



Geography Long Term Plan 2024-25

Geography

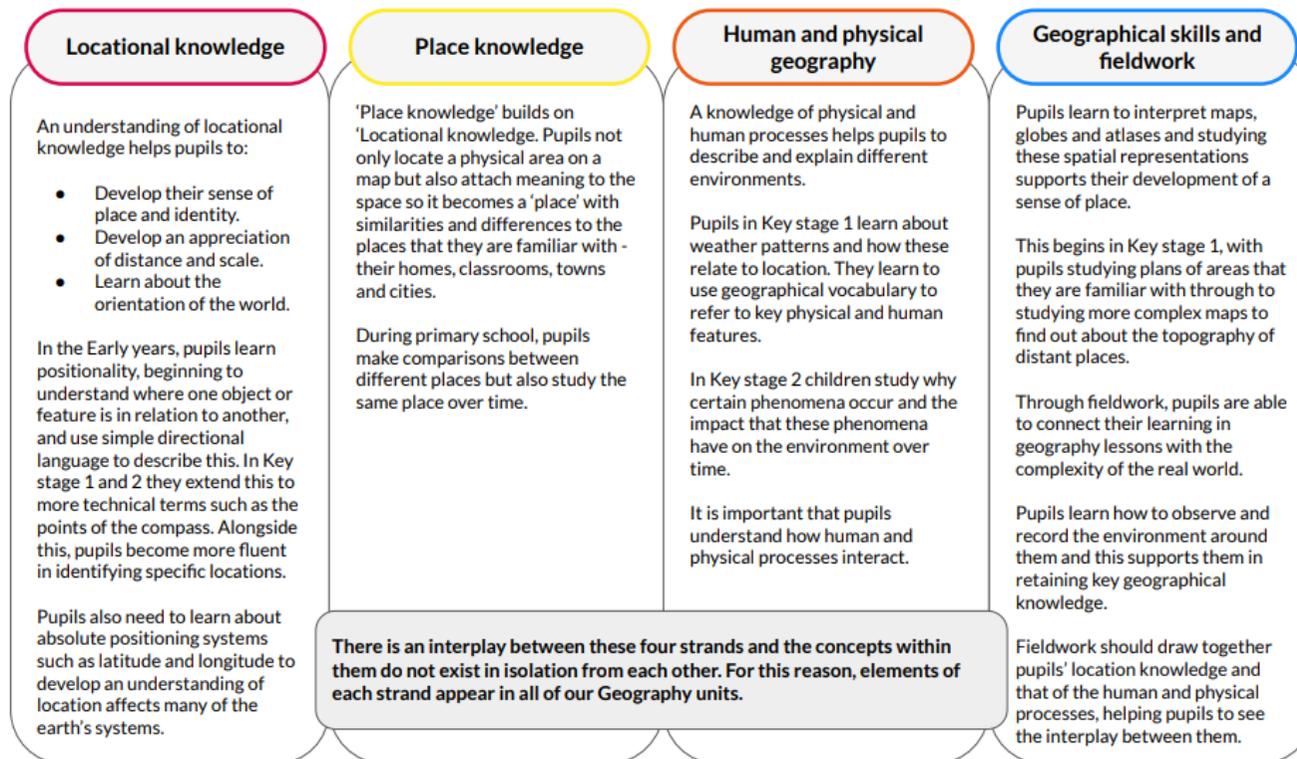
At Gilbert Colvin Primary School, we teach geography as part of our enriched curriculum to inspire children to become geographers; to have a sense of awe and wonder about the world we live in; and celebrate our diverse backgrounds. Throughout the school, the children will develop their fieldwork skills as well as learning about the different strands of geography to answer enquiry questions in each unit. The teachers plan in opportunities for learning outside of the classroom to support geography across the school. At Gilbert Colvin we use *Kapow Primary* scheme of work to deliver the geography curriculum.

Teaching and Learning

The national curriculum organises the attainment for geography under Location Knowledge, Place Knowledge, Human and physical knowledge and Geographical Skills and fieldwork so we have planned our geography curriculum with these strands running through each unit. The units are progressive and develop the geographical skills at each stage.

Geography is taught at least 3 times a year with opportunities for children to go on trips and put into practice their fieldwork skills yearly.

Exploring the four strands.

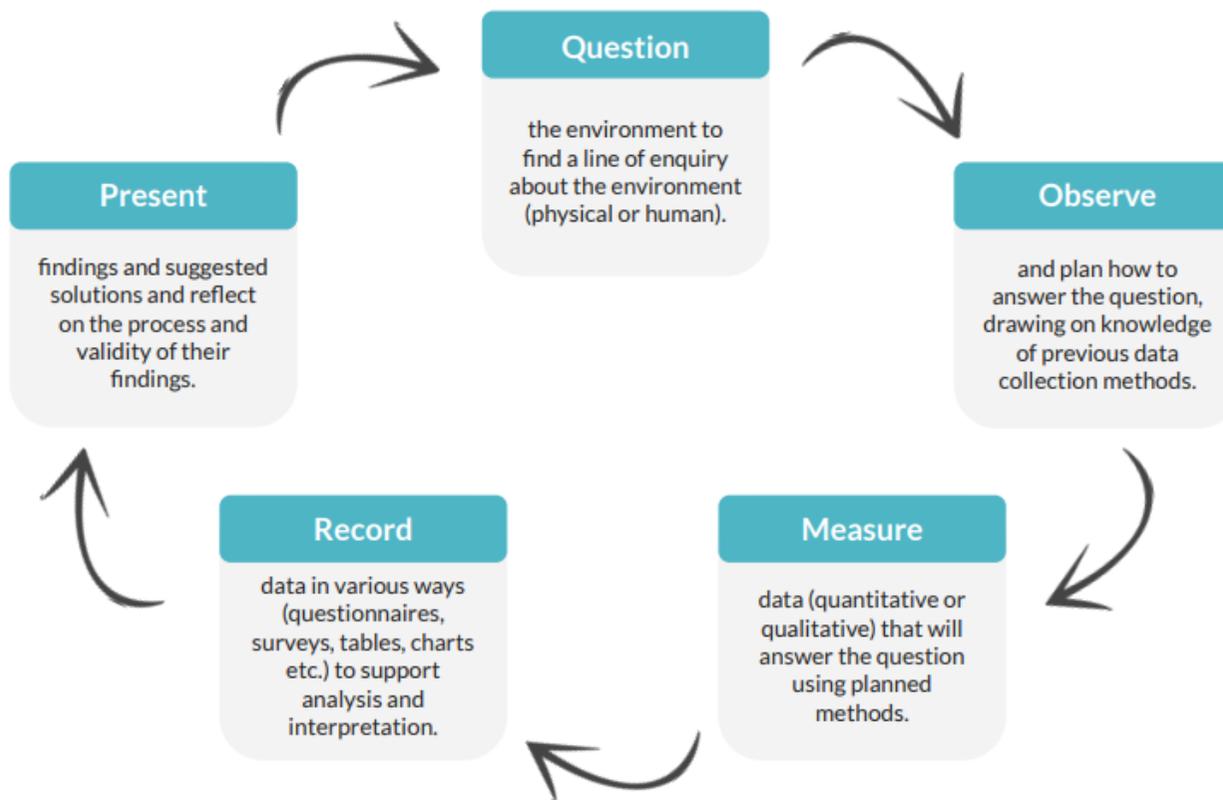




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The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.





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Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are built upon over time and feature across units where most appropriate for the enquiry question.

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

Assessment

Geography learning is recorded in their humanities book. Teachers assess children's knowledge, understanding and skills in geography by making observations of the children working during lessons and then assessing whether they are 'at expected' or not. Lessons always begin with a 'Recap and Recall' section which allows pupils to practise key knowledge relevant to the lesson. At the end of each unit, a summative quiz is completed to assess understanding of key knowledge and skills. We make sure that pupils understand the strands of geography and can apply their field work skills within all the topics that are taught. The geography subject leader then uses this information to support teachers, ensuring that all pupils make good progress.

Enrichment & Cultural Capital

At Gilbert Colvin, we believe that enrichment opportunities are vital in creating a creative curriculum and so plan in activities throughout the year.

We develop our understanding of the local area by going on walks to the local high street, parks and other places of interest; this develops to the children using public transport to go into London to discover the human and physical features and complete fieldwork activities.

Examples of other enrichment activities include going to Hainault forest, the Soanes Centre, and completing tours of London, all of which have a geographical focus.



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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--------------------------------|---|-------------------------------------|----------------------------------|--|---|
| Year 1 | What is it like here? | | What is the weather like in the UK? | | What is it like to live in Shanghai? | |
| Year 2 | | Would you prefer to live in hot or cold places? | Why is our world wonderful? | | What is it like to live by the coast? | What is it like to live by the coast? |
| Year 3 | | Where does our food come from? | Why do people live near volcanoes? | | Are all settlements the same? | |
| Year 4 | | Why are rainforests important to us? | | Who lives in Antarctica? | What are rivers and how are they used? | |
| Year 5 | What is life like in the Alps? | | Why do oceans matter? | | Would you like to live in the desert? | |
| Year 6 | | Why does population change? | | Where does our energy come from? | | Can I carry out an independent fieldwork enquiry? |



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