2024-2025

# A Guide to Geography at Carlinghow Academy

This document outlines the expectations of how we teach and monitor Geography at Carlinghow: progression across year groups and consistency across school.

- The Teaching of Geography
- Progression/Programme of Study
- Knowledge Organisers
- Assessment
- Differentiation
- Think Pinks/Next Steps
- Working Walls
- Resources
- Monitoring

Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.
We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.
The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.
Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.
Our subject-specific approach is designed so that subject specific skills are taught within an exciting enquiry question or 'big question' each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each 'big question' to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.
We are determined that every child, will have a lifelong love of Geography, and will be able to have a secure understanding of British human and physical geography. Our curriculum is led by the high quality and diverse texts that we choose to support learning.
We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated. It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the Geography curriculum. They will know and remember key learning of Geography from their primary years.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.
This Geography guide explains how the Geography curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

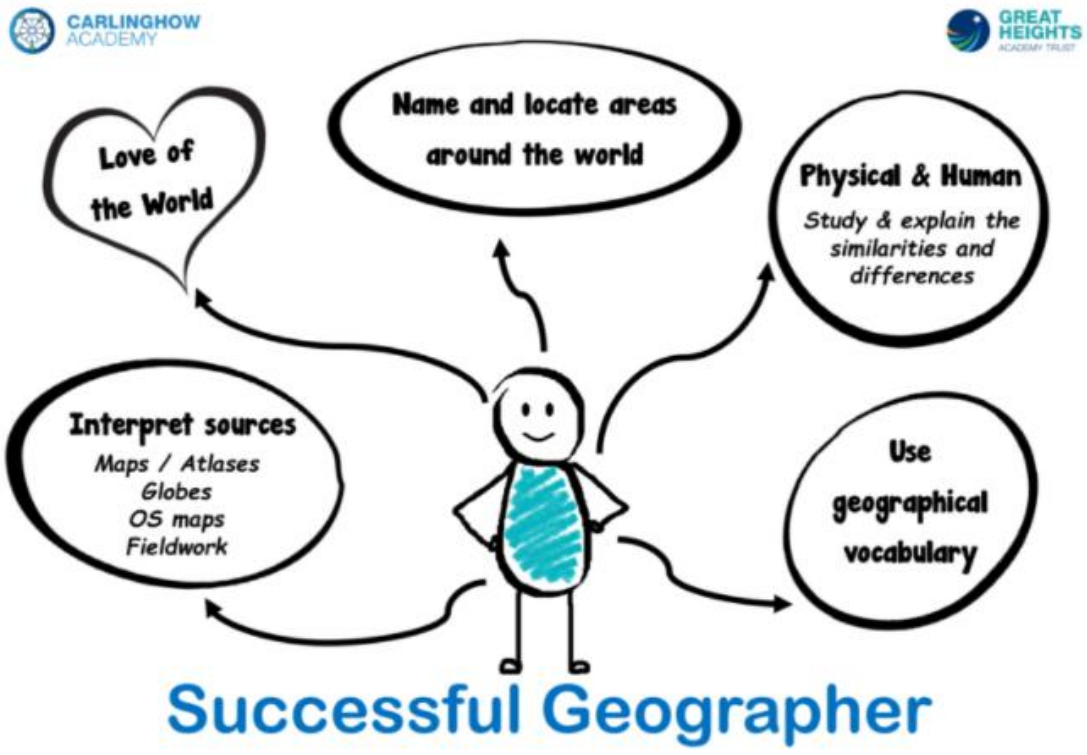
The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

**Teaching Geography at Carlinghow**

Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning.



| Cycle A 2024-2025 | Autumn 1 | Spring 1 | Summer 1 |
|---|---|---|---|
| **Year 1/2** | What is it like here? | What is the weather like in the UK? | What is it like to live in Shanghai? |
| **Year 3/4** | Why do people live near volcanoes? | All are settlements the same? | Who lives in Antarctica? |
| **Year 5/6** | What is life like in the Alps? | Why do oceans matter? | Would you like to live in the desert? |

| Cycle B 2025-2026 | Autumn 1 | Spring 1 | Summer 1 |
|---|---|---|---|
| **Year 1/2** | Would you prefer to live in a hot or a cold place? | Why is our world wonderful? | What is it like to live by the coast? |
| **Year 3/4** | Where does our food come? | Why are rainforests important to us? | What are rivers and how are they used? |
| **Year 5/6** | Why does population change? | Where does our energy come from? | Can I carry out an independent fieldwork enquiry? |

## Progression of skills throughout the school

### Early Years

**Development matters**

- Draw information from a simple map.
- 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 that some places are special to members of their community.

**Early learning goals**

**ELG: Understanding the World – People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**ELG: Understanding the World – The Natural World**

- 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.

**Year 1**

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.
- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons and the current season and describe some seasonal changes.
- Identify the four compass directions.
- Identify that the arrow on a compass always shows north.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Suggest appropriate clothing and activities for each season.
- Give examples of human and physical features.
- Identify features they see on a walk.
- Explain the location of features using some directional language.
- Use an aerial photograph to locate physical and human features.
- Draw simple pictures or symbols on a sketch map.
- Draw compass points.
- Name the continent they live in.
- Use an atlas to locate the UK and China on a world map.
- Use an atlas to locate Europe and Asia on a world map.
- Identify China's physical and human geography.
- Sort physical and human features using photographs.
- Identify physical and human features in images of Shanghai.
- Compare Shanghai to their locality.
- Identify similarities and differences between human and physical features.

**Year 2**

- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places.
- Locate some countries with hot or cold climates on a world map.
- Identify and locate characteristics of the UK on a map.
- Identify human and physical features.
- Locate human and physical features on a world map.
- Explain the difference between oceans and seas.
- Name and locate the five oceans on a world map.
- Use an aerial photograph to draw a simple sketch map.
- Collect data by sketching findings on a map and completing a tally chart.
- Present their findings in a bar chart.
- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.

- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.
- Identify human features on the local coast.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how the local coast has been used.

**Year 3**

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.
- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.
- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Confidently use the zoom function on a digital map.
- Begin to recall the eight points of a compass, following at least four of them.
- Recognise and describe features on their school grounds from an aerial map.
- Draw a map of the route they take on an expedition.
- State one thing that went well on the expedition and one aspect that did not go as hoped.
- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use.
- Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.

- State some similarities and differences between land use and features in New Delhi and the local area.

**Year 4**

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.
- Describe a biome and give an example.
- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.
- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Articulate why the Amazon rainforest is important.
- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- Use a variety of data collection methods with support.
- Summarise how the local woodland is used and suggest changes to improve the area.
- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

**Year 5**

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'
- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.

- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.
- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes and compare land use.
- Discussing if a desert environment is hospitable and why.

**Year 6**

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.
- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.
- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

**What is expected to be seen when teaching geography?**

- Geography lessons should be engaging and there should be a good balance between written and practical activities.

- Can teachers please ensure that the 'big' questions are a clear focus and are displayed on your Geography working wall.

- Children should be taught key vocabulary and be encouraged to apply their geographical skills to a range of geographical enquiries.

- Photographs should be taken and added to Seesaw for practical activities and the QR codes should be printed and glued into children's books under the relevant learning objective.

- There should be evidence of at least one piece of cross-curricular work each term and this should be uploaded to Seesaw.

- Children should be asked opened ended questions which promote curiosity and develops children's reasoning skills.

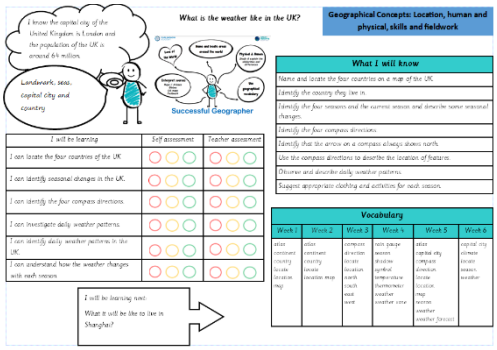
  Examples of questioning:

  - Where is it located?
  - Why is it there?
  - What is the significance of the location?
  - What if...?
  - How has it changed?
  -

- Each learning objectives should display the key vocabulary for the lesson.

## Knowledge Organisers

Knowledge organisers should be placed in the children's geography books at the beginning of each topic. These will be available on the 'StaffShare' before the start of each topic; they include the big question, the learning objectives that are going to be covered, key information and key vocabulary for each week which must be added to the learning objective. Children should be given time to complete the self-assessment section after they are taught each objective.




## Differentiation in Geography

Lessons should be adapted to meet the needs of the children in your class. This may be done by; adapting the activity, learning objective or success criteria or providing a higher level of scaffolding to achieve the objective (this should be indicated on the Learning Objective).

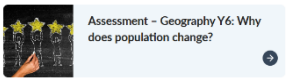
For the children who are not yet ready to access their year groups learning objective, where possible they should still be taught the core skills linked to the topic, but taught the objectives of the previous year or the year that is the most appropriate for them.

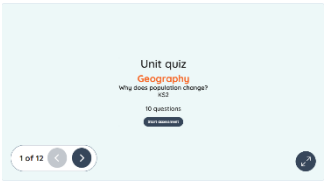

## Flashbacks

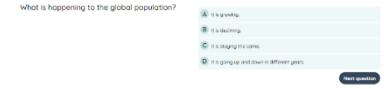
Flashback 4s should be used at the start of every geography lesson and shown in the planning. The flashbacks should include questions that allow children to recap sticky knowledge taught is previous lessons.

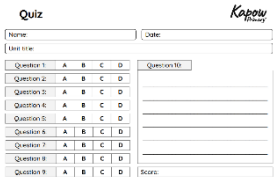

## End of Unit Quiz

A Kapow Geography quiz should be used at the end of each topic to assess children's knowledge of the topic. The quizzes are multiple choice and can be done electronically as a whole class on the smartboard. Marksheets for the answers can be printed out from Kapow for an example see appendix 2. In KS1 there are four multiple choice questions and one that is open ended. In KS2 there are nine multiple choice questions and one that is open ended. The quizzes can be found by scrolling down and under the heading of 'Related Content'. Answer sheets need to be glued into pupil's books.




## Assessment

- Learning objectives should be placed at the top of each piece of work and include the lessons key vocabulary which can be found on the knowledge organiser. At the end of the lesson children should be given the opportunity to assess their own learning by colouring or ticking in the relevant self-assessment circles.
- All marking should be up to date and the pyramid should be completed showing whether the learning objective has been met or the child is working towards.
- Teachers should fill in the assessment sections on the knowledge organisers after teaching each objective. This should then be used to inform your judgements when completing assessments on Arbor. Arbor should be updated at the end of every Geography unit (or lesson if preferred).
- Formative and summative assessments are recorded on Arbor.
  Formative assessments are completed using learning objectives and knowledge organisers in books.
- Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in Geography at a particular point in.

Assessments will be completed by the class teachers.

| Cycle A and B | | | |
|---|---|---|---|
| **Subject Assessments** | KS1 | LKS2 | UKS2 |
| Aut 1 | Arbor Formative Statements- Cycle A What is it like here?<br><br>Arbor Formative Statements- Cycle B - Would you prefer to live in a hot or a cold place? | Arbor Formative Statements- Cycle A – Why do people live near volcanoes?<br><br>Arbor Formative Statements- Cycle B - Where does our food come? | Arbor Formative Statements- Cycle A – What is life like in the Alps?<br><br>Arbor Formative Statements- Cycle B - Why does population change? |
| Aut 2 | Summative Assessments on Arbor | Summative Assessments on Arbor | Summative Assessments on Arbor |
| Spr 1 | Arbor Formative Statements- Cycle A - What is the weather like in the UK?<br><br>Arbor Formative Statements- Cycle B - Why is our world wonderful? | Arbor Formative Statements- Cycle A – All are settlements the same?<br><br>Arbor Formative Statements- Cycle B - Why are rainforests important to us? | Arbor Formative Statements- Cycle A - Why do oceans matter?<br><br>Arbor Formative Statements- Cycle B - Where does our energy come from? |
| Spr 2 | Summative Assessments on Arbor | Summative Assessments on Arbor | Summative Assessments on Arbor |
| Sum 1 | Arbor Formative Statements- Cycle A - What is it like to live in Shanghai?<br><br>Arbor Formative Statements- Cycle B - What is it like to live by the coast? | Arbor Formative Statements- Cycle A - Who lives in Antarctica?<br><br>Arbor Formative Statements- Cycle B - What are rivers and how are they used? | Arbor Formative Statements- Cycle A - Would you like to live in the desert?<br><br>Arbor Formative Statements- Cycle B - Can I carry out an independent fieldwork enquiry? |
| Sum 2 | Summative Assessments on Arbor | Summative Assessments on Arbor | Summative Assessments on Arbor |

## Think Pink

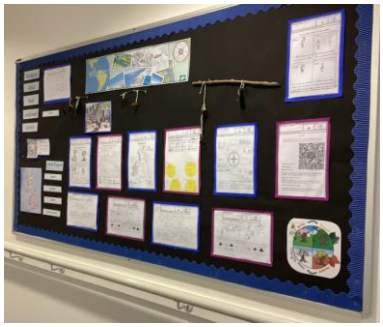
Think Pinks should be linked to the learning objectives and can be used to aid, clarify or to promote children's thought process, see appendix 1 for examples of questioning. Each think pink should be specific to each child and their individual learning process and be LO specific to Geography.

**Ensure that next steps link to the learning objective, success criteria targets.**

## Working Walls

Working walls should be changed every half term to reflect the topic and should show a journey of learning. The big question should be the main heading. Knowledge organisers should be displayed on the working wall.

Children's previous learning should be displayed on the working wall and sticky knowledge information should be added as it is taught. Key vocabulary and examples of children's work should also be added.



## Resources

Geography resources are kept in a central area up in the mezzanine. If you are aware of any resources, you need that are not in school please speak to the geography lead and they will try to source them if possible.

See appendix 3 for useful links.

## Monitoring

The monitoring of Geography will take place through:

- Book scrutiny- to look at the coverage, progression and the variety of activities provided to the children.
- Seesaw - for evidence of practical and cross-curricular activities.
- Arbor- to monitor the children's progress and support future planning to address gaps in learning.
- Pupil interviews/voice questionnaires.
- Display observations

Appendix 1
Examples of questions

| | is | did | was | could | if |
|---|---|---|---|---|---|
| **What** | What is the structure of a tropical storm? | | What was the path of typhoon Haiyan? | What could the Philippines have done to prepare more effectively for the typhoon? | What if climate change makes typhoons more frequent and powerful in the future? |
| **Where** | Where is a place which experiences tropical storms? | Where did typhoon Haiyan cause the most damage? | Where was the typhoon expected to make landfall after the Philippines? | | |
| **Who** | Who is most at risk from the effects of tropical storms – LICs or HICs? | | Who was affected economically? | | |
| **Why** | Why is a tropical storm's 'eye' calm? | Why did the government respond in the way that it did? | Why was it difficult to evacuate the whole population? | | |
| **How** | How is a tropical storm tracked and monitored? | | How was international aid used after the typhoon? | How could the government have managed the situation more effectively? | How could settlements have a problem in rescuing survivors if damage was severe? |

Appendix 2

Example of quiz answer sheets

KS1

# Quiz

Name:

Date:

Unit title:

| | | | |
|---|---|---|---|
| Question 1: | A | B | C |
| Question 2: | A | B | C |
| Question 3: | A | B | C |
| Question 4: | A | B | C |

Question 5:

Score:

KS2

# Quiz

Name:

Date:

Unit title:

| | | | | |
|---|---|---|---|---|
| Question 1: | A | B | C | D |
| Question 2: | A | B | C | D |
| Question 3: | A | B | C | D |
| Question 4: | A | B | C | D |
| Question 5: | A | B | C | D |
| Question 6: | A | B | C | D |
| Question 7: | A | B | C | D |
| Question 8: | A | B | C | D |
| Question 9: | A | B | C | D |

Question 10:

Score:

***Recommended Resources- Geography***

**Kapow does offer additional resources on their site under each unit**

| Year 1/2 |
| --- |
| Climate - BBC Teach |
| Oceans Quiz! - National Geographic Kids (natgeokids.com) |
| Continents song- https://youtu.be/K6DSMZ8b3LE |
| https://world-geography-games.com/world.html |

| Year 3/4 |
| --- |
| Town, cities and villages- https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p |
| ***Met Link*** MetLink - Royal Meteorological Society Teaching Resources |
| OS Map- https://www.ordnancesurvey.co.uk/mapzone |
| https://world-geography-games.com/world.html |

| Year 5/6 |
| --- |
| OS Map- https://www.ordnancesurvey.co.uk/ |
| https://world-geography-games.com/world.html |