

The Geography Curriculum 2023 – 2024

Intent	<p>The Geography Curriculum at Lincoln Carlton Academy has been designed to encourage our pupils to be curious about the world they live in and understand their place within it. It gives them opportunities to ask questions; research using topic related books and websites and develop the knowledge and skills they need to be independent thinkers. Our aim is to equip our pupils with knowledge of the diverse places, people, resources, natural and human environments of the world, together with a deep understanding of the earth's key physical processes. Our local area provides a wealth of opportunities for children to go out and investigate their immediate environment and our curriculum has been designed to embrace these opportunities as often as possible.</p> <p>The curriculum is centred around 4 key geographical concepts: locational knowledge, investigating places, natural processes and geographical skills. These concepts are first encountered in the Early Years Foundation Stage and are revisited in every key stage. These regular revisits ensure that children will know more, remember more and develop a deeper understanding of the key concepts during their time at LCA. It will also support them to develop connections between their prior knowledge and new learning. Now, more than at any time in the history of our planet, it is vital that our children know the impact that humans are having on the natural resources and physical features of the world around them and how this could impact on their future.</p>
Implement	<p>The curriculum at LCA is blocked into topics which provides an overarching theme for learning. Where possible, geography themes are interleaved into these topics to support children to make links to other areas of the curriculum. Teachers use the long term overview for geography along with corresponding knowledge organisers to plan sequences of lessons. These lessons are designed to revisit key concepts and knowledge and teach new vocabulary, alongside introducing new knowledge. At LCA there is no requirement for teachers to plan lessons in a particular style or deliver them in a specific format. We encourage teachers to be innovative and creative in their approach and to use strategies that they know will meet the needs of the pupils in their class.</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. • Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My House and Street		My Local Area – The Carlton Centre			
Year 1	Continents and Oceans of the world The North Pole, South Pole and the Equator			Local Area Study Human and Physical Features of Lincoln using aerial photos and maps		Weather Patterns
Year 2	The four countries and capital cities of the United Kingdom Compass Points		Compare two contrasting places India v Lincolnshire			The Lincolnshire Coast Comparison of human and physical features using maps and photographs
Year 3		Volcanoes and Earthquakes	UK Counties and Cities		Latitude and Longitude Tropics of Cancer and Capricorn Biomes and Climate Zones	
Year 4		The Water Cycle The 1953 Storm Surge in Lincolnshire	Mountains in the UK and worldwide The Lake District v The Alps			OS Maps Symbols and Keys Coastal regions – Lincolnshire and further afield
Year 5				Rivers	Local Area Study and Fieldwork Greetwell Hollow Nature Reserve	The Water Cycle
Year 6			Major cities of the UK Industry and land Use		Compare and contrast the Grand Canyon, Lake District and Sicily	

Progression in Key Geographical Concepts				
	EYFS	End of Key Stage One	Lower Key Stage Two	Upper Key Stage 2
Locational Knowledge	<ul style="list-style-type: none"> • Locate their house from a photograph of their street/Google maps. 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. • Name and locate the world's seven continents and five oceans on a map and a globe. • Locate the position of the Equator, North Pole and South Pole on a world map and a globe. • Locate Lincoln on a map of the United Kingdom. 	<ul style="list-style-type: none"> • Locate the Northern Hemisphere, Southern hemisphere, Tropic of Cancer and Tropic of Capricorn on a world map and on a globe. • Locate lines of latitude on a world map and a globe. • Locate Lincolnshire and its adjoining counties on a map of England. • Name and locate major mountain ranges of England and Scotland. • Name and locate major rivers of Scotland and England. • Locate major English cities. • Name and locate the tallest mountains of the World 	<ul style="list-style-type: none"> • Locate famous rivers around the globe. • Name and locate the countries of Europe on a map and a globe. • Name and locate the countries in North and South America on a world map and a globe. • Locate lines of longitude and explore the time zones.
Investigating Places	<ul style="list-style-type: none"> • Describe some geographical features of the immediate environment. • eg. house, street, road, garden, garage, trees 	<ul style="list-style-type: none"> • Use geographical language to describe the human and physical features of a Lincoln eg. Lincoln Cathedral, Brayford Pool, River Witham, bus station, quarry, woodland, stream, grassland • Use geographical language to describe the human and physical features of Rajasthan (a contrasting non-European country) eg. desert, saltwater lakes, mud/straw huts, agricultural land • Use geographical language to describe the human and physical features of the British coast (Skegness and Scarborough) eg. beach, sand dunes, promenade, hotel, cliffs, headland, golf course, clock tower 	<ul style="list-style-type: none"> • Use geographical language to compare the rural and urban areas of Lincolnshire eg. commercial centre, university, factories, leisure facilities, farmland, farm buildings, food manufacturing plants • Describe the physical features of Lincolnshire that make it suitable for arable farming. 	<ul style="list-style-type: none"> • Compare land use in UK cities during the Second World War to land use in these cities today. • Compare a region of North America with the city of London. Focus on the human and physical features of New York and London and their impact on tourism.

Natural Processes	<ul style="list-style-type: none"> Describe types of weather seen in the local area. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Describe and understand key aspects of volcanic eruptions including the layers of the earth and the action plate tectonics. Describe and understand why some areas of Lincolnshire are prone to flooding. Describe how flooding occurs (high tides, low lying land) and how the coast can be protected. Describe and understand the process of mountain formation. 	<ul style="list-style-type: none"> Describe and understand the key features of rivers including the processes of erosion and deposition. Describe and understand the water cycle. Describe the climate zones and biomes of the world and understand how they are affected by weather and position on the globe (link back to tropics of Cancer and Capricorn and the equator).
Geographical Skills & Field work	<ul style="list-style-type: none"> Use a simple tick sheet to record what has been seen on a walk to the local shopping precinct. Use computer mapping and Google Street View to locate their street and house. Survey the traffic that goes past school. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and maps to locate the key physical and human features of Lincoln. Devise a simple map of the school and use basic symbols for a key. Use the four points of the compass (north, south, east and west) and simple positional language (near, far, left and right) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Use the eight points of the compass and positional language to describe the location of features and routes on a map. Recognise Ordnance Survey map symbols and use this to describe land use from an Ordnance Survey map. Explore maps with contours to understand how height is represented. 	<ul style="list-style-type: none"> Use the sixteen points of the compass and positional language to describe the location of features on a map. Record weather patterns in the immediate environment over a period of one month including: <ul style="list-style-type: none"> Rainfall Wind speed Wind direction Temperature Undertake sound mapping in the local nature reserve (Greetwell Hollow) Measure the depth of a stream at regular intervals. Take photographs to record the human and physical features of Greetwell Hollow