

**Durham Lane Primary School**  
**Subject Information for the Website**



**Geography**

**Intent**

At Durham Lane Primary School, we have designed our geography curriculum to develop a sense of curiosity and fascination about the world, which will remain with the children for the rest of their lives. The children are able to develop their knowledge and understanding of physical and human features of geography through investigation of a range of places in Britain and overseas. As well as learning about the wider world, children are given ample opportunities to investigate and make enquires about their local area, so that children develop an understanding of what makes our local area special. Geographers at Durham Lane Primary School are able to apply geographical skills to be able to communicate their findings and geographical understanding to a range of audiences.

**Implementation**

As a school, we aim to create an inquisitive learning environment within classrooms and reinforce an expectation that all children are capable of achieving. The study of geography at Durham Lane allows our pupils to question and discover more about their local area, as well as the world around them.

Our progression of skills in geography starts in the Early Years and ends in Upper Key Stage 2. It progresses through the following areas of skill:

- Geographical enquiry
- Direction and location
- Drawing and using maps
- Representation
- Scale and distance
- Perspective
- Map knowledge and style of maps

Geography at Durham Lane is taught through our cross-curricular topics on a two-year rolling programme. See below for an outline of topics featuring geography objectives taught across Key Stage 1 and Key Stage 2.

**Year A**

	Autumn	Spring	Summer
Early Years	It's Good to be Me! (1)		Holidays (2)
Year 1/Year 2	London's Burning (2)	Take One Picture (1) – a study of a famous artist and where they are from	Secret Garden (2) – exploring our school
Year 3/Year 4	Vikings (1) Christmas Lights (2) – looking at different hemispheres.	Robots (2) – study global warming and making comparisons between Curitiba and the UK.	Captain Cook (1) Local Area (2)
Year 5/Year 6		Skara Brae (1 & 2)	The Rainforest/ Kensuke's Kingdom (1 & 2)

## Year B

	Autumn	Spring	Summer
Early Years	It's Good to be Me! (1) Sounds of Christmas (2) – maps to locate countries.	Space (2)	Traditional Tales (1)
Year 1/Year 2	Florence and Mary (2) – looking at where Florence lived in the UK.	Noah's Ark (1&2) – looking at the seven continents and weather.	Treasure Island (1) – looking at continents and oceans Locomotion (2) – study of Local area
Year 3/Year 4	Egyptians (1)	George's Marvellous Medicine (1) – The water cycle Endangered Animals (2)	The Romans (1)
Year 5/Year 6	Street Child/ Victorians (1 & 2)	Healthy Me (1) – looking at where food is grown and human geography. Greece (2)	Natural Disasters (1) The Maya (2)

We enrich our children's lessons using visits, visitors, maps, atlases, books and the internet. Children are enthused by visits to local places of geographical significance, such as walking around Eaglescliffe or into Yarm and along the River Tees.

We aim to encourage the children to become successful geographers by developing:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- Geographical vocabulary which is appropriate and accurate and which develops from EYFS to KS1 and through to KS2;
- Fluency in geographical enquiry and the ability to apply questioning skills;
- Excellent fieldwork skills as well as other geographical techniques;
- The ability to analyse evidence and draw conclusions and explain reasons behind them;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here;
- An appreciation of similarities and differences in the world around them.

### **Impact**

The impact of our geography curriculum is measured by comparing what children knew at the start of the topic to what they know at the end. We assess using a range of methods such as Thinking Skills activities, KWL grids or mind maps. After the topic has been taught, we ask children to add what they have now learnt using a different coloured pen. This allows us to see how much the children have remembered and how much progress they have made. In lessons, children are continuously questioned on their current and previous learning. We encourage children to question each other and discuss their knowledge throughout and after topics have been taught.