

# Willow Lane Geography Curriculum

## Our intent

Through the teaching of geography at Willow Lane, we aim to inspire curiosity and equip our children with the geographical knowledge needed for them to understand the complexity of the world around them and be well prepared for the next stage of their education. We 'teach to the heart' by creating rich opportunities for our children to learn and apply their geographical knowledge to local contexts and places further afield. We aim for our children to develop a deep understanding and appreciation of their local area. We believe that the better children understand their immediate experience, the more able they are to apply their learning to places across the world. We have sequenced the learning carefully so that it supports children in making strong connections across the subject. At Willow Lane, you can see children visiting parks and nature reserves, creating sketch maps and interpreting OS maps, climbing mountains and wading in rivers. This allows children to observe how their environment is shaped and described by geographical ideas and processes. We have also chosen contexts and experiences that create deliberate opportunities for our children to develop our shared values by visiting, working and learning with new people in new places, and by learning about the amazing diversity of cultures that exist across continents.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and created a broad and balanced curriculum. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach geographical and fieldwork skills to ensure children develop independence within the subject and the knowledge of how geographers collect, interpret and present information. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their subject knowledge and vocabulary.



*Willow Lane*  
Community Primary School

# Assessment in Geography

## How we assess

Each unit begins with a short introduction, which sets the scene for later learning. This is presented in a narrative fashion and children help to 'story map' the key elements of the introduction. Over the course of the unit, children learn the introduction by heart to help embed key vocabulary and foundational knowledge for all.

Teachers use the 'I will know...' and 'I will know how to...' statements in each unit to assess whether children are achieving age related expectations. Teachers use formative assessment as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of low-stakes testing, reports, presentations or other creative tasks that allow children to showcase their learning.

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular retrieval tasks based on the 'Learning Checks' or through planned learning tasks designed to enable learners to revisit and apply earlier knowledge or skills in a new context.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of geography.

The overview of the progression in geographical enquiry skills is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's geographical enquiry skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



Year group	Autumn		Spring		Summer	
<b>EYFS: Red</b>						
<b>1. Orange</b>	Geography: School and Local Area Study- Wonders of Willow Lane		Geography: Continents			
<b>2. Yellow</b>	Geography: United Kingdom- Villages, Towns and Cities				Geography: Oceans and Seas	
<b>3. Green</b>			Geography: Coasts and Caves		Geography: Biomes and Climate zones	
<b>4. Blue</b>	Geography: Rivers and the Water Cycle				Geography: Migration	
<b>5. Indigo</b>	Geography: Global Trade				Geography: Forests and Habitat Protection	
<b>6. Violet</b>	Geography: Climate Change and Sustainability		Geography: Mountains, Volcanoes and Earthquakes			

Age Range	Fieldwork	Map Skills	Direction and Location	Communication
<p><b>KS1</b> (age 5-7)</p> <p><i>Develop close observations</i></p>	<p>Take photographs to record features and places visited.</p> <p>Recognise and label features in photographs of places (including aerial photographs).</p> <p>Observe and draw pictures of landscapes and places.</p> <p>Observe, record and describe weather patterns.</p> <p>Collect information using tally charts.</p>	<p>Use world maps, atlases and globes to locate the world's continents, oceans, seas, countries and cities studied.</p> <p>Draw simple maps of areas in or around the school grounds.</p> <p>Create symbols and a key for a map.</p>	<p>Use simple directional language to describe the location of features and route on a map (e.g. up, down, left, right, straight on, in front, behind, near, forwards, backwards, between, above, below).</p> <p>Use directional language and simple compass directions (north, south, east and west) to describe the location of features and routes on a map.</p>	<p>Describe places using geographical vocabulary when speaking and writing.</p> <p>Present information in tally charts and pictograms.</p>
<p><b>Lower KS2</b> (age 7-9)</p> <p><i>Develop systematic approach</i></p>	<p>Make observations, notes and take photographs to record features and places.</p> <p>Collect, record and organise information in tables and charts (e.g. by selecting headings).</p> <p>Create simple sketch maps.</p>	<p>Use maps, atlases, globes and digital mapping to locate countries, biomes, lines of latitude and longitude, rivers and migration routes.</p> <p>Use maps and digital mapping to explore features of coastlines, rivers and bodies of water.</p> <p>Identify and use OS symbols for human and physical features on maps.</p> <p>Draw maps of a place or route using recognisable symbols and key.</p>	<p>Use four compass points to orientate maps and describe the direction of features on maps.</p> <p>Use four-figure grid references to locate features on a map.</p>	<p>Present information in tables and bar charts.</p> <p>Describe and compare places and physical processes through talk, diagrams or writing.</p> <p>Express views about places and geographical issues.</p>
<p><b>Upper KS2</b> (age 9-11)</p> <p><i>Develop independence</i></p>	<p>Select ways to measure, record and organise information collected through fieldwork, including sketch maps and tables and charts.</p> <p>Create detailed sketch maps that highlight key features of the landscape.</p>	<p>Use maps, atlases, globes and digital mapping to locate countries, mountains, volcanoes, forests, and settlements.</p> <p>Use maps and digital mapping to explore features of forests.</p> <p>Identify and use OS symbols for human and physical features on maps, including contour lines.</p> <p>Draw maps of a place or route using recognisable symbols and key.</p>	<p>Use eight compass points to orientate maps and describe the direction of features on maps.</p> <p>Use six-figure grid references to locate features on a map.</p>	<p>Present information in tables, bar charts and graphs.</p> <p>Describe, compare and explain aspects of human geography and physical processes.</p> <p>Express views considering different perspectives about places and geographical issues.</p>