Geography Curriculum Policy

Intent

We believe that geographical knowledge and skills are crucial in providing children with the tools to be able to question, investigate and critically engage with issues affecting peoples' lives throughout the world. We hope to develop their understanding of global interconnectedness, interdependence and sustainable development. Important issues, such as the world climate crisis, will be taught sequentially, in different contexts, throughout our children's time at Lawn. This will prepare them for being successful global citizens with a deep understanding of how their actions can make a difference to the future of our planet. We will engage them with real-world issues and data to support core geographical skills. Our geography curriculum will also address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures. This will be explored through the exploration of different values and attitudes in relation to social, environmental, economic and political questions. Hence, our curriculum intent for geography encompasses our six core values. By the time they leave Lawn, our children should feel a responsibility and have respect for their planet and the people who live on it. They will empathise with people across the world who are affected socially and economically by the geography of where they live and the environmental challenges they face. They will have the confidence and creativity to use their initiative and come up with possible solutions to some of these issues. They will regard teamwork between all people of the world as essential to its sustainability and demonstrate integrity in the outcomes they produce to showcase their learning.

Implementation – FS2

Understanding the World: This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Understanding the World Early Learning Goal:

People, Culture and Communities:

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Spring Term

Explorers

How to draw information from a simple map.
Children will make observations about animals and plants.
Children will explain similarities and differences between life in this country and life in other countries through our explorers topic.
Children will explore animals that live in different environments. They will discuss where these animals live, why they live there.
To explore where they live through the use of stories, maps and the globe.
They will explore features of their own environment and be able to talk about the features of these environments the similarities and differences between these and other contrasting environments. To begin to understand the effect their behaviour can have on the environment through looking at plastic pollution of the rivers and oceans and the wildlife that live there.

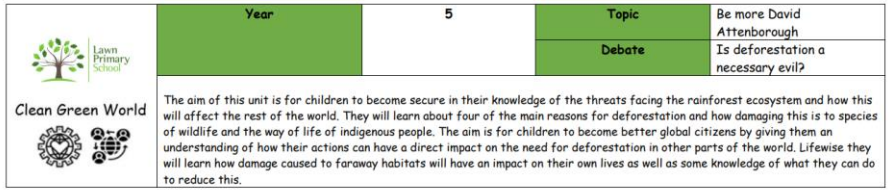
Implementation

	Spring 1 Clean, Green World	Summer 2
Year 1	Year 1 Why is recycling important? Focus: Recycling / caring for our local area	Weather Experts
Year 2	What a load of rubbish! Focus: Human waste pollution (land & rivers)	Exploring the UK
Year 3	The Great Food Debate Focus: The impact of human infrastructures on animal habitats & sustainable food.	Angry Earth
Year 4	We Are All Greta Focus: Global Warming	Rivers
Year 5	Be More David Attenborough Focus: Deforestation	Deserts
Year 6	A Planet Full Of Plastic Focus: The Global Plastic Crisis	Country Study: Nepal

Implementation

Planning

- Progression documentation for each unit can be accessed via Teams in the following folder: 'Curriculum – Lawn Progression Documents' and on the 'Subjects' section of the school website.
- Lesson slide template can be accessed via Teams in the following folders: 'Curriculum – Geography'.
- Units are designed as six two-hour sessions.
- Declarative knowledge (the 'know what' and 'know how') should be kept to a minimum to leave time for children to complete tasks.
- Tasks are provided on the progression document and linked to the relevant skills from the Transform Geography Knowledge Map.
- Children should complete a minimum of TWO of the tasks provided for each lesson.



Clean Green World	Year	5	Topic	Be more David Attenborough
			Debate	Is deforestation a necessary evil?

The aim of this unit is for children to become secure in their knowledge of the threats facing the rainforest ecosystem and how this will affect the rest of the world. They will learn about four of the main reasons for deforestation and how damaging this is to species of wildlife and the way of life of indigenous people. The aim is for children to become better global citizens by giving them an understanding of how their actions can have a direct impact on the need for deforestation in other parts of the world. Lifewise they will learn how damage caused to faraway habitats will have an impact on their own lives as well as some knowledge of what they can do to reduce this.

Prior Learning	Future Learning
Locational and Place knowledge: -Know the names of and locate at least 8 major capital cities across the world. (Y4) -Know the features of hot and cold places in the world (Y1) -Know where the equator, North Pole and South Pole are on a globe (Y1) -Know the names of and locate the seven continents of the world (Y2) -Know the names of 4 countries from the Northern Hemisphere and 4 countries from the Southern Hemisphere (Y3) **Human and Physical Geography:** -Know the names of some of the World's longest rivers and be able to label the main features of a river (Y4) -Children will learn the difference between climate and weather (Y4) **Skills and fieldwork:** N/A **Global citizenship** Children will understand how climate change affects the planet (Y4) Children will understand how we can reduce our carbon footprint (Y4) Children will understand how building upon farmland affects the planet (Y3)	**Locational and Place knowledge:** -Children will know where the main mountain regions are in the UK. **Human and Physical Geography:** -Children will know the names of a number of the World's highest mountains. -They will know why industrial areas and ports are important. -They will know the main human and physical differences between developed and developing countries. **Skills and fieldwork:** -Children will use google earth to locate a country or place of interest/follow the journey of rivers etc. -Children will know what most of the symbols on an ordnance survey map stand for. -Children will know how to use six-figure grid references. **Global citizenship** -Children will build upon their knowledge from Y2 about plastic pollution and its impact on the world's rivers and oceans, applying this to their learning about microplastics. -Children will have a knowledge of what big corporations can do to limit their single-use plastics, giving practical examples of eco-friendly alternatives. -Children will understand how microplastics affect wildlife and how landfill can alter migration patterns for some birds.

What pupils need to know or do to be secure	
Key Learning	**Activities / Application of knowledge / Possible Evidence**
Sustainable development goals to be linked to: *Goal 10 – reduced inequalities* *Goal 12 – Responsible consumption and production* *Goal 13 – Climate action* *Goal 15 – Life on land* **Where are the rainforests and why are they hot th…** -Know what is meant b… …Tropic of Capricorn and Greenwich Meridian are on a map and know why does the weather …different climate zones? -Use maps and globes to locate the equator, Tropics of Cancer and Capricorn and the Greenwich Meridian. -Children will use atlases, globes or Google Earth to locate the world's rainforests. -Children will learn about the tropics and equator and understand why the climate is different to the rest of the world. **What are the features of rainforests and why are they important?** -Label layers of a rainforest and know what deforestation is. -Children will be taught the word 'deforestation' and will understand what this is (Book to use: Over and Under the Rainforest by Kate Messner). -Children could use iPads, get children to explore a rainforest using the Google AR app. -Complete 'ActionAid' activities - Amazing Amazon facts then Rainmakers.	Label map of the world to locate rainforests. Label/make an art piece to explain the different layers and features of the rainforests. Children could prepare a short presentation about the rainforest and why, in particular, the Amazon Rainforest is important to the survival of the rest of the world. Create a graphic organiser to show the causes and effects of

Implementation – Lesson Sequence

Title Slide

Last Lesson Review / address misconceptions / whole class feedback

Retrieval

Start with a picture

Today's Learning

Key Vocabulary

Explain / Teach

Independent Activities

Review / Assess / DISCO

Implementation

Subject Specific

- Retrieval tasks should be accessed be ALL children individually and based on an aspect of the 'Prior Learning' section of the progression document or key knowledge from earlier in the unit. Think: 'What should children already know in order to access this learning?'. (Example A). Ideas for activities available via Teams in the following folders: 'Curriculum – Lawn Retrieval Activities'. Retrieval tasks should also be based on an AI summary of misconceptions from the last Showbie quiz undertaken.

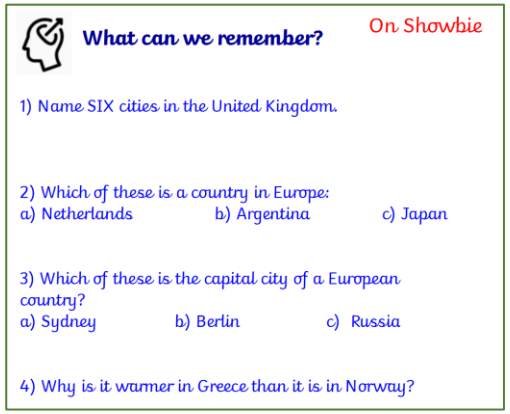
- Written information (declarative knowledge) on lesson slides should be age appropriate and succinct with icons and dual coding used where possible. (Example B).

- Start with a picture section of the lesson sequence, there should be an image or written geographical source linked with the learning for the lesson. Pupils should give verbal analysis using the phrase: 'I See, I Think, I Wonder' as a whole class discussion (Example C).

- Minimum of TWO DISCO questions should be set per unit. Information on theses is available via Teams in the following folders: 'Curriculum – DISCO Questions' (Example E).These should be delivered verbally in Y1 and evidenced on lesson slides. They should be evidenced on Padlet in Y2-Y6. Sentence stems should be provided to structure pupil answers. (Example D).

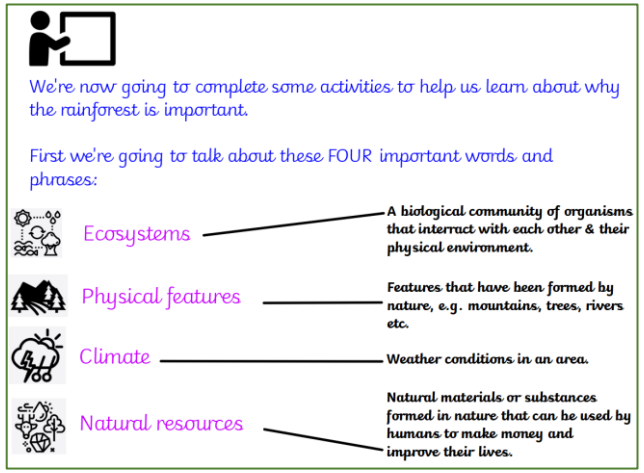
Subject Specific

Example A



Example B

Use 'The Noun Project' website for banks of subject specific Icons; CoPilot A.I or Widget to generate.

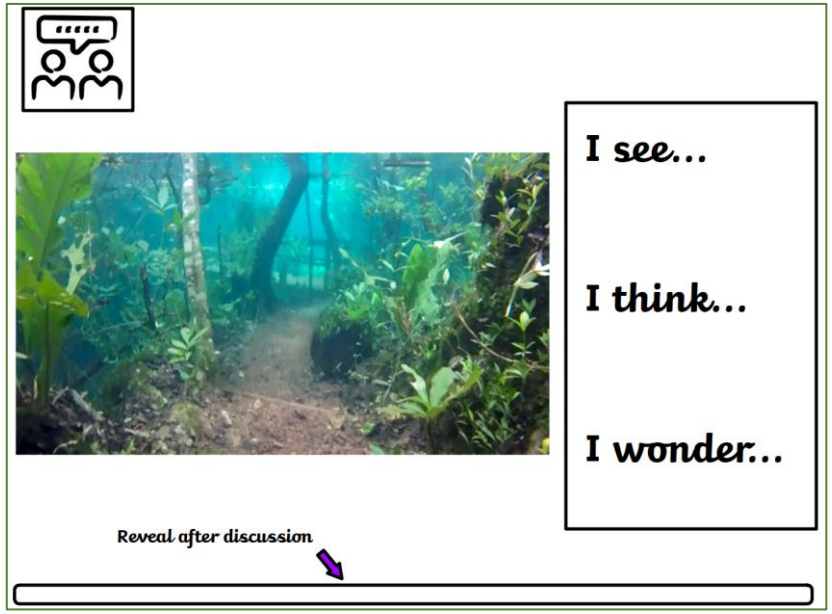


Implementation

Subject Specific

Example C

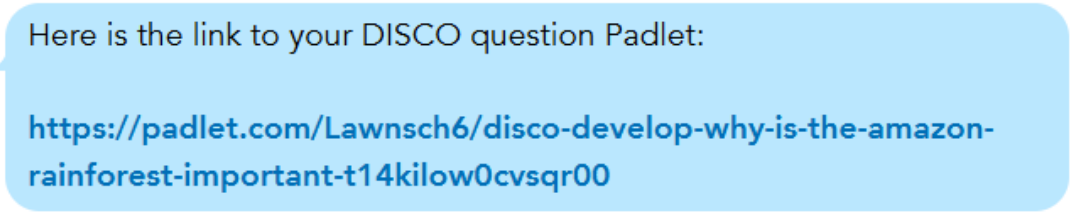
If required, include brief written info about the image to be revealed following pupil discussions. This will provide a teaching aid – particularly for staff who haven't planned the lesson.



Subject Specific

Example D

Link to DISCO Padlet should be included in the assignment on Showbie for ease of pupil access and monitoring.



Question type, question and sentence STEMs should be included within the Padlet to aid pupils in structuring their answers.



Implementation

Subject Specific

Example E

D I S C O

Ambition for all – a curriculum that encourages critical thinking

Develop your initial idea with evidence, details, facts and research.

Imagine a scenario or think creatively of a solution.



Switch your point of view and think objectively.

Compare and contrast, find links, similarities and differences.

Oppose an idea and form a strong argument.



Implementation

Enrichment

- Educational visits and visitors to school should be linked with the sequence of learning provided in the curriculum documentation.
- These should be planned and booked at the beginning of the academic year and included on our whole school yearly enrichment overview. This can be accessed via Teams in the following folders: 'Educational Visits and Enrichment – Enrichment Overviews'.
- All activities and photographic evidence from enrichment should be uploaded to an assignment on Showbie in the folder for the topic.

Enrichment

Lawn Primary School

Educational Visits, Enrichment and parental opportunities – 2025/26

	Year Group							
Term	EYFS	1	2	3	4	5	6	Whole School
Autumn 1	Parents phonics morning.	New to Year 1 talk Career Aspirations		Gurdwara Visit Year group swimming - Y3G	Hindu Temple /Open Centre TBC 19 September Virtual author. *Violins ongoing throughout the year. SG to liaise with Vicky Keane	Spanish Café (children & parents) DT Project Model Trains Learn with the Lords online session (enrichment linked to UK Parliament)		Transform Art Project
Autumn 2	Nativity Parents Christmas Craft morning – making items to sell n FS2 stall at Christmas Fayre.	Mary Seacole Workshop	Eyam Village and Eyam Museum	Stone Age workshop (Stone Age Treasure Island) Year group swimming – Y3G St Nicks Christmas Carol Concert – Parental Engagement.	Harry Potter WOW Derbyshire Wildlife Trust- project at Allestree Park part 1	Jorvik museum Viking Warrior via Zoom (cost dependent) Visit to Mosque / Open centre - Parents invited to assist Derby Cathedral		Whole school visit to St Nicks church for Christmas carol concert – families invited
Spring 1	Wonderdome link to Explorers topic.	Litter picking Walk Parent DT Afternoon (Upcycling)	In School Visitor: Judaism – Shabbat Experience	Year group swimming – Y3AW Altru Drama Workshop Farm – Matlock Meadows Visit from LEAF environmental charity Parental engagement – related to DT (making wraps).	Violin Concert for parents Altru Drama Workshop Parental engagement – related to DT (making torches with electrical circuits).	Altru Drama Workshop	Altru Drama Workshop	Young Voices

Implementation

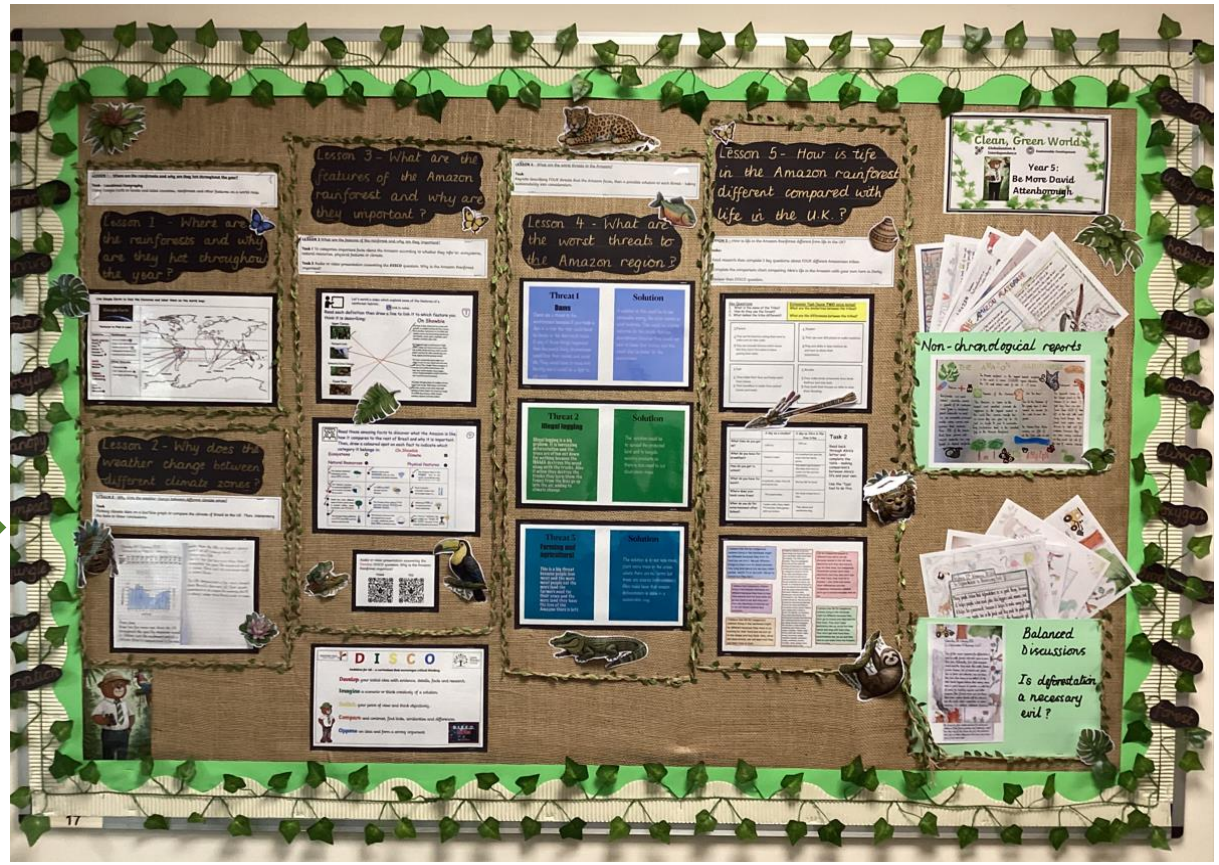
Inclusion

- Written information (declarative knowledge) on lesson slides should be age-appropriate and succinct, with icons and dual coding used where possible. Text should be kept to a minimum.
- Digital adaptations (dictation, voice notes through Showbie, use of A.I to differentiate texts if required audio and video recordings, etc).
- Pupils from vulnerable groups may receive pre-teaching sessions of key vocabulary and/or key concepts.
- Differentiated tasks / outcomes may be required in some cases.

Environment

- There is no specific requirement to include features linking with geography within the physical classroom environment.
- Topic displays within the school environment should contain labelled examples of outcomes, both written and digital, demonstrating the specific skills included within the tasks. They should contain QR codes linking to evidence on Padlet and photographic evidence of enrichment.

Environment



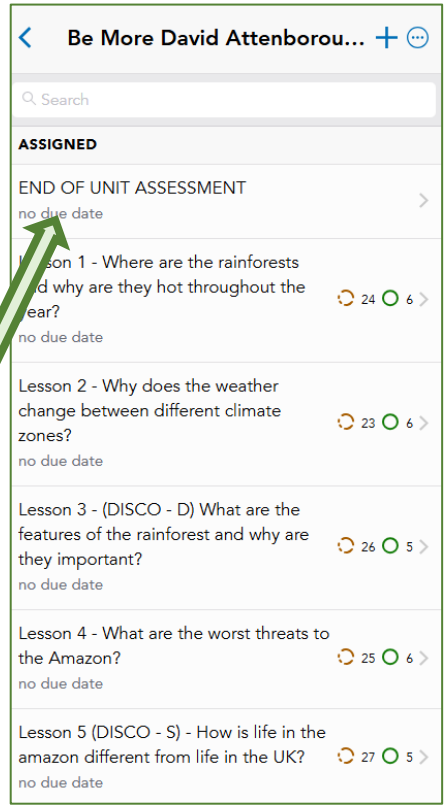
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Evidencing on Showbie

- Clear sequence of assignments with learning questions as titles and DISCO questions labelled (Example F).
- Within each assignment, list tasks with a brief description of each for context (Example G).
- Resources and links clearly labelled within each assignment.
- Outcomes, both scanned from curriculum books and digital, should show: evidence of high expectations set; evidence of teacher modelling; and evidence of marking and feedback when appropriate.
- Tasks should mirror those provided on the progression document, pitched at the correct skills for the phase.
- End-of-unit quiz should be clearly labelled with its own assignment.
- There should be an 'Enrichment' assignment, evidencing any tasks / photos from educational experiences organised as part of the topic.

Evidencing on Showbie

Example F



Example G

Tasks:

1. Read research then complete 3 key questions about FOUR different Amazonian tribes.
2. Complete the comparison chart comparing Akra's life in the Amazon with your own here in Derby.
3. Review then DISCO question.

Impact

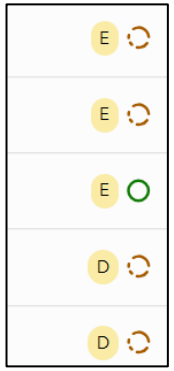
Marking and Feedback

- Marking and feedback should be appropriate to the task. As we follow a live marking and feedback policy, individualised written comments can be kept to a minimum. However, there should be evidence of the impact of live marking in pupil outcomes.
- TED / CUPS evident on Showbie as per the marking and feedback policy (Example H).
- TED / CUPS used in books showing evidence of live marking prior to scanning onto Showbie (Example I).
- Evidence that children are being praised for good work.
- Evidence that children are editing and improving when necessary (developmental marking).
- Where whole-class marking and feedback has been provided, this should be clearly referenced.
- Children can use their purple pen tool for making edits / corrections.
- Feedback on outcomes delivered through Padlet would be fed back live as a class, e.g. DISCO questions.

Marking and Feedback

Example H



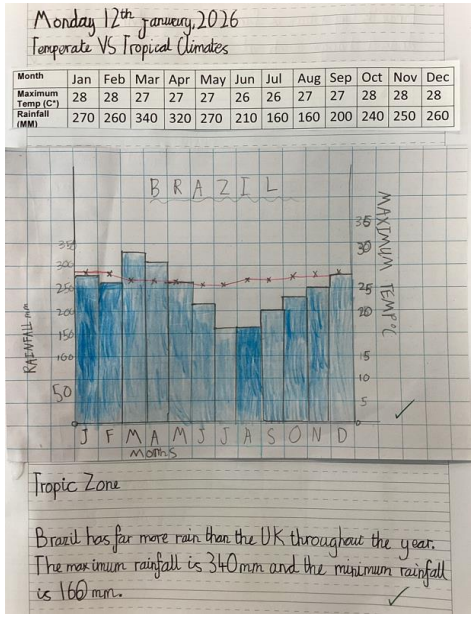


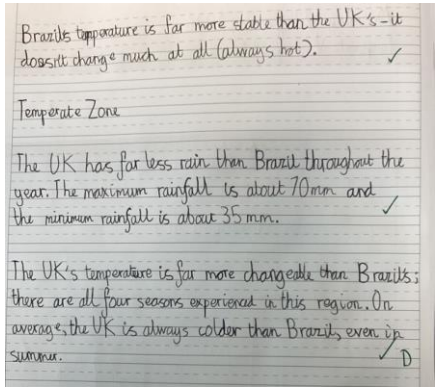
See me for help - we need to locate Indonesia and India correctly.

Live marked and whole class feedback provided.

Your audio recording was articulate and clear. Great job to you and Jack.

Example I





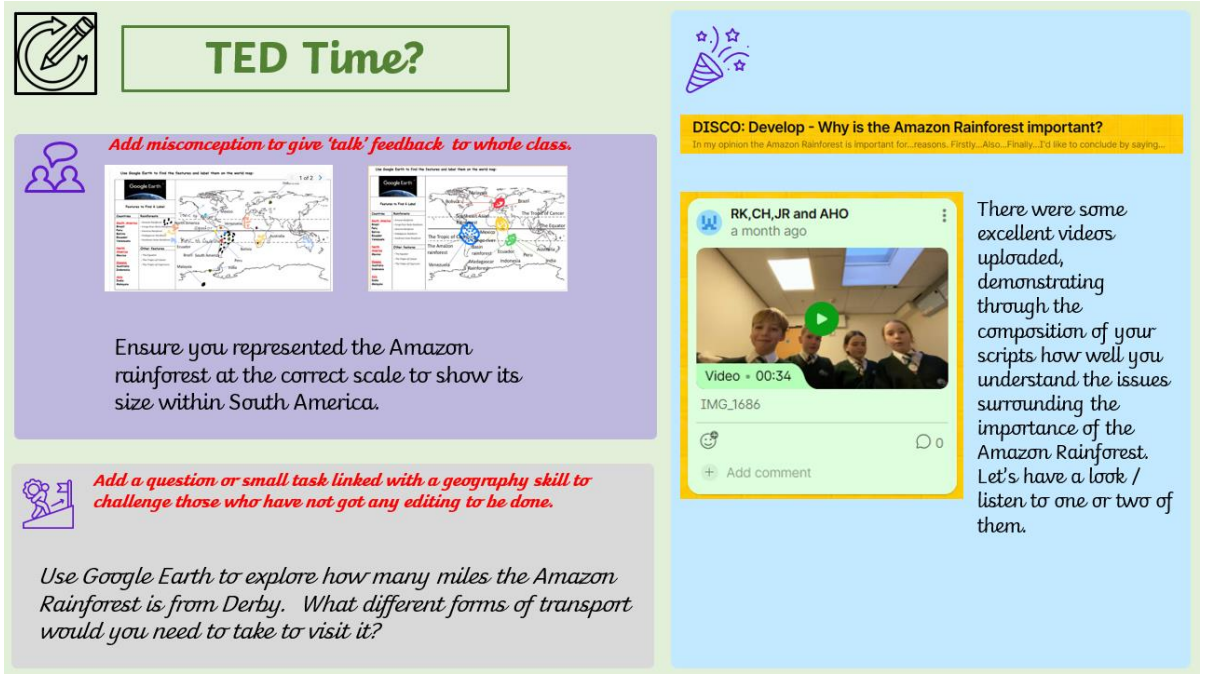
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Marking and Feedback

Last Lesson Review: TED Time

- At the start of each lesson, you will provide quick whole-class feedback on outcomes from the last lesson through TED time (Talk, Edit, Dojo).
- This is split into three sections.
  1. Celebrate examples of excellent outcomes with screenshots.
  2. Feedback any common misconceptions that arose from the previous lesson with examples.
  3. Provide a 'thinking like geographers' task for some children to complete whilst others edit their work from the previous lesson.

Marking and Feedback



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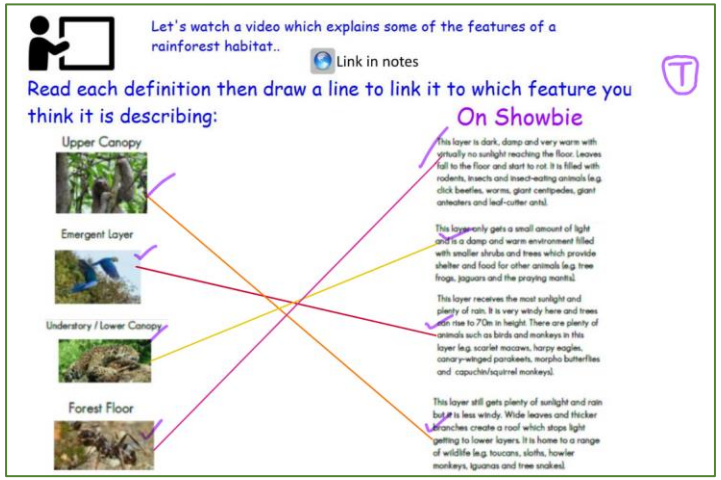
Digital

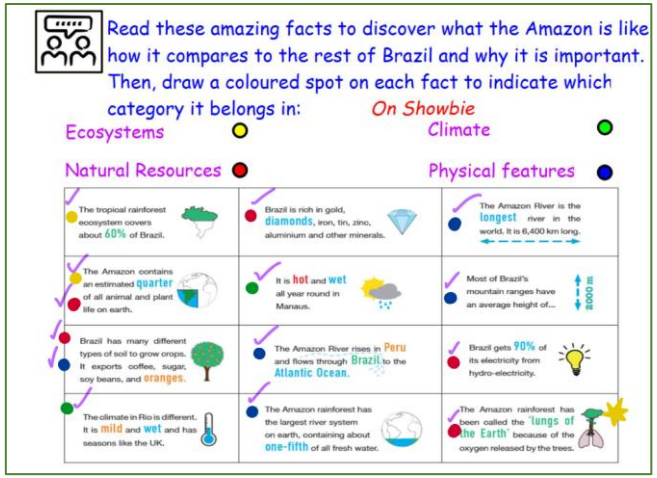
- Padlet links shared on Showbie for easy access for children and curriculum monitoring.
- Keynotes / screenshots etc of digital outcomes should demonstrate high expectations of presentation and evidence, where appropriate, of marking and feedback.
- Non-written outcomes, e.g. role-play, should be video files (not photos) to give context.

Digital

Padlet Link for DISCO question:

https://padlet.com/Lawnsch6/disco-switch-in-what-ways-might-life-for-indigenous-children-z93oy37g2fl22ufu





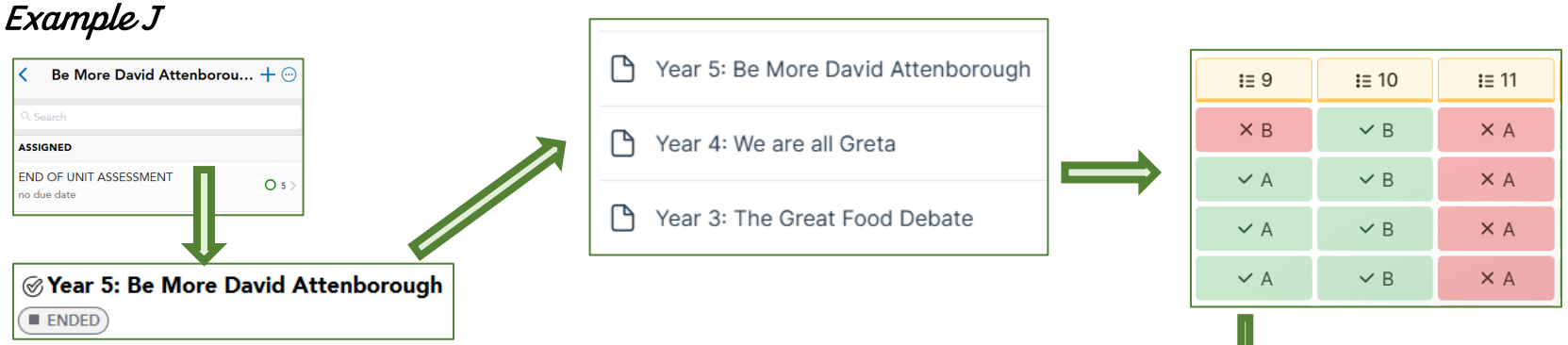
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Summative Assessment

- End-of-unit quizzes set on Showbie to inform retrieval. Use the A.I function to analyse the results and provide feedback on misconceptions for further retrieval or review (Example J).
- Summative assessment task at the end of each topic, e.g. balanced argument, Podcast, presentation, role-play, etc. Children as experts (Example K).
- Assessment judgments made on Insight Spring 1 and Summer 1. (MET, NOT MET) based on all evidence collated.

Summative Assessment

Example J

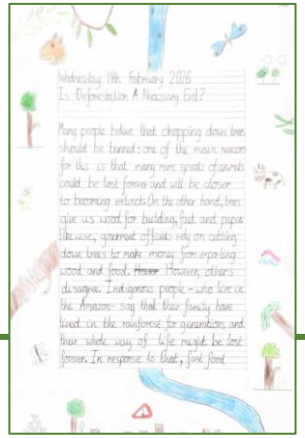


Example K

Task 1: Video report explaining what plastic pollution is and ways to stop it.

IMG_0235

Example: a video of a pupil responding to the teacher's questions.

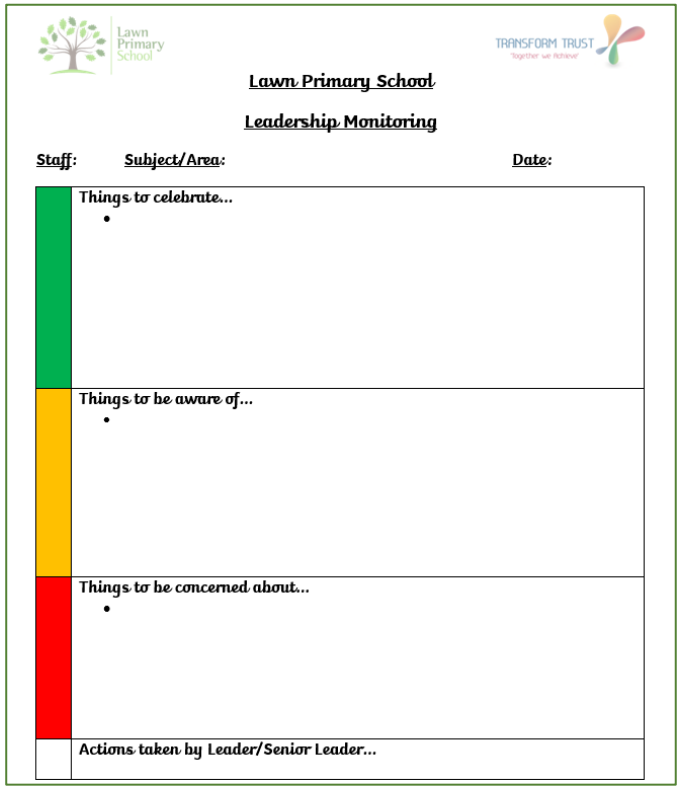


Impact

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop-ins, learning walk, meet the teacher (formal/informal), lesson study, team teach or sharing good practice (through observation).
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps.
- Monitoring form available via Teams in 'Monitoring' folder.

Monitoring



Lawn Primary School

Leadership Monitoring

Staff: Subject/Area: Date:

	Things to celebrate... •
	Things to be aware of... •
	Things to be concerned about... •
	Actions taken by Leader/Senior Leader...

Monitoring Menu
Pupil voice
Pupil Book Study
Pop ins
Learning walk
Meet the teacher (formal/informal)
Lesson study
Team-teach
Sharing good practice (through observation)
Lesson Study