



At Dorchester our vision is for children to become curious & enquiring thinkers with a sound geographical knowledge, vocabulary & understanding of places in the world, the Earth's physical & human processes & how we can support the environment to work towards a more sustainable future. The national curriculum for Geography drives the core planning & we aim to exceed the breadth of the national curriculum through a topic based approach. We aim to give our children a deeper contextual understanding of their learning by offering opportunities to apply geography skills to other curriculum areas as the curriculum builds from the EYFS.

Geography Curriculum

We have carefully designed the Geography curriculum over a two year cycle at Dorchester using a thematic approach. The key knowledge & skills needed, as outlined in the National Curriculum, are mapped out to support the starting points of our children & build up over time allowing children to revisit & further deepen their understanding in a systematic & progressive manner. Sequences of work which develop knowledge, skills & understanding of locations; physical & human patterns & processes; sustainable development & environmental change; carrying out fieldwork & reading, & using & interpreting maps are designed to build on prior learning & become progressively more challenging.

In EYFS Children will -

- exploring & observing their own environment & how environments, might vary from one another, explaining why some things occur, talking about changes.
- Ask how & why questions thinking about similarities & differences in relation to places
- Have access to a range of books, maps, atlases & globes that they can explore

In KS1 Children will—

- Acquire specific locational & place knowledge & vocabulary, countries & capital cities of the UK, continents & oceans of the world, identifying key features of UK countries, have some knowledge of what makes up a village, town & city, build on their work in geography in EYFS on similarities & differences to contrast Hull/Engl & with another country from across the world
- Acquire specific knowledge & vocabulary to explore human & physical geography patterns & processes, build on their EYFS learning by exploring in more depth UK & world seasonal/weather changes & patterns, locating equator, north & south pole, hot/cold countries & exploring similarities & differences with local environment
- Acquire basic knowledge on environmental change & sustainable development by recognising changes in the local environment, & have some simple understanding of how an environment may be improved or destroyed.
- Carry out simple fieldwork in the local environment; asking simple geographical questions; making observations & relating what they find out to their geographical knowledge, build on their EYFS exposure to maps, globes & other geographical equipment by exploring maps, atlases & globes in more detail, using them to locate countries studied, understand directions & draw their own imaginary maps of places, build on their EYFS geographical vocabulary by being exposed to & using, with support, more geographical terms.

In Lower KS2 Children will—

- Build on KS1 locational knowledge & vocabulary by identifying seas, islands, key counties & cities of the UK including Yorkshire & Hull, identifying more places around the world within different continents on a range of maps of different scales.
- Continue to build on EYFS & KS1 work on similarities & differences by exploring physical & human features of contrasting places & explaining the contrast in more depth using geographical vocabulary
- Build on KS1 work learning about the seaside & local area when acquiring new knowledge to understand key physical processes such as: rivers, coasts & water cycle.
- Acquire new knowledge learning about volcanoes, key human features such as: distribution of natural resources & trade links including food & water, understand & know key features of villages, towns & cities when exploring land use & settlements
- Build on KS1 work on environmental change & sustainable development recognising how the environment can be improved or damaged, understanding the importance of recycling, reusing & reducing, discuss simply how decisions about places & environments affect the quality & future quality of people's lives.
- Carry out fieldwork exploring local environment & those further afield; start to create geographical questions, make predictions & a range of observations
- Continue to build on their understanding & knowledge of maps (of varying sizes), atlases & globes to locate countries studied; key features of areas studied; to use the four compass points confidently & be introduced to the 8 compass points; understand keys & symbols & grid references with letters & numbers to locate places & to draw their own maps of routes taken.

In Upper KS2 Children will—

- Build upon LKS2 locational knowledge & vocabulary to identify locations of places, significant cities /counties or states & environments of areas they study in the UK & the wider world using a range of maps (including topographical & OS maps), atlases & digital mapping & show places studied on a range of map sizes, identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones (including day & night) independently & reference them in their enquiry work.
- Continue to build on LKS2 work on similarities & differences of locations & places, recognising how places fit within wider geographical context & are interdependent; describing & explaining in detail using a range of evidence & key vocabulary how & why places are similar to/ different from other UK places or elsewhere in the world, through their physical & human geography & understand how & why places change & how they may change in the future, build on LKS2 work on places around the world when acquiring new knowledge on: climate zones, biomes, vegetation belts & earthquakes.
- Build on LKS2 work on human geography to learn about land use & settlements in geography, distribution of natural resources & economic activity, energy, & minerals, build on knowledge of environmental change & sustainable development, recognising how the environment is damaged or improved – exploring in depth climate change, deforestation, the destruction of animal habitats & endangered animals, understanding the importance of being environmentally aware, why we need to move towards a more sustainable future, understanding how decisions about places & environments affect the quality & future quality of people's lives.
- Carry out a range of fieldwork in the local environment & environments further afield; using their own geographical questions to make predictions, a range of observations in detail using more accurate drawings & measurements, presenting their data in a range of ways & drawing conclusions using geographical knowledge.
- Refine understanding & knowledge of maps (of varying sizes), atlases & globes & digital mapping to locate countries studied; topographical features, key physical & human features of areas studied.
- Build on LKS2 work to confidently use 8 compass points; read, understand & use keys & symbols within their work & take grid references from a range of Ordnance Survey maps.

Support

- All pupils have opportunities to learn geography, taking into consideration their own starting points & needs.
- All children are given work that is suitable for their needs which does not limit them from learning about a broad range of geographical concepts.
- All pupils are given access to wider enrichment experiences that support their learning in geography.

Sequence—unit

- **Immersion**— students become engaged in a new topic, they activate prior knowledge, & teachers share the key unit objectives (knowledge & skills that will be addressed) through mind mapping, KWL grids, trips or wider experiences
- **Content delivery**—age related subject specific knowledge, skills & vocabulary is taught in discrete subject lessons during the block unit.
- **Reflect**— at the end of unit children & teachers reflect on learning to inform future lessons

Sequence—lesson

- **Starter**— orientate, retrieve, revisit & review prior learning
- **Vocabulary**—introduce & review subject specific vocabulary
- **Oracy Task**—stimulus given to allow for pupil observation, exploration & discussion
- **Guided practice**—direct teaching & modelling of knowledge &/ or skills
- **Independent/Collaborative work**—practice key skill or application of knowledge
- **Reflect**— oral reflection on learning which has taken place