

The intent of our **geography** curriculum at Lyncrest is that all children will leave having explored and developed 3 key concepts in depth:

- **Locating places:** To develop and enhance knowledge of locations and places from our local community and the wider world.
- **Physical and human geography:** To understand physical and human geography and its affects.
- **Geographical skills:** Use geographical skills to investigate through first hand experiences.



Our Geography curriculum at Lyncrest Primary School has been designed and developed to sequence and build upon prior knowledge and allow for a progression of skills from the Early Years through to Year 6. At Lyncrest we follow the National Curriculum and ensure that lessons are planned sequentially and delivered so that children have the opportunity to revisit and build upon their prior learning so that they become fluent in understanding concepts and geographical vocabulary when exploring both physical and human geography within their local area and the wider world.

Our long term map shows the overview of the units to be taught and the progression within those areas. We plan for opportunities to provide first hand experiences to build cultural capital such as visitors, exploration of our local area and visits to places further afield.

We recognise that our community provides a rich landscape and we have made a conscious effort in our planning to explore these opportunities through fieldwork and to compare these areas and experiences to the wider world.

## VOCABULARY PROGRESSION

This progression map is designed to assist with the teaching of vocabulary across EYFS, KS1 and KS2. It identifies which year group vocabulary should be explicitly taught and introduced. However, language should be revisited in subsequent year groups to ensure children are consolidating their understanding.

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Country	Weather	Ordnance survey	Crust	Solid	Settlement	Source
Town	Season	globe	core/outer core	freezing	generation	county
Village	Forecast	Route	Mantle	fluvial	gig watt	Transportation
city	Equator	atlas	active/dormant	Liquid	famine	Trade links
House	North Pole	continent	volcano	evaporation	Supply	economic activity
Flat	South Pole	UK	Earth quakes	Gas	renewable	supply chain
Road	Physical features	ocean	Tectonic Plates	condensation	goods	Natural resources
path	Local	Climate	magma/lava	Melt	Storage	Materials
Street	Aerial map/view	Terrain	Legend	precipitation	services	Raw materials
	Compass – North, south, east, west	Human features	mountains	Water cycle	electricity	N/S hemisphere
	Direction	Landmark	Nene/Thames	Boiling	Import	Land mass
	Symbols	culture	Key	pluvial	power /solar power	
			River		coal	

	Town (Northampton) Rural Countryside United Kingdom (UK) London	Coastal resort Island beach Dunes pier Shore cliff Tide	North East/South East origin/flow North West/South West Tropic of cancer/Capricorn Temperate forest Flora Deforestation Fauna Tropical Rainforest biomes	Longitude Antarctic Time zones Latitude Prime Coordinates Meridian Arctic Greenwich Landlocked Brackish water Estuary	Export efficiency nuclear Resources wind power biomass Conservation carbon footprint global warming Contour lines Grid reference Topography Contours Mountain range Sea level Terrain.	climate zones vegetation belts
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**By the end of their time at Lyncrest a year 6 child will be able to:**

- Demonstrate a deep understanding of geography in their local community and the wider world.
- To have an understanding of physical and human geography and the affects it has on the wider community.
- To be able to talk about places in the world and to locate them on the map including, to name the four countries of the UK, continents and oceans in the world.
- To observe and measure physical changes within the local environment and compare to the wider world.

**In order to support all children to achieve this, including those with Special Educational Needs, we will:**

- Pre-teach new vocabulary and new concepts.
- Provide concrete objects, writing frames, adapted maps etc to support learning.
- Wherever possible, make activities precise and short.
- Give immediate feedback to ensure that pupils can see and make progress within the lesson.
- Encourage cooperative learning activities when possible and have pupils of varying abilities work together collaboratively.
- Use learning walls to display models, examples and key vocabulary for children to refer to.
- Provide access arrangements, such as a scribe or additional time, where appropriate.
- Provide oral instructions for pupils and present tasks /reading materials in an oral format where necessary.



## Lyncrest Geography Curriculum

	AUTUMN	SPRING	SUMMER
<b>Year 1</b>	<b>Wonderful weather</b> What is weather?	<b>Our school</b> Where is our school?	<b>Our country</b> Where is our country?
<b>Year 2</b>	<b>Magical mapping</b> How can mapping help us locate places?	<b>Let's go to China</b> How is China different from where we live?	<b>The Seaside</b> What can we see by the seaside?
<b>Year 3</b>	<b>Land use and the UK</b> Where are we?	<b>Extreme Earth</b> Why is our Earth Extreme?	<b>Rainforests</b> What are Rainforests?
<b>Year 4</b>	<b>The Water Cycle</b> How important is water?	<b>Hunstanton</b> How does the human and physical geography change from Northampton to Hunstanton?	<b>All Around the world</b> Are the geographical features in the UK unique?
<b>Year 5</b>	<b>Energy and the environment</b> Where does our energy come from?	<b>Marvellous Maps</b> How do maps work?	<b>Magnificent Mountains</b> What makes a mountain a mountain?
<b>Year 6</b>	<b>The Amazing Americas</b> How are the Americas similar and different to the UK?	<b>Raging Rivers</b> What impact do humans have on rivers?	<b>Trade and economics</b> How has the wider world had an impact on Northampton's shoe industry?