can start to use a digital map and understands the function of the 'zoom' tool	Interpret thematic mapping and aerial and satellite photographs	Can use digital maps to investigate features of an area	Can use digital maps to research factual information about features
	Assist in keeping a weekly weather chart based on first-hand observations using picture symbols [link to seasonal learning in science]	Keep a weekly weather chart using picture symbols, present the data and identify simple patterns			Make careful measurements of rainfall, temperature, distances, depths and record these in then most suitable way - including the use of ICT	
	Show an awareness that weather may vary in different parts of the UK and the world	Identify the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles			Can present information gathered in fieldwork using a range of graphs	Can present information gathered in fieldwork using a range of graphs and other data presentation techniques

Geography Progression- Human and Physical Geography

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the world: The World ELG: Children will know about similarities and differences in relation to places, objects, materials and living things.. They talk about features of their own immediate environment and how environments might vary from one another.	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		<u>Physical geography</u> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
	Use basic geographical vocabulary to refer to:		<u>Human geography</u> , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
	key PHYSICAL features: beach, cliff, coast, forest , hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		<i>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</i>			
	key HUMAN features: city, town, village, factory, farm, house, office, port, harbour and shop					
	Identify the human and physical features of the school environment [see fieldwork above]	Understand the difference between human and physical geographical features: Physical: beach, cliff, coast, forest, hill, mountain, desert, river, sea, ocean, soil, valley, vegetation, season, weather Human: city, town, village, factory, farm, house, office, shop.	Describe where you live and how the UK is located related to our continent, country, county, city, town, village.	Locate and describe physical and human characteristics of the UK e.g. use a copy of a map of the British Isles and locate and label the main British Rivers. Add the names of the settlements at the mouth of the rivers	Use a range of resources to describe and identify a location's key physical and human features and understand how some of these aspects have changed over time	Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation and the use of natural resources
	Talk about the natural environment, naming features and use key vocabulary [may link to animals and environments in science]	Identify the human and physical features of the locality [Boston/Spalding etc]. Compare to those of a 'distant place' e.g. non-EU country [consider coverage of KS1 topics]	Children can make observations about, and describe, the local area and its human and physical geography, and suggest how they are connected	Ask and answer geographical questions about the human and physical characteristics of a location	can independently ask and answer geographical questions about the human and physical characteristics of a location	Understand physical geography relating to: glaciation, plate tectonics, rocks, fold mountains , soils, weathering, geological timescales, weather and climate, rivers and coasts
		Children can describe their locality and how it is similar and different to the 'distant place'	Children can describe the human and physical geography of a 'distant place' and suggest why it differs to their local area	Children can offer explanation for some similarities and differences between some European and some non-European regions	Can describe a river and mountain environment in the UK using appropriate geographical vocabulary	Can describe and name key landscape features of river and mountain environments in the UK and can describe some of the processes associated with rivers and mountains, including the water cycle
30-50 months	Describe an aspect of the physical and human geography of a distant place using visual aids.	Identify the River Witham/Welland, compare to a non-EU river taught in a KS topic	Locate the continent of Europe, name the countries in Europe and identify the main physical and human features of the countries.	Summarise a physical, human or environmental issue, it's possible causes, and solutions either in the local area or an area studied.	Summarise the impact that people are having on their environment and how they are trying to manage an environment	Understand how human and physical processes interact to have an impact on landscapes both in terms of spatial variation and change over time
<ul style="list-style-type: none"> •Use parents' knowledge to extend children's experiences of the world. •Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. •Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Introduce vocabulary to enable children to talk about their observations and to ask questions. 		Recognise a natural environment and describe it using key vocabulary	Use simple geographical vocabulary to describe significant physical features and talk about how they change	Describe how the locality of the school has changed over time	Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains	Can discuss, debate and make decisions considering ethical, moral and cultural viewpoints
	Children can recognise a natural environment and describe it using geographical vocabulary	Children can recognise different natural environments and describes them using a range of key vocabulary	Can understand how some physical processes can cause hazards to people, describing some advantages and disadvantages of living in hazard-prone areas	Can understand hazards from physical environments and their management, such as avalanches in mountain regions	Can explain how climate and vegetation are connected in biomes and understand some ways biomes (including oceans) are valuable, why they are under threat and how they can be protected	Can explain climate patterns of a region, describe the characteristics of a biome, how plants and animals have adapted to live in it and a range of ways they could be protected for the future

Geography Progression- Human and Physical Geography

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Can identify a range of human environments such as the local area and contrasting settlements, describe some activities that occur there using key vocabulary	Children can identify different human environments such as the local area, and contrasting settlements such as a village and a city. They can describe their features and some activities that occur there using a range of vocabulary	Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles	Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary	Can understand how human activity is influenced by climate and weather	Can understand how human activity is influenced by climate and weather
		Identify a range of human settlements and describe them environments, such as the local area and contrasting settlements and describe them using key vocabulary	Can locate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary	Can understand the relationship between climate and vegetation	Identify physical features of a landscape e.g. the parts of a river or a coastline, explain the processes acting on them and how humans manage them	Can understand that no one type of energy production will provide all our energy needs
			Can identify and sequence a range of settlement sizes from a village to a city	Can describe the distinctive characteristics of settlements with different functions and different sizes e.g. coastal towns	Can explain why some settlements/ regions are different from others	Can explain why some settlements/ regions are different from others and can give reasons why some are similar
			Can describe the characteristics of settlements with different functions, e.g. coastal town	Can describe the main land uses within urban areas and the activities that take place there	Can explain several threats to wildlife/habitats	
40 - 60+ months	Assist in keeping a weekly weather chart based on first-hand observations using picture symbols [link to seasonal learning in science]	Keep a weekly weather chart using picture symbols, present the data and identify simple patterns	Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	Can describe the key characteristics of rural areas	Can use simple geographical vocabulary to describe significant features and talk about how they change	Can explain and offer reasons why, types of industry in an area has changed over time
<ul style="list-style-type: none"> •Use appropriate words, e.g. 'town', 'village', 'road' 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. •Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. •Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. •Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. 	Identify seasonal and daily weather patterns in the UK	identify the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles		Use resources to identify the key physical and human features of a location	Collect statistics about people and places, present them in the most appropriate ways	Collect statistics about people and places, present them in the most appropriate ways
	Show an awareness that weather may vary in different parts of the UK and the world e.g. children can relate hot and cold areas in the world and relate these to the Poles and the Equator	Children can talk confidently about seasonal changes and can describe patterns of hot and cold areas of the world, relating these to the Poles and the Equator		(PLACE) Explain own views about locations and give reasons, using key vocabulary including; <u>PHYSICAL</u> : rivers, mountains, volcanoes, earthquakes , the water cycle <u>HUMAN</u> : settlements and land use	Understands how a settlement/ region develops due to the location of the natural resources	Describe a place in terms of how economically developed it is, including distribution of natural resources

Geography Progression- Geographical Enquiry, Sources and Communication

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to ask questions e.g. what is it like to live in this place?	Use observations to respond to questions	Ask interpretive questions such as 'what islike?'	Use sources of evidence to respond to a range of questions.	Drawing on knowledge and understanding suggest 'what if ...?', 'How could...?', 'Why might...?', style questions	Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.
	Respond to questions like what ... and where ...?			Ask questions to enable opinion to be voiced such as 'what do I think about it?'		
	Make oral descriptions from simple observations	Express own opinions; describe features and places				
	Communicate verbally through drama, pictures, sketches and maps.	Begin the use of technology to communicate, voice recorders, cameras and computers.				
		Start to communicate in writing, expanding through a range of genres.	Describe and offer explanations and reasons	Consider and explain own and others views about topical issues	Recognise and describe patterns	
					Suggest plausible conclusions, decisions	Describe and explain processes e.g. features caused by river erosion and possible extrapolation
	Use a range of given secondary sources - texts, images, aerial photos, stories, videos etc	Develop use of secondary sources, use them to ask and respond to questions	Use satellite images, GIS, VR to explore distant locations	Use satellite images, GIS, VR to explore distant locations	Gather data for use as a primary source	Select and use a wider variety of primary and secondary sources

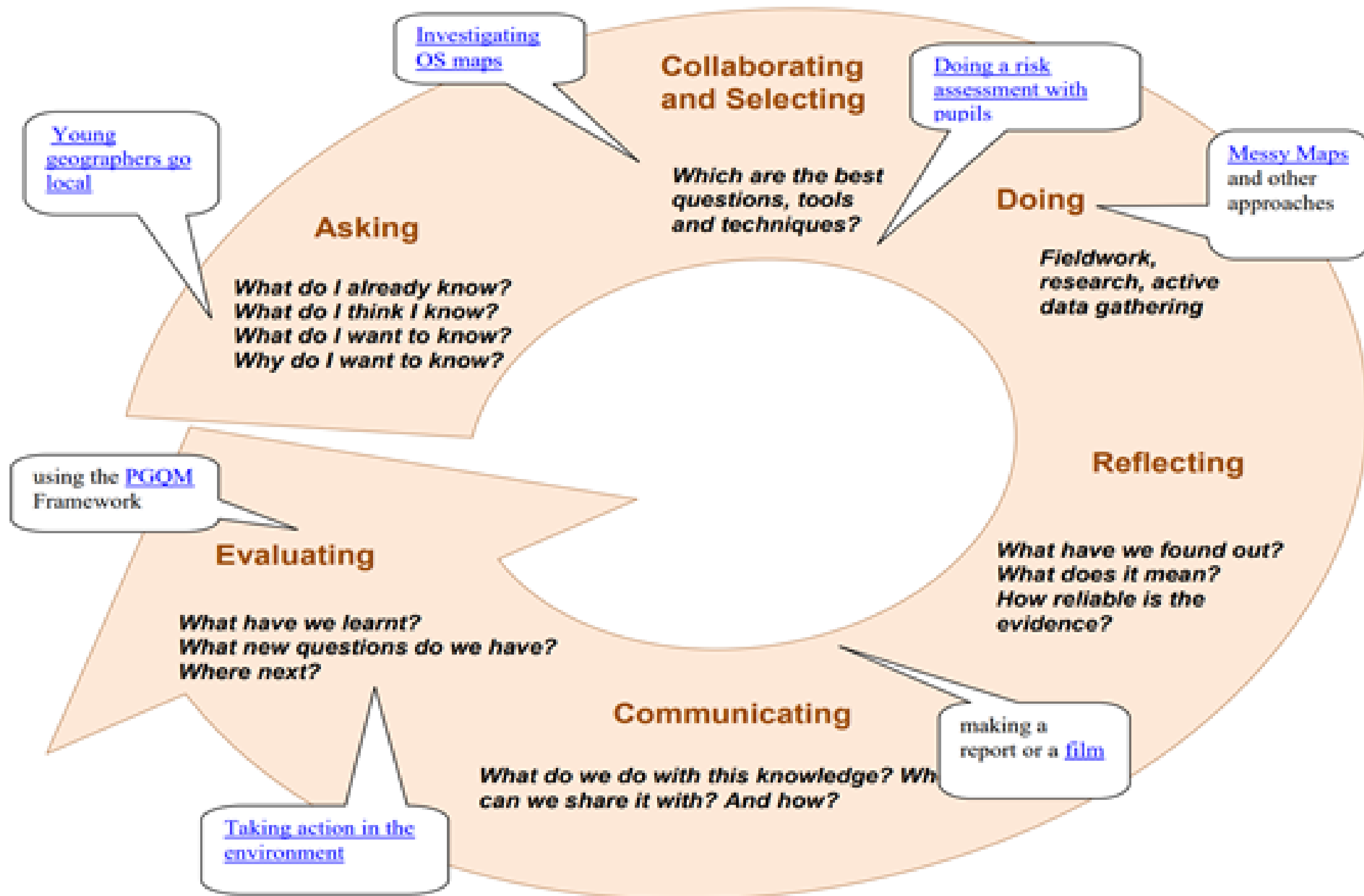
Geographical Vocabulary

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
above	autumn	Belfast	Active volcano	allotment	arid	Antarctic
backwards	building	address	clay	arable farming	climate change	Arctic
bridge	bungalow	aerial view	cliff	ascent	climate zones	biomes
bungalow	bus	Africa	climate zone	basin	climate/ weather	canopy [trees]
caretaker	car	Antarctica	community	bed	compass	climate zones
church	cold	Arctic Ocean	compass	canal	condensation	congestion
cleaner	dry	Asia	Core	coastal	confluence	conservation
dentist	far	Atlantic Ocean	Crater	condensation	continent	deforestation
doctor	farm	Australasia	diagram	contour	contour lines	disperse
forwards	fog	beach	Dormant	current	contours	distance
Head Teacher	globe	behind	Earth's Crust	delta	delta	Equator
house	hail	Cardiff	Earthquake	distance	deposition	equatorial
left	hot	city	environment	distribution	development	export
map	journey	cliff	Epicentre	downstream	electricity	Greenwich/Prime Meridian
Police Officer	junction	coast	equator	environment	energy	grid reference
right	left	desert	hemisphere	erosion	enquiry	immigrant
roundabout	London	distant	Eruption	estuary	evaporation	import
school	long	Dublin	Extinct volcano	evaporation	excursion	indigenous
street	lorry	east	factory	export	features	land use
teacher	narrow	Edinburgh	fieldwork	floodplain	flood plain	latitude
traffic lights	near	Eire	harbour	freshwater	fossil	latitude
tunnel	plan	England	Igneous	greenhouse	fuel	location
under	rain	English Channel	industry	grid reference	grid reference	longitude
zebra crossing	right	environment	lake	grid reference	ground water	longitude
	seasons	Equator	landscape	height	industrial	magma
	short	Europe	latitude	hemisphere	industry	migrate
	snow	factory	Lava	humid	irrigation	minutes[location]
	spring	forest	loam	import	landscape	natural disaster
	summer	harbour	longitude	inland	meander	natural resources
	town	hill	Magma	intensive farming	mouth	naturalised

Geographical Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
transport	Indian Ocean	Magma chamber	landscape	natural	Northern hemisphere
travel	Irish Sea	Mantle	man-made materials	natural	Ordnance Survey
village	landscape	mountain	market gardening	panel	pollution
wet	larger	natural disaster	meander	population	pollution
wide	local	North East	mixed farming	precipitation	population
wind	location	North West	mountain	products	questionnaire
winter	London	ocean	native/ indigenous	questionnaire	renewable
	mountain	office	natural resources	renewable	rural
	North	peat	organic farming	river	scale
	North America	Plates	ox-bow lake	satellite	Southern hemisphere
	North Pole	polar	peak	scale [maps]	subterranean
	North Sea	political map	polar	sea level	survey
	Northern Ireland	port	precipitation	settlement	sustainability
	ocean	primary source	productivity	solar	symbols
	Pacific ocean	relief map	range	solar	tectonic plates
	port	settlement	river	source	Time zone
	river	sketch	salt water	sub-continent	Tropic of Cancer
	route	soil	satellite	surface	Tropic of Capricorn
	Scotland	South East	scale	survey	tropical
	sea	South West	secondary source	sustainable	urban
	seasonal	Super volcano	settlement patterns	terrain	vegetation belts
	semi-detached	transport [carry]	source	tourist	
	smaller	tropical	spring [water]	transportation	
	soil	valley	sustainable	tributary	
	South	Vent	tourism	turbine	
	South America	Vibration	trade	vegetation belts	
	South Pole	Volcano	tributary	water cycle	
	Southern or Antarctic Ocean	Volcanologist	tropical	wind	
	terraced	Weather	upstream		
	valley	Weathering	urban/ rural		
	vegetation	Arctic	valley		
	Wales	Antarctic	valley		
	west	Ice cap	warm		
			water cycle		
			weathering		
			weathering/erosion		

An Enquiry framework



Knowledge Organisers



Oceans, Seas and Rivers

Strand: Human and Physical Geography (Concept: Climate Change, Pollution and Erosion)

Keywords	
River	A flow of fresh water across the land into a lake, sea or ocean.
Landscape	A part of the Earth's surface.
Lake	A large area of water, surrounded by land.
Sea	An area of salt water.
Ocean	A large area of sea. There are five oceans: Atlantic; Pacific; India; Arctic; Southern.
Source	The start of a river
Mouth	The end of a river, where it enters a lake, sea or ocean.
Erosion	The wearing away of the Earth's surface.
Transportation	The movement of sediment (material).
Sediment	Natural material that is carried and deposited by a river.
Deposition	The dropping of sediment.
Riverbed	The bottom of the river.
River banks	The sides of the river.
Landform	A feature on the Earth's surface that is part of the land.
Tributary	A smaller river that flows into a larger river.
Agriculture	Farming (growing crops, such as cereals, fruits and vegetables)

Water Cycle

The water cycle is the way in which water moves around the world.

Famous Rivers

Amazon River, South America
Volga River, Russia
River Nile, Sudan & Egypt

Erosion

Abrasion	Sandpapering: rocks wear away each other and the riverbed and banks
Attrition	Crashing: rocks collide and break up
Solution	Chemical action: acids in the water dissolve the rock
Hydraulic action	Water power: the force of the water breaks down the riverbed and banks.

Transportation

Traction	Tractor wheels: large rocks roll along the riverbed
Saltation	Jumping beans: pebbles bounce along in the flow of the river
Suspension	Hoverboard: small sediment is carried along in the flow of the river
Solution	Invisible material: the smallest sediment is dissolved into the water

The River's Course

- 1 - Source
- 2 - Interlocking spur
- 3 - V-shaped valley
- 4 - Waterfall
- 5 - River channel (widens in middle course)
- 6 - Meander (erosion on outside of bend)
- 7 - Meander (deposition on inside of bend)
- 8 - Oxbow lake
- 9 - Rich, fertile land either side of the river
- 10 - Mouth

Frozen Planet

Knowledge

The Arctic region is found in the Northern Hemisphere and includes parts of Canada, Alaska, Russia, Finland, Sweden, Norway, Greenland and Iceland along with the Arctic Ocean. Temperatures can reach -68°C in the winter months, making it one of the coldest places on Earth.

The Antarctic region is found in the Southern Hemisphere and is the world's fifth largest continent. It is covered in an ice sheet that is up to 4.8km thick. It is the coldest, driest, highest and windiest continent on Earth. Temperatures can reach -89°C.

Nature - The Arctic region is home to small populations of people and an amazing variety of plants and animals, including the polar bear, the Arctic fox and the walrus. There are no people that live permanently in the Arctic region and only two native kinds of flowering plants, but it has a rich sea life, including the emperor penguin, humpback whale and leopard seal.

Inuits - The Inuit live in the Arctic regions of Canada, Alaska, Siberia and Greenland. The early Inuit adapted to the cold, harsh conditions of the Arctic region and became expert builders, hunters, craftspeople and artists.

Auroras - Auroras are displays of coloured lights seen in the skies near the North and South Poles. The lights are created when electrically charged particles from the Sun collide with oxygen and nitrogen gas particles in the Earth's atmosphere. The Aurora Borealis, or Northern Lights, can be seen from Norway, Finland, Sweden, Iceland, Canada and as far south as Scotland and northern England.

Useful links and websites:

- <https://kids.kiddle.co/Arctic>
- <https://www.natgeokids.com/uk/discover/geography/general-geography/facts-for-kids/>
- <https://www.activewild.com/the-arctic/>
- <https://www.kids-world-travel-guide.com/antarctica-facts.html>
- <http://www.sciencekids.co.nz/>

Famous Polar Explorers

Sir Ernest Shackleton
Robert Flacon Scott
Roald Amundsen
Ingrid Christensen

Key Vocabulary

Antarctica	Area of frozen sea and land around the South Pole
Arctic	Area of frozen sea and land around the North Pole
Climate	Climate is a long term pattern of the weather conditions
Climate Change	Big change in the weather over a long time, now made worse by human pollution
Environment	The area in which someone lives
Equator	An imaginary circle around the Earth which divides the northern hemisphere and the southern hemisphere
Hemisphere	A hemisphere is formed by dividing the earth into the Northern and Southern hemispheres at the equator
Global Warming	Change in the climate that makes the world warm up. Global warming is caused by pollution made by humans
Expedition	A journey undertaken by a group of people with a particular purpose

Our knowledge organisers are the reference point for each unit of work and work on the principle of backwards planning. A knowledge organiser specifies, in detail, key vocabulary, facts, concepts and definitions that children are expected to know by the end of teaching, and, most importantly, retain in their long term memory.

A knowledge organiser acts as a planning, teaching and assessment tool, allowing teachers to prioritise certain learning and keep the lessons focused and sequenced in the best possible way to facilitate learning. They are given to children at the start of a unit of work so they know what they will be learning. The knowledge organisers also allow children to easily recap their previous learning by giving them the opportunity to continually revisit their previous learning, increasing the

Vertical Teaching Themes



Environmental processes

What are the natural features of the world?
What impact do they have on people's lives?
How have people impacted and changed the natural world?



Place, space and scale

How do we fit into the world?



Cultural diversity

How do local communities differ across the world?



Environmental impact and sustainability

How have people changed the environment?
What are the consequences of these changes?
How are people managing the environment?



Interconnections

How and why are people linked together across the world?

Geographical Skills and Fieldwork



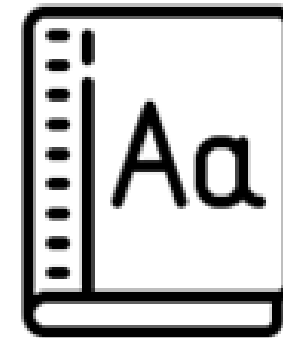
Identify and explain patterns in data



Understand similarities and differences



Interpretation of maps, sources and evidence



Understand and apply human and physical vocabulary e.g. city, erosion

Geography SMSC Links

We promote <u>Spiritual</u> development	We promote <u>moral</u> development	We promote <u>social</u> development	We promote <u>cultural</u> development
<p>By promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences.</p> <p>By Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.</p>	<p>By looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem.</p> <p>We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming. Social We encourage children to think about we can look after our environment and how we can make it safe for ourselves and the wildlife.</p>	<p>Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.</p> <p>At Gosberton, we provide effective links with the community, both locally and by exploring partner Schools. This is done by visits around Gosberton, but by also sharing experiences with other Schools local to us.</p>	<p>By helping children to understanding different cultures. Through Geography, children look at how different cultures and beliefs can impact on the environment and human issues.</p> <p>Children look at different places and are introduced to their customs and traditions allowing learners to develop their humility and an understanding of the world as a global community. For example, in Y4/5 learners learn about the Benin Empire and compare it to other cultures they have learnt about.</p>

British Values: At Gosberton Academy, we use strategies within the national curriculum and beyond to secure an understanding of British Values for learning. We weave the British Values throughout all of our Geography lessons. As part of our Geography Curriculum, learners learn about different cultures and how they are different/similar to their own. Learners are encouraged to ask questions and challenge ideas and conceptions within an appropriate and safe class environment.



Geography at Gosberton



"I like comparing different countries to the United Kingdom."
Year 3

"I have loved learning about the village where I live and my School."
Year 1

"My favourite part is when you look at Atlases and maps to find countries."
Year 2

What do we love about Geography at Gosberton?

"Geography is my favourite subject because I enjoy learning about new countries that I don't know anything about, like when we found out about Nigeria."
Year 5



"I love find out all about the world. Did you know that the Prime Meridian goes through Boston?"
Year 6

"I enjoyed using Digimaps to look at what Gosberton was like in the 1800s."
Year 6

**Exciting
Entry & Exit Points**

Local Environment:

Outdoor learning, visits to the school and walks around the village

Practical lessons using various equipment

Home learning projects &

Engagement

Trips-

Flag Fen, Orienteering, The Beach, Bourne

Use of Technology- See-Saw, Learning by Questions, Digi Maps, iPads and the weather machine

First Hand experiences

Exploring the local environment, studying maps etc.

Theme Days & Workshops

Clubs

Cross curricular links: Reading, Writing, Maths & Science



Progressive Curriculum building
on
prior knowledge

Enquiry based
lessons

Assessments: Low stake Quizzes,
Questioning and Quick fire
challenges

Retrieval based
activities

Capturing Our Knowledge

Application of knowledge
through cross curricular

Knowledge Organisers

Pre-Teaching

Transition preparation for
Secondary School and across
phases with Primary

Use of technology to
record learning

Learning by
Questions

