Geography at Boringdon Primary School

'A Boringdon geographer will have an understanding of themselves in relation to their locality and the world beyond and have the geographical skills, knowledge questioning ability and understanding to describe and explain the world around them and how it evolved.'

Intent:
Geography at Boringdon gives the children the opportunity to develop a rounded knowledge of the characteristics of diverse places at a range of scales. This knowledge includes the physical and human features of places, how places have changed over time to become what they are now, the challenges and issues they face now, how they might change into the future and how they are linked to other places. We live in an interconnected world and geography helps to explain how we are connected. At Boringdon we aim to develop the children's love of the world around them through geography and inspire in pupils a curiosity and fascination for the planet and their place in it for many years to come. This will empower them to become responsible global citizens who are able to act upon geographically based problems that the world may encounter in the future.

Our teaching equips pupils with knowledge about places and people, resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Geographical knowledge, understanding and skills provide the framework to explain how the Earth's features are shaped, interconnected and change over time. Our children develop geographical skills: collecting and analysing data, using maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans. The children learn the skills to be able to communicate their understanding in a variety of ways including sketch maps with a key and diagrams, tables and graphs and writing. We want the children to enjoy and love learning about geography both inside and outside the classroom, including educational visits to develop fieldwork and to practise their geographical skills.

How is Geography planned and taught at Boringdon Primary School?

We have a carefully constructed curriculum at KS1 which has been constructed and developed by the school alongside experts in the Trust. The learning is sequenced with a clear progression of knowledge, concepts, skills and vocabulary which help the children to develop as young geographers. The techniques used in the delivery of the KS1 curriculum supports the children's transition into KS2. At KS2, we use the Opening Worlds Humanities Curriculum to deliver the National Curriculum for Geography. Opening Worlds is a knowledge-rich humanities programme for teaching Geography in Years 3 to 6. Where meaningful, there are cross-curricular links to other subjects for our units.

We teach a coherent curriculum that is the progression model. Each area of study has an enquiry question (a synoptic task) that the children work towards answering using the components of knowledge that are taught during that unit. This taught knowledge allows the children to make connections and reach their own informed conclusions. There is a specific disciplinary focus for each synoptic task, but the children use various disciplinary concepts as they move through units. Through both shared stories and teaching, there is exploration and teaching of key vocabulary. This allows the children to gain understanding and put meaning to the vocabulary taught. Through these stories and the creativity within lessons, we ensure that our children are engaged and enthused learners. Each lesson builds on previous knowledge and we ensure that all children understand before learning continues. Our Geography curriculum covers a range of cultural and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop knowledge. Children use a range of Opening Worlds resources, maps/aerial photographs, atlases and exploration of key vocabulary to secure their understanding. Planning provides the opportunity to embed previous learning and develop links between lessons and key concepts. The Opening Worlds programme at KS2 has strong vertical sequencing within subjects (where children gain security in their use of rich and broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) allowing for 'overlaps of learning' and carefully designed horizontal and diagonal connections across the Humanities subjects.

We aim to ensure that our Geography curriculum prompts curiosity, critical thinking and allows learners to connect strands of learning across, not only our Humanities curriculum, but all aspects of the curriculum.

Enrichment
We recognise the importance of enrichment opportunities within our Geography curriculum. Where appropriate the children will have 'hands on' opportunities. We ensure this happens in a variety of ways, including:

- Visits to local visitor attractions, such as the Eden project
- Opportunities to take part in local area fieldwork studies
- Displays and exhibitions for parents and carers

How do we check that pupils have understood before we move on?

- Answering retrieval questions to support recall and committing information to their long-term memories
- Understanding and using prior knowledge, from current or previous year groups, alongside the unit, making connections and thinking about similarities, differences, and connections
- Confidently debating and discussing choices made
- Lesson observations and subject leader discussions with pupils
- Regular pupil voice opportunities to allow the children to demonstrate their knowledge and also reflect on their own learning and progression
- End of unit synoptic tasks

Children will demonstrate their understanding and knowledge through independently applying all that they have learned to answer the main enquiry question (synoptic task). Assessments are made formatively and summatively with retrieval quizzes within lessons and synoptic tasks used as an end of unit assessment where the main enquiry question is answered. These synoptic tasks give the children scope to share a wide breadth of understanding in relation to the topic taught.

We use an impact document to measure the effectiveness of our learning. This helps us improve our teaching and scaffolding of learning for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough. The impact of the Geography curriculum is regularly reviewed in staff meetings and INSET days throughout the year. We have strong links with other schools, both primary and secondary, within Westcountry Schools Trust which ensure a continuous review of practice and provision as well as expert guidance from the Executive Director of Geography.

Opening Worlds

What is Opening Worlds?

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers.

The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

What does this look like at Boringdon Primary School?

The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and is compatible with our locally agreed syllabus in RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.

As the programme builds on prior learning, Years 3, 4 and 5 will start with the Y3 Curriculum in the 2024-25 Academic year.

Year 3	**Rivers Term 1**	**Mountains Term 2**	**Settlements and Cities Term 3**	**Agriculture Term 4**	**Volcanoes Term 5**	**Climates and Biomes Term 6**
Main enquiry	How do rivers, people and land affect each other?	How do mountains and people affect each other?	How is Bisley similar to and different from Cardiff?	How are we connected to farms and farmers?	How do volcanoes affect a place?	How does the climate affect a place and the way that people live?
Major disciplinary focus of end-of-unit synoptic task *Disciplinary content is threaded through all units	interaction	interaction	diversity	interaction	interaction	interaction
Geography Skills	Using photographs Describing location using 4-point compass	Describing location using a 4-point compass Using photographs Thematic relief mapping	Using photographs	Optional local fieldwork on local shops - their sourcing, economic and ethical considerations	Using diagrams, describing distribution Using photographs	World map and key lines of latitude
NC coverage	• Describe and understand key	• Locational knowledge locate the	• Locate major cities name and	• Locate major cities name and	• Locational knowledge locate the	• Locational knowledge locate the

	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 ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 ● 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 ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 ● 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 ● 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 ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 ● 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 ● Identify seasonal and daily weather patterns in the United Kingdom	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, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; 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Lesson titles	1. The Mighty River Indus 2. The Changing River Indus 3. How Rivers Get Their Water 4. How a River Shapes the Land: The Young River 5. How a RIver Shapes the Land: The Mature River 6. Britain's Longest River: The RIver Severn	1. What is a Mountain? 2. Mountains Ranges 3. Why Do People Live on Mountains? 4. Living in the Andes 5. Mountainous Regions of the UK 6. Snowdonia	1. What is a Settlement? 2. What is a Village? 3. What is a Town? 4. What is a City? 5. London: the Largest City in the UK 6. Cardiff is a City	1. What is Agriculture? 2. Arable Farming 3. Pastoral Farming 4. How Does Farming Change the Landscape? 5. How Does Our Food Affect Farming? 6. Sheep Farming in Wales	1. The Journey no one Will Make 2. What Happens When a Volcano Erupts? 3. How are Volcanoes Formed? 4. Active, Dormant and Extinct Volcanoes 5. Mount Etna 6. Why Do People Choose to be Near a Volcano?	1. The Continent of Europe 2. Climate Zones 3. Climates and Oceans 4. Climates and Biomes 5. The Mediterranean Climate 6. The Temperate Climate: Britannia and the Rhine
Substantive knowledge	● Depth focus: The River Indus - its source, course, human interactions with environment. ● How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2).	● Highest mountain in each of the four countries of the UK. ● Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. ● Why do people live on mountains?	● Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. ● Major cities in the UK – locational overview London as a conurbation and London boroughs ● Two cities: Cardiff and London, including economy & transport.	● Arable farming, pastoral farming, mixed farming, how farming changes the landscape. ● How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to	● Structure and composition of the earth ● How and why volcanoes erupt ● Types of volcanoes ● Active, dormant and extinct volcanoes ● Link to settlements with section on why people still live near volcanoes	● (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe ● Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. ● Climate and relationship

	• How do rivers shape the land? The river's load. Flooding. • Depth focus: River Severn (prepares for later work on agriculture & Wales) • Wildlife in the River Severn • Fishing, local agriculture, pollution problems.	• Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales…see Cardiff in Spring 1) • Sustained geographical themes: • Relationship between mountains and weather • Relationship between mountains and people	• How do people move about in Cardiff? How do people move about in London? • Patterns of settlement in Cardiff and London.	fish farming, builds on fish farming in Indus River Y3 Autumn 1). • Sheep farming in Wales - Snowdonia. • Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex	• Deepen Mediterranean place focus via Mount Etna and human settlements around it. • Why people visit volcanoes (work, tourism, farming, science)	with oceans. • Climate and biomes within climates • Depth focus 1) Mediterranean climate • Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison
Vocabulary	**Chapter 1** mountain, Tibet, mountain range, Himalayas, stream, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan, riverbed, turbulent **Chapter 2** course, river levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro-electric, power, parched, palla, province, Sindh, Delicacy, revive, natural flow, migrate **Chapter 3** spring, source, Earth, atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation, condense, surface runoff, ground water, transpiration **Chapter 4** erosion, erodes, particles, load, deposits, deposition, upper course, V-shaped valley, spurs **Chapter 5** mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves **Chapter 6** Welsh, River Severn, Wales, Shrewsbury, cattle, salmon, streamlined, bore, Gloucester, tide, curlews, sandpipers, mud flats, conservation, pollute, pollution	**Chapter 1** Hill, mountain, Ben Nevis **Chapter 2** mountainous regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces **Chapter 3** summit, Alps, adapted **Chapter 4** Andes, terraced farming, mountain pass **Chapter 5** Cairngorms, Highlands, trek, valleys, Lake District, Pennines, Yorkshire Dales, Brecon Beacons **Chapter 6** Snowdonia, above sea level, temperature	**Chapter 1** settlements, settlement, hamlet, farmstead **Chapter 2** village, rural, inhabitants, church, village green, post office, small shops, primary school, pub, village hall **Chapter 3** secondary school, facilities, railway station, urban settlement, adapt, coastal town, market town **Chapter 4** city, university, large hospitals, cathedral, airport **Chapter 5** sprawling, urban sprawl, boroughs, Londoners, Tube, Underground, Cycle lanes, conurbation **Chapter 6** Cardiff, capital city, Taff, businesses, connect	**Chapter 1** agriculture, processed, disturbed, arable farming, pastoral farming, mixed farming **Chapter 2** growing season, harvest, ripen, growing season, plough, **Chapter 3** graze, grazing, dairy farmers, manure **Chapter 4** marshlands, forests, hedges **Chapter 5** yield, fertilisers, pesticides, organic food, seasonal food, local food, vegetarian, vegans **Chapter 6** Flocks, sheepdogs, shorn, wool	**Chapter 1** surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron **Chapter 2** melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent, magma chamber, composite, shield, Mount Etna, supervolcano **Chapter 3** secondary vents, volcanic bombs, solidify, Mount Bromo, crater **Chapter 4** active volcano, dormant, extinct, flow, lava flows, mudflows, pyroclastic flows, smother, clog, disrupt, plumes **Chapter 5** Sicily, destructive, endangered **Chapter 6** enrich, citrus fruits, explosives, divert, evacuated, geologist	**Chapter 1** Continent, oceans, Europe, Mediterranean Sea, Atlantic Ocean, Arctic Ocean, landlocked **Chapter 2** weather, climate, Equator, latitude, tropical, polar **Chapter 3** mild, current, Gulf Stream **Chapter 4** biomes, savanna, rainforest, tundra **Chapter 5** Mediterranean climate **Chapter 6** temperate climate, temperature, seasons