Curriculum Summary

Geography

Subject Intent

Gorsefield inspires a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Children are equipped with geographical skills to develop their knowledge through studying places, people and natural and human environments, deepening the understanding of the Earth's human and physical forms and processes. Children collect and analyse data; use maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicate information in a variety of ways. Geography provokes thought and questions that encourage children to discover answers through exploration and research, enabling them to gain a greater understanding and knowledge of the world and their place within it.

At Gorsefield we have intentionally taken our Geography curriculum further than the National Curriculum Programme of Study to inspire and challenge our children to take their place as world citizens, developing curiosity and fascination about the world and its people. in an ever-changing planet. Our entire Learning Without Limits and Equals curriculum is bespoke, written, planned and sequenced by leaders and teachers to fit the needs of all our children.

Our children build their understanding of Geography through four disciplinary concepts: spatial significance, patterns and trends, environment and sustainability, and interconnections. These are clearly identified across the curriculum and in lessons using distinctive dual coding icons. Each lesson is guided by a carefully designed enquiry question. These questions provide a clear purpose for learning and help children understand why they are learning new knowledge and skills.

Our Geography curriculum equips children with geographical skills alongside knowledge. It is knowledge rich with clearly identified knowledge notes planned for every unit and lesson from Nursery – Year 6 to allow children to build schemata and build on prior learning. Our curriculum is vocabulary rich with a subject glossary of tier 3 subject specific vocabulary planned to support teachers and children communicate accurately as geographers. Links to the text spine in English are intentionally planned to create a text rich curriculum supporting children to develop understanding of locations and cultures.

Locational studies start with our homes in Nursery and Reception, places our youngest learners are most familiar with. This moves to our hometown of Radcliffe, which features throughout Key Stages 1 and 2. This is then contrasted with other localities both in the UK and further afield throughout Key Stage 2 to develop children's growing knowledge of the World. Our curriculum is experience rich with planned opportunities for fieldwork and enrichment visits linked to Geography learning for every year group.

Our children develop geographical skills such as collecting and analysing data, using maps of different scales, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans, as well as communicating information in a variety of ways and creating their own maps.

Geography is intentionally taught alongside History, so our children build deeper understanding of the "where and when" of events, developments and locations looking at interconnections and patterns and trends over time.

Through coherent sequencing and being specific about what our children need to know, our LWL curriculum in Geography supports children to know more and remember more and make progress to identified end points.

Disciplinary Concepts

				
Spatial Significance	Patterns and Trends	Environment and Sustainability	Interconnections	Mapping and Fieldwork

Structure

Geography is taught as a discrete subject in Years 1 to 6, but the foundations of geography are established in the Early years, where children begin to develop an understanding of their locality and beyond. This starts with an understanding of their immediate locality. Here, children make sense of the world around them through observations of the seasons and states of matter, reading a range of fiction and non-fiction texts and through reading and recording simple maps. Through these opportunities, children will also begin to develop their understanding of different countries and how the environments and lives of people are similar and different to their own.

Throughout the Learning without Limits geography curriculum, learning continues to focus around and return to Radcliffe. In KS1, children primarily focus on the geography of their school grounds and in Radcliffe. They learn about the human and physical geography of their own locality, as well as how people interact with this, particularly focusing on leisure and transport activities. By Year 2, children expand their geographical understanding by learning about the United Kingdom and its capital cities. An exploration of London allows children to make meaningful connections and comparisons between their own locality of Radcliffe and Manchester. In KS2, pupils explore geography beyond the UK in greater depth. Every year, they learn about countries further away from Radcliffe (eg. Italy, Brazil, Thailand, Costa Rica). Children learn about these locations by exploring photographs, videos, maps, atlases and data. The concept of environment and sustainability is further established in KS2, recognising the impact of humans on the world locally and globally, and what can be done to protect our environment.

Developing children's map skills is a significant part of our geography curriculum. Children become familiar with maps through nursery and reception, using stories as a hook to learn about directional language and positioning. This develops through KS1 and KS2, where children explore a variety of different maps and scales. Gorsefield has access to Digimaps, an online resource that allows users to view maps across the entire globe, including Ordnance Survey maps and thematic maps too. There are also numerous opportunities for fieldwork, utilising our extensive school grounds to develop children's skills in exploring the world around them as geographers to understand place, scale, location and how humans' impact on these places.

Throughout the Learning without Limits curriculum, children build their understanding of geography through six carefully selected substantive concepts: place, scale, human geography, physical geography, diversity and sustainability.

Geography and the Disciplinary Concepts within Rising Stars and Rapid Risers

Our curriculum in Rapid Risers and Rising Stars is based on a child-centred, tailored, specific and individualised approach to learning and teaching. Whilst recognising that children who access our internally enhanced provisions are not accessing the National Curriculum, the Equals curriculum has been developed so that key foundational disciplinary concepts are still a part of their curriculum to ensure they are developing foundational knowledge to support them in acquiring the knowledge skills and key concepts that feature within the national curriculum. Our curriculum focuses on the holistic development of a child's social, emotional, cognitive and physical needs and embraces a healthy balance between explicitly taught knowledge and concepts through adult-directed activities, and ensuring children have opportunities to develop through child-initiated play.

Rapid Risers: Semi Formal Curriculum EYFS/KS1

Children follow a curriculum that is bespoke and planned to their complex needs and is planned incrementally to develop small steps progress. Many areas of learning within the curriculum support the development of skills and knowledge that builds towards possible later study of Geography as a discrete subject discipline later in school. Specific examples include: -

Aut 1 My Communication

Children build confidence in following instructions through activities to locate themselves in space while building gross motor and proprioception skills within an area or space, which is the early skills required when developing locational knowledge and spatial skills within Geography.

Sum 1 My Shopping

Use of role play for significant settings within the community such as post office, shops, travel agents developing children's recognition of central features of the local town, which links to our History/Geography LWL Curriculum in Year 1 where children learn about the profile of Radcliffe's high street.

Sum 2 My Travel Training (walking balance bikes)
Walking in and around school appropriately and finding routes to familiar parts of school. Planned use of balance bikes on a track planning a route, direction. Navigating obstacles on balance bike and responding to signals. Using a rickshaw to navigate to a point.

Following instructions to create natural collages families and homes in LWL is reflected in Equals to support children develop security of their geographical links to home and school. In Spring and Summer Term seasonal printing and planting activities, developing understanding of patterns and trends such as weather through rhymes and songs

Throughout the curriculum there are opportunities to explore and navigate a range of small world environments such as Jurassic landscapes complete with volcano, townscapes including travel networks such as rail and roads, that are closely linked to key core texts that children are reading. This range of environments builds language and understanding across the curriculum but provides a strong focus on building tier three Geography vocabulary for later learning.

Rising Stars: Formal Curriculum
In Rising Stars our older children identified with complex learning needs follow our formal EQUALS Curriculum, purposefully planned and adapted to meet needs while delivering a broad curriculum in line with our Learning Without Limits Curriculum. In delivering and assessing each child's learning staff ensure that knowledge and skills are built to support all learners to access our offer of a broad, high-quality education.

Autumn Term - Independence
In Autumn Term children plan how to create shopping lists and plan a shopping trip using their locality knowledge to access local markets. They also think about how to make a visit to a restaurant, where they can shop for clothes and essentials.

In The World Around Us children look at how to grow and produce food and identify what they can and cannot eat safely, whilst looking at different celebrations and occasions across the globe that involve food such as Christmas, Eid and Holi.

Spring Term -Water and Recycling
During their study of Water and its properties, children study why we need water and how to locate clean and safe water. Children are taught about the importance of water safety in local area in relation to our water courses in the locality such as the canal and River Irwell. Children also learn about the importance of recycling waste and litter in the local area including the impact and implications for school and home. Children undertake fieldwork such as playground surveys and how to implement reduce, reuse, recycle, to reduce the impact on our planet.

Summer Term
In Environmental Awareness children explore looking after environments and habitats both for us and other living things. They learn about Protecting caring for plants and identifying key inhabitants of a range of familiar habitats in the locality. Children also Explore sustainable ways of supporting the local environment using our knowledge of recycling materials.
In People children learn more about people in the community, what jobs and roles people do in the locality such as Healthcare workers and the Emergency Services.
In Outdoor schooling the focus for children is identifying and using natural resources in the environment to create patterns and artwork inspired by our location.

Climate and Sustainability Texts

At Gorsefield Primary School, we have deliberately embedded climate and sustainability education across our whole-school text spine to ensure every child develops a deep understanding of the natural world and their role within it. Our intent is to:

- build pupils' environmental literacy progressively from Nursery to Year 6

- provide high-quality, diverse texts that introduce climate change, biodiversity, conservation, pollution and global responsibility
- ensure pupils understand both the beauty of the natural world and the challenges it faces
- empower pupils to recognise that their actions can make a positive difference
- ensure knowledge learned in texts strengthens understanding across Science, Geography and the Learning Without Limits curriculum

Texts have been carefully selected so that environmental concepts are introduced early, revisited regularly and deepened systematically, supporting children to become informed, responsible global citizens.

Year Group	Book	Climate and Sustainability Link	Conceptual Progression
Nursery 2-3 / 3-4	Elephant in My Kitchen by Smriti Halls	Human Impact on Wildlife	Awareness that plants/animals need care Exposure to natural cycles (weather, water) Early ideas about healthy food & growing
	Oliver's Vegetables by Vivian French	Food growing & sustainability	
	Rain Before Rainbows by Smriti Halls	Weather/climate theme- weather & seasonal cycles	
	Hey, Water! Antoinette Portis	Water Awareness	
Reception	Sharing a Shell by Julia Donaldson	Ocean Habitats	Understand that habitats differ (sea, shore, land) Recognise a variety of living things Early discussion of caring for the ocean Begin understanding journeys of animals
	Commotion in the Ocean by Giles Andreae	Oceans & biodiversity	
	The Snail and the Whale by Julia Donaldson	Global habitats & environmental care	
	Tiddler Julia Donaldson	Marine Awareness	
	Ocean Treasures	Ocean conservation themes	
Year 1	Investigate the Environment by Louise Spilsbury	explicit environmental science)	Introduction to "environment" as a concept Humans can influence/impact the environment Plants grow from seeds and need care Awareness of water as a resource
	Grow Your Own Bean Plant by Joseph Ciciano	(sustainability/food growing)	
	Voice of Water by Tony Mitton	Poetry about water as a resource)	
Year 2	The Diversity of Life on Earth	Biodiversity	Understand that species can become endangered Humans contribute to waste and pollution Different species adapt to their habitats Begin thinking about solutions (recycling, reducing waste)
	The Journey Home Fran Preston-Gannon	Endangered species & habitat loss)	
	The Emperor's Egg Martin Jenkins	Polar habitats, survival	
	What a Waste – Jess French	**Pollution and sustainability**	
Year 3	**Great Women Who Saved the Planet by Kate Pankhurst**	**Environmental activists**	Climate vs. weather Introduction to global warming

	What's the Weather?	**Clouds, Climate and Global Warming (climate change)**	Humans can innovate to help the planet Awareness of natural hazards Understanding Earth's structure & cycles
	Volcanoes & Natural Disasters	Earth systems / natural environment	
	Big Cat Volcanoes, Things to Spot: Rock Spotter, Secret Life of Rocks	Earth processes	
	William Kamkwamba: Bright Spark	Renewable energy – wind power	
Year 4	**One Plastic Bag – Isatou Ceesay**	**Plastic pollution, recycling activism**	Understand impact of deforestation Explore plastic pollution and recycling Study how climate change endangers species Understand the global water cycle Recognise the importance of indigenous knowledge (Amazon)
	Rainforests at Risk	**Deforestation, biodiversity**	
	The Great Kapok Tree – Lynne Cherry	Rainforest conservation	
	Saving Species by Jess French	Endangered species	
	The Shaman's Apprentice by Lynne Cherry	Amazon ecology	
	Water: Where Does It Come From? Where Does It Go?	Water systems	
	The Drop in My Drink	The Story of Water on Our Planet	
Year 5	**Climate Change K Eyewitness**	**Core climate science text**	Deep understanding of climate change Explore environmental inequality (who suffers most and why) Investigate renewable energy solutions Understand how climate change affects migration, land loss, flooding Water as both a scientific and sustainability issue
	Floodland by Marcus Sedgwick	**Climate catastrophe fiction**	
	Living With Climate Change by Alison Sage	**Environmental impact**	
	If the World Were a Village – David J. Smith	Global resource distribution and sustainability	
	A Drop of Water by Walter Wick	Water cycles & environmental science	
Year 6	**Fragile Earth**	**Explicit environmental & sustainability themes**	Environmental justice (who is responsible? who is affected?) Long-term planetary change (evolution, adaptation, survival) Deep dive into human responsibility and activism Water scarcity & global access How laws & activism protect ecosystems
	On the Origin of Species	Biodiversity & evolutionary adaptation	
	Hope Jones Saves the World	Youth activism for the environment	
	Water for Everyone	Global water access	
	Flush	Carl Hiaasen (environmental crime & conservation)	

Whole-School Climate & Sustainability Learning Journey

Themes Progressing Through the Years

Theme	Nursery	Rec	Y1	Y2	Y3	Y4
Habitats & Biodiversity	•	••	•	•••	••	•••
Water & Oceans	•	•••	••	•	••	•••
Climate Change	–	–	• (intro)	•	••	••
Human Impact / Pollution	•	•	••	•••	••	•••
Sustainability & Solutions	•	•	••	•	••	•••
Environmental Activism	–	–	–	–	•	••

(• = Introduced, •• = Developing, ••• = Secure/Advanced)

Extra-Curricular and Enhancement Opportunities		
Lytham St Anne's (Nursery) Fieldwork Walk around Radcliffe (Nursery)	Manchester Airport (Y1) Blackpool (Y2) Geographical Features of Radcliffe Walk (Y1)	Water Aid Workshop (Y3) RHS Bridgewater (Y4)
EYFS	**KS1**	**KS2**

Footsteps to Subject Success

Geography in EYFS

EYFS Curriculum Overview

The EYFS framework is structured differently to the primary National Curriculum. It is organised across seven areas of learning, rather than subject areas. This document demonstrates how the skills taught across EYFS underpin the disciplinary study of geography in the National Curriculum.

Characteristics of Effective Learning in Geography

Playing and Exploring	*Active Learning*	*Creative and Critical Thinking*
Engagement • Finding out and exploring • Playing with what they know • Being willing to 'have a go'	Motivation • Being involved and concentrating • Keep trying • Enjoying achieving what they set out	Thinking • Having their own ideas • Making links • Working with ideas

Preparing for Geography in EYFS

The details below outline the statements taken from the Early Learning Goals (ELGs) in the EYFS statutory framework and the Development Matters age ranges for three, four-year-olds and reception. Both provide the key concepts and foundational knowledge that is built upon within our KS1 programme of study for geography.

Nursery- 2 Year Olds	Communication and Language	• To be able to listen and respond to a simple instruction • To be able to understand single words in context • To be able to begin to ask simple questions. • To be able to confidently put 2/3 words together. • To be able to frequently ask questions. • To be able to use a wider range of vocabulary based on their own experiences. • To be able to listen to simple stories and understand what is happening, with the help of the pictures. • To be able to identify familiar objects.
	Personal, Social and Emotional Development Literacy	• To be able to notice differences and similarities between themselves and their peers. • To know that they can be comforted by adults in class and at school. • To be able to begin to be aware of school routines. • To be able to begin to express preferences.
	Understanding the World	• To be able to begin to explore indoors and outdoors. • To be able to use all their senses in hands- on exploration of materials. • To be able show respect for the natural world • To be able to plant seeds and care for growing plants. • To be able to explore how things work. • To be able to talk about what they see.

Nursery	Communication and Language	• Use a wider range of vocabulary • Understand a question or instruction that has two parts • Identifies action words by following simple instructions • Use talk to organise themselves
	Mathematics	• Experiment with their own symbols and marks as well as numerals • Understand position through words alone – for example, 'the bag is under the table', with no pointing • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind'
	Understanding the World	• Begin to understand the need to respect and care for the natural environment and all living things • Continue developing positive attitude about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	• Responds to instructions with more elements • Beginning to understand who, why, when, where and how questions • Listens and responds to ideas expressed by others in conversation or discussion • Articulate their ideas and thoughts in well-formed sentences • Links statements and sticks to a main theme or intention • Describe events in some detail • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Mathematics	• Select, rotate and manipulate shapes to develop spatial reasoning skills

	Understanding the World	• Talk about members of their immediate family and community • Draw information from a simple map • Understand that some places are special to members of their community • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them

Early Learning Goals	Understanding the World *People, Culture and Communities*	Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and – when appropriate – maps
	Understanding the World *The Natural World*	Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter