



love the journey

Curriculum Implementation 2025-26

Primary

LCA Strand	Humanities
Subject	Geography

What are the key concepts taught?	All of the lessons at Key Stage 1 relate to the concepts and skills needed to think like a geographer. With a focus on map skills, climate and weather and different places around the world. In Key Stage 2 all of the lessons relate to the development of skills and knowledge for geographical enquiry. Linking to the methods that geographers use to find out about the world. Each lesson provides substantive and disciplinary content. Disciplinary knowledge is evidenced through making claims and judgements in our lessons and substantive relates to the facts, terms, concepts and names we learn in each lesson.
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What is the sequencing of units?	Geography begins in EYFS through 'understanding the world' EYFS • Explore the natural world around them • Look at different locations on a simple map • Discuss the similarities and differences between different countries. Chapter 1 • Unit 1 – Four Seasons • Unit 2 – Where do I live? • Unit 3 – Life in the city Chapter 2 • Unit 1 – Around the World • Unit 2 – Let's go to the Arctic • Unit 3 – Magical Mapping Chapter 3 • Unit 1 – Rivers (How do rivers, people and land affect each other?) • Unit 2 – Mountains (How do mountains and people affect each other?)
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	• Unit 3 – Settlements & Cities (How are settlements similar and different?) • Unit 4 – Agriculture (How are we connected to farmers?) • Unit 5 – Volcanoes (How do volcanoes affect a place?) • Unit 6 – Climate & Biomes (How does the climate affect the way people live?) Chapter 4 • Unit 1 – The Rhine and the Mediterranean (How are different parts of the Rhine and the Mediterranean used by people?) • Unit 2 – Population (How and why does population distribution vary across Great Britain?) • Unit 3 – Coastal Processes and Landforms (How does the location of West Wales affect its coast?) • Unit 4 – Tourism (How do tourists interact with a place?) • Unit 5 – Earthquakes (How do earthquakes affect people and environments?) • Unit 6 – Deserts (Why are deserts located where they are?) Chapter 5 • Unit 1 – Why is California so thirsty? (How have the actions of people affected the drought in California?) • Unit 2 – Oceans (How can oceans affect human behaviour and settlements?) • Unit 3 – Migration (Why do people migrate?) • Unit 4 – North and South America (What are the pros and cons of living in a megacity?) • Unit 5 – The Amazon (In what ways does the geography of South America affect life in the Amazon?) • Unit 6 – Interconnected Amazon (How does agriculture in the Amazon interact with other parts of the world?) Chapter 6 • Unit 1 – Energy and Climate Change (How do local actions in the UK affect global climate?) • Unit 2 – Ethiopia (How do global changes affect local places in Ethiopia?) • Unit 3 – Changing Birmingham (How much did Birmingham change between 1750 and the present day?) • Unit 4 – Jamaica (What is a preferable future for Jamaica's tourist industry?) • Unit 5 & 6 – Local Area Enquiry
How do we encourage pupils to see the links between different units and concepts?	Geographical skills are integrated throughout every lesson. Each lesson aims to show pupils how geographers create or communicate new geographical knowledge. The skills developed have regular practice and each unit of work provides an opportunity for pupils to continuously develop and explore new geographical skills.

	For example: simple directional language (left, right, near) is learnt in KS1 and then reinforced in KS2. In Chapters 3 and 4, the pupils develop a more precise way of talking about location such as using a 4-point compass. Then, in Chapters 5 and 6 an 8-point compass to discuss direction and locations. Furthermore, key vocabulary will often appear several lessons after being taught the meaning to solidify new learning
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What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	Adapted tasks are provided in every lesson usually in 3 levels. 1 – heavily scaffolded, 2 – slightly scaffolded 3 – no scaffold. Pupils are aware of the different levels provided. Furthermore, challenge questions/next steps are always offered to more able learners. The key vocabulary words are often in bold to support SEND learners as well as EAL learners. Key vocabulary is repeated and often the class are encouraged to think of an action to match the key word to help the term sit in the long-term memory of all learners. Factual content in Geography is expressed through different accounts such as: • Stories • Descriptions • Representations (visuals) • Reports • Statistics • Explanations • Analyses Allowing all pupils to access information in different forms.
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What are the planned opportunities for retrieval and reflection by pupils?	Recap slides at the start of every lesson, there is often a key question displayed from the previous lesson. Key vocabulary is listed in books at the start of each unit. Pupils can refer to this sheet throughout their learning. The first time a new skill is introduced, it is taught in small steps and then practised regularly in a range of different contexts. If following the Opening World scheme (most classes) a synoptic task is completed by pupils at the end of each unit. This allows pupils to display what they remember/ the knowledge they have gained.
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What are the opportunities for feed-forward by the teacher post-assessment outcomes?	Following on from each unit, pupils are given time to read the next steps and see comments on synoptic tasks. Each unit should also start with a quick recap of the previous unit.
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What are the planned opportunities for developing Reading?	In each lesson, pupils are encouraged to read aloud in partners, groups or to the class. Information sheets and booklets are used in every lesson in KS2 and pupils are all encouraged to read independently or follow the class teacher as they read aloud.
What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	Literacy: Correct spelling of key vocabulary and phrases. Definitions are taught explicitly before reading them in a full sentence. Allowing pupils to understand the meaning and context of each word. Numeracy: Lessons provide an opportunity to develop, map skills, interpret data presented on graphs/charts and compare percentages. Oracy: Pupils are encouraged to read aloud, and read from booklets and resource sheets. Furthermore, pupils are encouraged to answer questions in full sentences using geographical language. SMSC: Taught throughout. In units such as: • Population • Tourism • Climates and Biomes • Coastal processes and landforms • Settlements