



Geography
at
Castle Camps C. of E. (V.C.) Primary School

Life in all its fullness

Intent

At Castle Camps C of E (VC) Primary School pupils will develop a deep understanding of human and physical geography. As members of a rural community, close to the expanding town of Haverhill, our pupils will have a deepened understanding of the constantly changing profile of their own locality and the impact this change has on the environment. Given our close proximity to the City of Cambridge, pupils need to understand its importance and significance in the world of education and industry. Pupils will be empowered by a rich understanding of contrasting places, people and environments directly reflecting on this in relation to our school population. From the start of their learning journey, pupils will develop expertise in their local area from Castle Camps to Haverhill and onto Cambridge City and the county. This will extend their curiosity, motivating them to seek knowledge and understanding of the wider world and their place within it. The geography curriculum enables our pupils to develop knowledge and skills that are transferable to other curriculum areas which can and are used to promote their spiritual, moral, social and cultural development which can then be applied through the next stage of their education and beyond.

Implementation

Geography at Castle Camps C of E (VC) Primary School is taught through our topics over the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics is in place so that knowledge based learning continues as children develop through the whole school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported through the school's topic-based curriculum. Children are also able to learn about careers related to geography from members of the local and wider community through visitors to the school and children accessing the local amenities.

Geography National Curriculum Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography National Curriculum Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Whole School Subject Overview (3 year plan) Year A 2027/2028

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	<p>Ourselves and Autumn</p> <p><i>My home and school surroundings.</i></p> <p><i>Habitats, Welly Walks, seasonal changes.</i></p>	<p>Colour and Celebration</p> <p><i>Similarities and differences between lives in other countries.</i></p> <p>Winter Wonderland <i>Seasonal Changes and understanding differing environments.</i></p>	<p>Where We Live including People Who Help Us.</p> <p><i>Simple mapping skills.</i></p> <p><i>My local area.</i></p>	<p>Favourite Authors</p> <p><i>Similarities and differences of countries drawn from stories.</i></p>	<p>Farm Animals and Growing</p> <p><i>Differences in environment - farm and city.</i></p> <p><i>Local landmarks</i></p>	<p>Wonderful Water</p> <p><i>The water cycle.</i></p> <p><i>Land and sea.</i></p> <p><i>Climate comparisons.</i></p> <p><i>Using maps.</i></p>
Squirrel Class					Africa/Kenya - A contrasting locality How does life in Africa compare to life in the UK?	
Rabbit Class					Africa Kenya/South America - A contrasting locality How do other continents differ from where we live?	
Badger Class	Rainforests- How are the rainforests changing?					
Deer Class					The Global Marketplace UK and El Salvador Who do we trade with?	

Whole School Subject Overview (3 year plan) Year B 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	<p>Ourselves and Starting School. <i>My home and school surroundings</i></p> <p>Autumn Senses <i>Habitats, Welly Walks, seasonal changes.</i></p>	<p>Festivals and Fireworks</p> <p><i>Simple maps - locating other countries.</i></p> <p><i>Similarities and differences between countries.</i></p> <p>Light and Dark</p>	<p>Traditional Tales</p> <p><i>Simple mapping skills.</i></p> <p><i>My local area.</i></p> <p><i>Similarities and differences of life in other countries drawn from stories.</i></p>	<p>Explorers including Jungle and Dinosaurs</p> <p><i>Mapping skills.</i></p> <p><i>Understanding differing environments.</i></p>	<p>Mini Beasts and Growing.</p> <p><i>Differences in environment</i></p> <p><i>Habitats.</i></p> <p>Recycling <i>Eco Week</i></p>	<p>Holidays and Transport.</p> <p><i>The water cycle.</i></p> <p><i>Land and sea.</i></p> <p><i>Climate comparisons.</i></p> <p><i>Using maps.</i></p>
Squirrel Class	<p>Where in the world? Where in the world shall we go?</p>				<p>Fieldwork and our local area What's around us?</p>	
Rabbit Class	<p>Where in the World Where in the world shall we go?</p>				<p>Fieldwork and our local area What is around us?</p>	
Badger Class			<p>UK Study - What is in the United Kingdom?</p>		<p>Australia compared to the UK- How does Australia compare to the UK?</p>	
Deer Class			<p>Volcanoes and earthquakes What are volcanoes and earthquakes?</p>		<p>Around the world in 80 days Where in the world are we?</p>	

Whole School Subject Overview (3 year plan) Year C 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	<p>Ourselves and Autumn</p> <p><i>My home and school surroundings.</i></p> <p><i>Habitats, Welly Walks, seasonal changes.</i></p>	<p>Colour and Celebration</p> <p><i>Similarities and differences between lives in other countries.</i></p> <p>Winter Wonderland</p> <p><i>Seasonal Changes and understanding differing environments.</i></p>	<p>Where We Live including People Who Help Us.</p> <p><i>Simple mapping skills.</i></p> <p><i>My local area.</i></p>	<p>Favourite Authors</p> <p><i>Similarities and differences of countries drawn from stories.</i></p>	<p>Farm Animals and Growing</p> <p><i>Differences in environment - farm and city.</i></p> <p><i>Local landmarks</i></p>	<p>Wonderful Water</p> <p><i>The water cycle.</i></p> <p><i>Land and sea.</i></p> <p><i>Climate comparisons.</i></p> <p><i>Using maps.</i></p>
Squirrel Class			Wonderful Weather How do we predict the weather?			
Rabbit Class			Wonderful Weather How do we predict the weather?			
Badger Class			Fieldwork UK and the wider world (Europe)- Where will our journeys take us?			
Deer Class					Fieldwork UK and wider world (Europe) How do we navigate our way?	

Geography National Curriculum Progression – A Year (2021-2022)

Hedgehogs	Squirrels		Rabbits		Badgers		Deer
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
	Big Question: How does life in Africa compare to life in the UK?		Big Question: How do other continents differ from where we live?		Big Question: How are the rainforests changing?		Big Question 1: Who do we trade with?
<p>3 to 4 year olds: Continue developing positive attitudes 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: 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. 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 - seasonal walks in Autumn, Winter, Spring, Summer. ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>Africa/Kenya - A contrasting locality</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Africa Kenya/South America - A contrasting locality</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS2 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>		<p>Rainforests <i>Human & Physical Geography</i> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		<p>The Global Marketplace UK and El Salvador</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
	<p>Key Vocabulary Similar, different, continent, Africa, Kenya, United Kingdom, Town, Village, City, hot, cold, climate, landmark, Maasai, National parks, southern hemisphere,</p>		<p>Key Vocabulary: Compare, UK, Europe, continent, North America, Africa, population, map, equator, northern hemisphere, southern hemisphere, climate, human features, physical features, location, climate</p>		<p>Key Vocabulary: Climate, Amazon, map, atlas, globe, hemisphere, equator, land use, human, physical, compare, UK, continents, compass, and water cycle.</p>		<p>Key Vocabulary Trade, import, export, renewable, non-renewable, fairtrade, globalisation, global supply chain, wind power, solar power, nuclear</p>

Geography National Curriculum Progression – B Year (2022-2023)

Hedgehogs	Squirrels		Rabbits		Badgers		Deer	
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5	Y6
	Big Question: Where in the world shall we go?		Big Question: Where in the world shall we go? Big Question: What is around us?		Big Question: 1) What is in the UK? 2) How does Australia compare to the UK?		Big Question : What are volcanoes and earthquakes? Big Question : Where in the world are we?	

<p>3 to 4 year olds: Continue developing positive attitudes 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.</p> <p>Reception: 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. 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 - seasonal walks in Autumn, Winter, Spring, Summer.</p> <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>Where in the World (Autumn) Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Fieldwork (Summer) Big Questions: What's around us? use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Where in the World (Autumn) Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>European country France: Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>Fieldwork (Summer) Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>UK study 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</p> <p>Australia compared to the UK Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Spring Volcanoes and earthquakes</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>Summer Around the world in 80 days</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
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		<p>Y3</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		
<p>Key Vocabulary</p>	<p>Key Vocabulary</p> <p>Similar, different, continent, Africa, Asia, Europe, North & South America, Antarctica, Australia, United Kingdom, Town, Village, City, hot, cold, climate, landmark, globe, atlas, equator, oceans, seas, capital, London, Belfast, Wales, Scotland, Edinburgh, Cardiff, Northern Ireland, Northern hemisphere, Southern hemisphere, north, south, east, west,</p> <p>_____</p> <p>England, United Kingdom, county, village, town, city, Castle Camps, Cambridge, map, key, near, far, distance, school, direction, compass, address, countryside, travel, fieldwork, observe, route, landmark, aerial view, north, east, south, west, atlas</p>	<p>Key Vocabulary</p> <p>Asia, Africa, North and South America, Antarctica, Europe, Australia, United Kingdom, Great Britain, Scotland, Northern Ireland, Wales, England, capital city, oceans, equator, country, northern hemisphere, southern hemisphere, climate, human features, physical features, London, Edinburgh, Cardiff, Belfast</p> <p>England, United Kingdom, county, village, town, city, Castle Camps, Cambridge, map, key, near, far, distance, school, north, south, east, west, map, atlas, compass, key, farm, symbol, locate, mapping, terrain, ordnance survey, grid reference</p>	<p>Key Vocabulary</p> <p>Countries, counties, cities, rivers, lakes, mountains, location, atlas, map, globe, northern, southern, hemisphere, oceans, seas, coastlines, climate, changes and climate.</p> <p>Castle Camps, Cambridgeshire, Haverhill, local and national.</p> <p>Contrast, compare, weather, continent, settlement and island.</p>	<p>Key Vocabulary 1</p> <p>Volcano, eruption, magma, crust, outer core, inner core, Tectonic plate, tsunami, natural disaster, earthquake, Richter Scale,</p> <p>Key Vocabulary 2</p> <p>Latitude, Longitude, Equator, Greenwich Meridian, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian,</p>

Geography National Curriculum Progression – C Year (2023-2024)

Hedgehogs	Squirrels		Rabbits		Badgers		Deer	
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5	Y6
	Big Question: How do we predict the weather?		Big Question: How do we predict the weather?		Big Question: Where will our journeys take us?		Big Question: How do we navigate our way?	
<p>3 to 4 year olds: Continue developing positive attitudes 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.</p> <p>Reception: 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. 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 - seasonal walks in Autumn, Winter, Spring, Summer.</p> <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>Wonderful Weather (Spring)</p> <p>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</p>		<p>Wonderful Weather (Spring)</p> <p>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</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p>Fieldwork UK and wider world (Europe)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Summer</p> <p>Fieldwork UK and wider world (Europe)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
	<p>Key Vocabulary Similar, different, continent, Africa, Asia, Europe, North & South America, Antarctica, Australia, United Kingdom, hot, cold, climate, landmark, globe,</p>		<p>Key Vocabulary : hot, cold, equator, north pole, blizzard, hurricane, south pole, seasons, climate, tropical, temperate, latitude, longitude, Equator, Northern</p>		<p>Key Vocabulary: Observe, measure, record, human and physical features, local area, compass, direction, Ordnance Survey, map and compass points.</p>		<p>Key Vocabulary Observe, measure, record, human and physical features, local area, compass, direction, Ordnance Survey, map and compass points.</p>	

	atlas, weather, seasons, months, autumn, summer, winter, spring, equator, blizzard, hurricane, rain, tornado, snow, wind	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		
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SEND within Geography

Children with SEND at Castle Camps are provided a broad curriculum both within and across all subjects unless indicated otherwise on EHCP.

Some of the issues facing pupils with SEND include:

- ☒ Cognition and Learning
- ☒ Communication and Interaction
- ☒ Physical and Sensory
- ☒ Social, Emotional and Behavioural

Teaching, Learning and Assessment:

- Teachers and TAs are aware of pupils who have EHCPs and APDRs, and, using these, plan adaptations and opportunities for them to meet relevant targets within the subject.
- Subject leaders and class teachers regularly meet with the SENDCo to discuss individual pupils, and adaptations that could be made to allow for greater access to a broad curriculum.
- Learning objectives and independent activities are adapted so all pupils can access the learning at their level.
- Clear and fixed routines and structure to lessons support access to learning, and these are matched to particular children's needs.
- Teachers and TAs establish relationships built on trust and understanding with the pupils to enable needs to be met effectively, and the children to see themselves as learners.
- When assessing pupils, every opportunity is carefully planned to allow children with SEND and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary, as well as knowing what they are learning or practising.

Adult Support:

- Teachers and TAs support named children in activities to promote participation with other pupils where possible.
- When appropriate, children are encouraged to work independently or alongside their peers.
- Both teachers and TAs adapt the lesson as they see fit for individuals. This may be in terms of adapting questions asked of specific pupils, giving more thinking time, using a word mat to refer back to pre-teaching, scaffolded or form of the activity, the way the learning is recorded,

changing or adding to the resources, selecting peers for children to work with and any other adaptations to support children in making steps in learning to the main objective for the class lesson.

Resources:

- Visual cues and prompts (including writing frames, word mats, task planners, procedural steps and 'Now/Then' boards)
- Resources are adapted to suit the needs of the pupil – resources chosen for colour/size/shape etc and these are accessed independently by children where possible.
- Health and Safety when using resources is considered for all pupils, and alternative resources are provided when necessary. Where children have a physical disability this should be considered in line with their EHCP and/or APDR.
- Resources to support children to be independent with recording their learning/writing are used to allow greatest access to the curriculum (including, but not limited to chunky pencils, pencil grips, scribes, word processing).

Additional Learning Opportunities:

- Pre-teaching is used with children before specific lessons to prepare them for the learning objective or vocabulary.
- The need for all learners to acquire new vocabulary is reinforced; teachers model occasions when they also need to check the meaning of words or factual information.
- Children may be introduced to certain resources in advance of the lesson, particularly a practical lesson, to familiarise them with the equipment and how to use it.
- All adaptations and scaffolding are in place to support children's independent learning.

SMSC in Geography

<p style="text-align: center;"><u>Spiritual</u></p> <p>We aim to develop deep thinking, encouraging children to question the way in which the world works; to promote the spiritual growth of our children.</p> <p>We are sensitive to individual needs, backgrounds and experiences.</p> <p>The study of real people and places allows children to reflect on their own values and beliefs, as well as those of others.</p> <p>We promote a sense of wonder in the environment through exploration of real world examples.</p> <p>We encourage the children to appreciate the environment by exploring their own feelings about the places that they are learning about.</p>	<p style="text-align: center;"><u>Moral</u></p> <p>Within our classrooms we encourage respect and celebrate positive behaviour. We value listening to the views and opinions of others.</p> <p>We promote discussion and debate surrounding current environmental issues.</p> <p>We provide role-play and decision making activities to allow children to explore ideas held by society.</p> <p>We think about the effects of humans on the natural environment and what this might mean for the future of our world. We encourage children to consider the impact of their actions and choices on our planet.</p> <p>We use real issues to allow children to decide on their own opinions about important events that are going on in the world.</p>
<p style="text-align: center;"><u>Social</u></p> <p>In our classrooms, we seek opportunities to promote self-esteem and build self-confidence.</p> <p>We encourage collaborative learning in the form of listening and learning from one another.</p> <p>We help children develop voice and opinion about the environment by offering explanations to one another.</p> <p>We encourage courteous discussions where children can confidently put forward their ideas using reasoned examples or facts.</p> <p>We have a range of school trips, including one residential. These support each child with self-discipline and making full contributions.</p>	<p style="text-align: center;"><u>Cultural</u></p> <p>Children learn about the characteristics of their local area; they compare and contrast them with other places within the UK, in Europe and across the world.</p> <p>Children develop an understanding of differences through learning about cultural traditions from around the world.</p> <p>We develop a sense of closeness within our own multicultural society by exploring similarities and differences within lifestyles, values and beliefs.</p> <p>In Collective Worship, we celebrate the diversity of cultures and traditions within our local and wider community.</p>

Assessment and Recording

Teachers assess children's work in geography by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year geography is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Our Feeder Secondary Schools

	Linton Village College	Samuel Ward	St Bede's
Geography Curriculum Links	https://lvc.org/geography/	https://samuelward.co.uk/department/geography	https://www.st-bedes.org.uk/Curriculum/Geography/