Geography at Boringdon Primary School (Y4)

'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 4	**Rhine and Mediterranean**	**Population**	**Coastal processes and landforms**	**Tourism**	**Earthquakes**	**Deserts**
Main enquiry	How are different parts of the Rhine and the Mediterranean used by people?	How do populations differ from place to place?	How does the location of west Wales affect its coast?	How do tourists interact with a place?	What are the pros and cons of living near a tectonic fault line?	In what ways are deserts around the world similar and different?
Major disciplinary focus of end-of-unit synoptic task *Disciplinary content is threaded through all units	diversity	diversity	interaction	interaction	interaction	diversity
Geography Skills	Extending use of maps and photographs	Thematic maps and using census data		Interpreting climate data	Thematic maps	Interpreting thematic maps, satellite photographs and climate data
NC coverage	• Locate the world's countries, using maps to focus on Europe (including the	• Understand geographical similarities and differences through the study of human	• Locate the world's countries, using maps to focus on Europe (including the	• Locate the world's countries, using maps to focus on Europe (including the	• Locate the world's countries, using maps to focus on Europe (including the	• 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 ● 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 ● 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	and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ● Describe and understand key aspects of: 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	location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● 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 ● 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	location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● 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 ● Describe and understand key aspects of: 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	location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● 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 ● Human geography, including: types of settlement and land use, ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● 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 ● 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
Lesson titles	1. The River Rhine 2. Cologne:city on the Rhine 3. Rotterdam:the mouth of the Rhine 4. The changing River 5. The Mediterranean Sea 6. The Suez Canal	1. What is population? 2. Migration 3. Multi-ethnic London 4. Multi-ethnic Cardiff 5. The Welsh language and culture 6. Welsh and British identity	1. Coastal processes: erosion 2. Other coastal processes 3. Coastal landforms 4. The Jurassic coast 5. Coastal habitats: the Indian Ocean 6. The coast of west Wales	1. Oh! I do like to be beside seaside 2. Types of tourism 3. Mountain adventure 4. Changing tourism 5. Summer in the sun 6. Sustainable tourism	1. The day that everything shook! 2. Why do earthquakes happen? 3. The San Andreas Fault 4. How can we measure earthquakes? 5. What are the effects of earthquakes? 6. How do humans live with earthquakes?	1. Are deserts always hot? 2. The Sahara Desert 3. How are deserts formed? 4. What plants and animals live in a desert? 5. How have humans used deserts? 6. The Patagonian Desert
Substantive knowledge	● Cologne and cities on the Rhine ● Rotterdam and the mouth of the Rhine ● How the course of the river has been changed by human activity including	● Characteristics of population including distribution and diversity. ● Migration. ● Depth focus: multicultural London. ● Depth focus: multicultural	● Diversity in the UK coastline. ● Processes of erosion, transportation & deposition. ● Coastal landforms including beaches, headlands and	● Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) ● Types of tourism (e.g. visiting friends and family activity holidays).	● Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines ● Depth focus: California & San Andreas fault, Indian	● Distribution and climate of deserts ● Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. ● Plants and animals in

	canals ● Mediterranean Sea Suez Canal ● This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).	Cardiff. Welsh language and culture, effect of changing demographics ● Welsh or British? Idea of national identity	bays. ● Overview of Jurassic coast, including significance of its rocks, fossils and landforms. ● Coastal habitats using contrasting examples, including coasts of the Indian Ocean ● Depth focus: West Wales coast	● Skiing holidays in the Alps. ● The growth of tourism in the UK and overseas. ● Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.	Ocean tsunami ● Effects of earthquakes ● How humans live in earthquake zones and adapt their settlements (e.g. Japan) ● Revisits knowledge on volcanoes from Year 4 Spring 1.	deserts How humans live and adapt in deserts ● Depth focus: The Patagonian Desert
Vocabulary	**Chapter 1** Rhine Alps North Sea Upper Rhine Lower Rhine confluence **Chapter 2** Cologne banks bank rainfall flooding flood walls **Chapter 3** port harness importing exporting **Chapter 4** canal wetlands drained lock **Chapter 5** strait the med enclosed sea peninsula mainland **Chapter 6** waterway Suez Canal Red Sea	**Chapter 1** population population density densely populated sparsely populated **Chapter 2** population distribution high population density low population density migration rural urban rural to urban migration **Chapter 3** ethnic diverse census ethnically diverse **Chapter 4** ethnicity **Chapter 5** Welsh Cymraeg Eisteddfod **Chapter 6** Wales British identity minted floral	**Chapter 1** coastline Waves erosion **Chapter 2** transport transportation groynes depositing deposit deposition **Chapter 3** landforms bay cliffs headland shingle **Chapter 4** Jurassic Coast preserved fossils cave arch stack habitat **Chapter 5** rock pools sand dunes teeming coral reefs **Chapter 6** Cardigan Bay	**Chapter 1** seaside seaside towns pier amusements Llandudno paddle deckchair sandcastle Punch and Judy promenade hotels guest houses **Chapter 2** tourists tourism activity cultural income souvenirs tourist industry **Chapter 3** Matterhorn minimum maximum skis ski-slope ski-lift advantage disadvantages environment **Chapter 4** destination airports airlines **Chapter 5** sunshine holiday mainland travel agencies package holidays accommodation apartments air pollution **Chapter 6** services economy sustainable sustainability coral reef ecotourism	**Chapter 1** earthquake tremors aftershocks **Chapter 2** visible tectonic plates plate boundary **Chapter 3** fault line San Andreas fault seven major plates friction **Chapter 4** epicentre tsunami focus seismic waves seismograph seismogram magnitude Richter scale **Chapter 5** trembling immediate effects tidal wave devastate liquid mud environment rubble landslide subsidence long -term effects **Chapter 6** prone absorb rubber drill	**Chapter 1** hydrated dehydrated desert vegetation arid Sahara Desert plummet **Chapter 2** lush sand dunes oasis oases store camels Sahel semi-arid drought **Chapter 3** productive non-productive desertification physical nutrients overgrazing herd overfarming **Chapter 4** variety flora fauna obtain desolate succulents cactus cacti spines prevent meerkat nocturnal chameleon Antarctica penguins polar bears blubber lichen **Chapter 5** modern traditional tents divert steppe Great Steppe Silk Road yurts portable **Chapter 6** Patagonia rain shadow hostile exceeds feature exposes extinct