

Ludlow Junior School



Geography Curriculum



Geography

Intent

Ludlow Junior School believes that the knowledge and skills acquired in Geography are invaluable for preparing our children for life in a diverse and changing world. Our teaching aims to pique the children's curiosity about the world around them and inspire a life-long learning about our planet.

Geography at Ludlow is taught through term-long topics which always have a link back to our local geography of Southampton, providing the children with the context to reflect on their own lived experiences. We aim to equip learners with knowledge of Southampton's unique natural and human environments and processes as a thriving coastal city, while teaching about diverse places around the globe that mutually support areas of our wider curriculum, as well as reinforcing crucial locational knowledge. Our diverse curriculum also celebrates our diverse school population, with many learners coming from beyond Southampton, and builds on our "No Outsiders" status.

Our topic work is deepened through fieldwork studies in each year group, where children get hands-on experience to improve their fieldwork skills. This is particularly important for our large number of Ludlow learners who may have different life experiences, providing opportunities in different environments and contexts.

Our geography curriculum is carefully sequenced to continually broaden learners' understanding of the wider world, with teachers making adaptations to ensure all children make progress and can feel confident about learning about our planet.

By the time they leave Ludlow, we aim for learners to be able to confidently debate and discuss the many complex and challenging issues that arise in our changing world.



Geography





Geography

Implementation

Geography is taught at Ludlow through:

- An in-depth place study in each year group, either based around or linking back to our local context in Southampton and the South-East, exploring our position as a coastal port city. Our place studies around the wider world are sequenced deliberately to build on prior skills and knowledge as well as reinforce other areas of our Curriculum, for example exploring Italy alongside studies of The Romans and volcanoes.
- Our curriculum is adapted from Grammarsaurus, with teachers using their subject knowledge to teach the curriculum in a hands-on way, for example through use of IT, and atlases or by setting up experiments, such as to investigate the water cycle. Each lesson addresses a key question.
- Our curriculum is structured through primary concepts linked closely to the national curriculum that feed through all our lessons, with these broad overarching themes broken into secondary concepts that evolve and progress upwards through the school, providing teachers with a framework to ensure their lessons build on children's prior learning and provide high levels of challenge.
- Each year group supplements its main topics through a fieldwork unit that teaches valuable skills while also reinforcing other curriculum areas, such as a natural diversity study supporting Science work on habitats.
- Our learners' sometimes limited experiences are broadened by local field trips, for example a trip to a local river to deepen understanding of the importance of Southampton's waterways and how they affect our city.



Geography

- Teaching is class-based, with teachers adapting learning for individuals to ensure everyone has the opportunity and expectation to understand how their lives fit into the local and wider world and its ever changing nature.
- Teachers ensure crucial geographical knowledge, such as locational knowledge is embedded into learners' long-term memories through the use of retrieval-based starters and the use of cumulative quizzes. Teachers use AfL from this to adapt future lessons and ensure individuals' gaps in learning are addressed.
- Teachers are supported by the Subject Leader through training and consulting around planning and assessment, with access to Grammarsaurus to enhance subject knowledge and planning.

Year 6 MTP

What are the key geographical features of the UK?	What are the main sectors of the UK economy?	How sustainable is the primary sector of the UK economy?			How does the secondary sector affect economic activity in the UK?		How does the tertiary sector affect economic activity in the UK?			How sustainable is the economic activity of the United Kingdom?
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Key question: What are the key geographical features of the UK?	Key question: What are the main sectors of the UK economy?	Key question: How sustainable is agriculture in the UK? (Case study: megafarms)	Key question: How sustainable is energy generation in the UK? (Case study: fracking)	Key question: How sustainable is water production in the UK? (Case study: reservoirs and importing water – Scilly Isles)	Key question: How does the global market affect the economic activity of the UK? (Case study: rare earth mineral shortages impact on tech production.)	Key question: How does automation affect the economic activity of the UK? (Case study: car production in the UK)	Key question: How sustainable is waste management in the UK? (Case study: sewage pollution in Scarborough)	Key question: How does healthcare affect the economic activity of the UK? (Case study: COVID-19)	Key question: How does <u>transportation</u> affect the economic activity of the UK? (Case study: HS2)	Key question: How can we present the information we have gathered to answer the key question: how sustainable is the economic activity of the United Kingdom?
Geographical Knowledge: Locational Knowledge Place Knowledge	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography	Geographical Knowledge: Human Geography
Concept: Place Space Scale	Concept: Human Processes Interdependence	Concept: Human Processes Environmental Impact Sustainable Development	Concept: Human Processes Environmental Impact Sustainable Development	Concept: Human Processes Environmental Impact Sustainable Development Interdependence	Concept: Human Processes Environmental Impact Sustainable Development Interdependence	Concept: Human Processes Environmental Impact Sustainable Development	Concept: Human Processes Environmental Impact Sustainable Development	Concept: Human Processes Environmental Impact Sustainable Development	Concept: Human Processes Environmental Impact Sustainable Development	Concept: Human Processes Environmental Impact Sustainable Development



Geography

Progression

Geography progression across the year groups is mapped out carefully based on the National Curriculum Programme of Study, with primary concepts of locational and place knowledge, physical and human processes, and fieldwork skills broken further into secondary concepts which broaden and deepen as the children progress.

Year 3 secondary concepts

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people. I understand that people can choose to use land in different ways.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I can identify some key human and physical features of the UK and my region. I can use compass points, four-figure grid references, symbols, and keys.	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes that take place in the UK, including settlements.	I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.

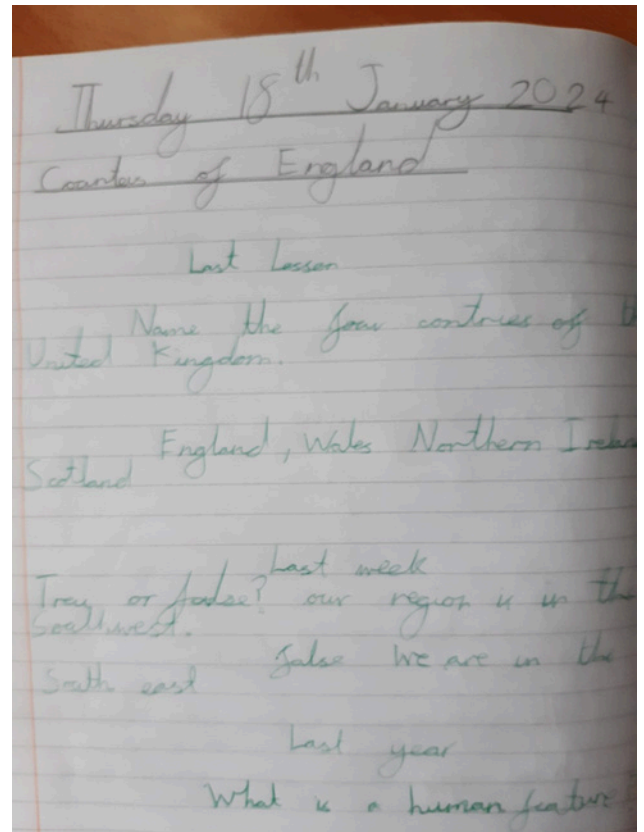
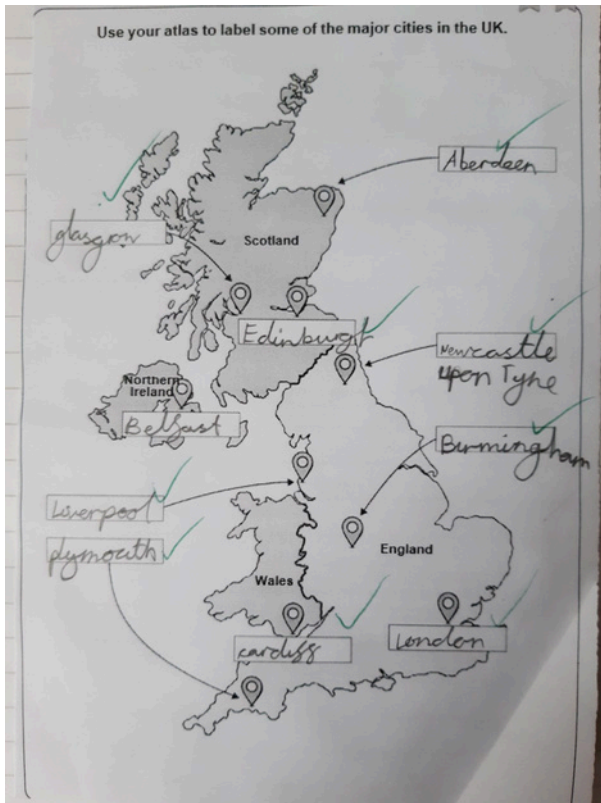
Year 6 secondary concepts

Place	Space	Scale	Interdependence	Physical and Human Processes	Environmental Impact	Sustainable Development	Cultural Awareness and Diversity
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks.	I can understand how my region is an area within England. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that what happens in the United Kingdom can have an impact on other places.	I can understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market. I can explain how economic activity in the United Kingdom has changed over time.	I understand that humans impact the environment in many ways, including burning fossil fuels. I understand that human behaviour can trigger global effects such as climate change. I understand how different industries in the United Kingdom can harm the environment.	I can understand that it is important to consider sustainability when approaching economic development. I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.	



Geography

Impact



Key Geographical Skills: Physical Geography ★★ ★

Key Geographical Concepts: Place and Space

Use the knowledge you have gained from discussions and the atlas to list and write about physical features in your region. Next, mark and label these physical features on the map of the UK you used in activity 1.

Type of physical feature:	Name of physical feature:	Fact about this physical feature:
Mountain	Itchen Valley Country Park	440 acres of beautiful water meadows, woodlands and meadows
River	River Itchen	flows 25 miles to meet Southampton water below the Itchen bridge
Forest	New Forest	largest remaining open pasture land, heathland and forest in southern England and is home to the New Forest ponies who are wild and roam freely
Coastline	Western Shore	Western shore is Southampton's only natural coastline that the public can visit

WOW! Good Handwriting!

Children begin lessons by retrieving prior learning, then learn through a variety of activities that build on their knowledge of locations, places and processes, and/or their skills and field-work.



Geography

Impact

What is the main economic activity of states in the Western United States region?

Label the map below with the names of the states and the main sources of economic activity.

Technology

Washington
Oregon
Idaho
California
Nevada
Alaska

oil and gas extraction

Montana
Wyoming
Colorado
Utah
New Mexico
Arizona
Hawaii

Compare and contrast: How does the economic activity between Alaska and California differ?

Write a paragraph below comparing the economic activity in Alaska and California.

The difference between Alaska and California is Alaska's most common economic activity is housing and oil extraction where California is technology. California has lots of forests because of its hot weather but Alaska

What can I learn about ecosystems by studying the New Forest?

Use the internet to research what type of mammals, birds, reptiles, amphibians, fish and invertebrates can be found in the New Forest and list them in the table below.

Mammals	Birds	Reptiles	Amphibians	Fish	Invertebrates
• Deer • Red fox • Squirrel • Horse • Donkey • Pigs	• Buzzard • Woodcock • Hawk • Nightjar • Great grey Shrike	• Grass snakes • Common Lizard • Sand Lizard	• Frogs • Newts • Toad • Salamanders	• Eels • Pike • Trout • Chub • Perch • Bream • Grayling • Salmon	• Snails • Slug • Bees • Moth • Butterfly • Whisp

Choose one of these animals and draw a picture and write a paragraph about it. You could include the ecosystem you could find it in, what it needs to survive and why it thrives in the temperate forest biome.

Snail

Spiral shell, eye stalks, soft body, sickers

Snails are invertebrates which means they don't have a backbone. They have a singular "foot" which they use to get around. They retreat inside their shells at first sight of danger.

Children learn about a diverse range of places that support our wider curriculum, with links made continually back to the local context.

The difference between the USA, Mexico and Canada is that the USA and Canada are well developed and Mexico is less. All of them are divided into states and have presidents and capitals. A difference is that Canada is the coldest, Mexico is the hottest, and the USA has a varied climate. Canada is so large that it has 4 different time zones. Canada has a varied surface. In Canada they speak french and english. Mexico is full of historic architecture where as Canada and the USA are very modern.

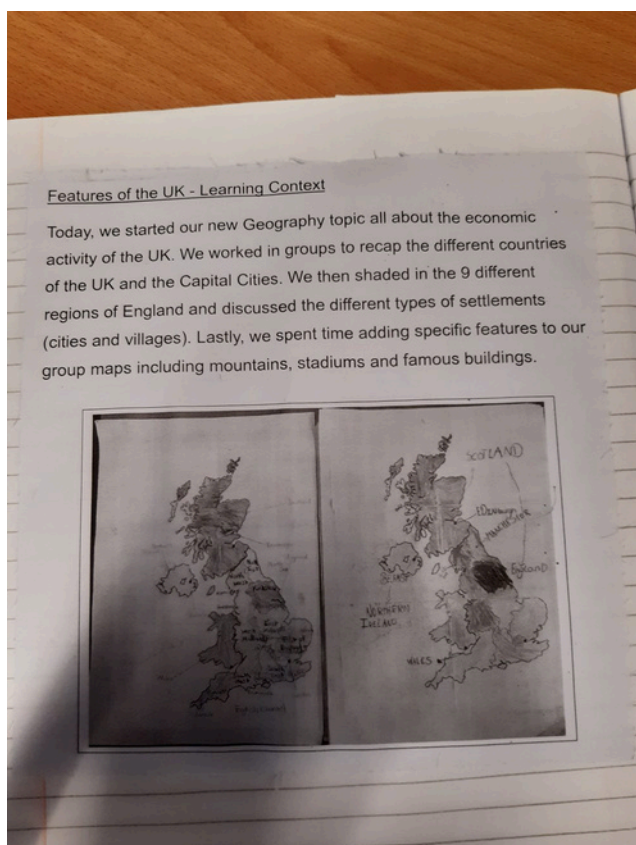


Geography

Impact

Temperate forest and grasslands	Nevada: shrub and savannah	Alaska: tundra	California: desert	Hawaii: tropical rainforest
- lots of unique animals such as lions. - in the middle of Temperate. - lots of type of trees. - take up a big part of western america.	- small plants and some special adapted trees. - Cacti and many birds of prey. - creatures are well camouflaged and adapted. - Plants can recover from fire.	- cold wet climate - small and large mammals. - Small population. - trout and blue whales live there. - cold all seasons. - Coldest region in the state. - In the arctic circle.	- hot can reach 56.7 degrees. - lots of wildfires. - lizards, snakes, quakes and lots of other. - more people live in it than in any other in the US. - often sandy rocky and lots of shrubs. - lots of cacti and lots of heat. - mild winters.	- very tropical - in winter 26-28 degrees. - wet day but very rainy. - when it rains it rains. - island known for its volcanic eruptions. - very biodiverse. - different whale and palm and birds such as the nene.

Children regularly develop skills for their wider curriculum in geography, including frequent use of ICT, as well as using mathematical concepts around position and direction or statistics.



State of <u>Oregon</u>			Region of <u>South East</u>		
	Score	Name of geographical feature		Score	Name of geographical feature
Average highest temperature	15		Average highest temperature	9	
Average lowest temperature	7		Average lowest temperature	2	
Average yearly precipitation	12		Average yearly precipitation	6	
Longest river	4	Columbia	Longest river	1	River Wey
Highest point	4	Mount Hood	Highest point	1	Wentworth Hill
Popular tourist attraction	1	Mount Rushmore	Popular tourist attraction	6	Brighton Pier
Largest city	7	Portland	Largest city	3	Southampton

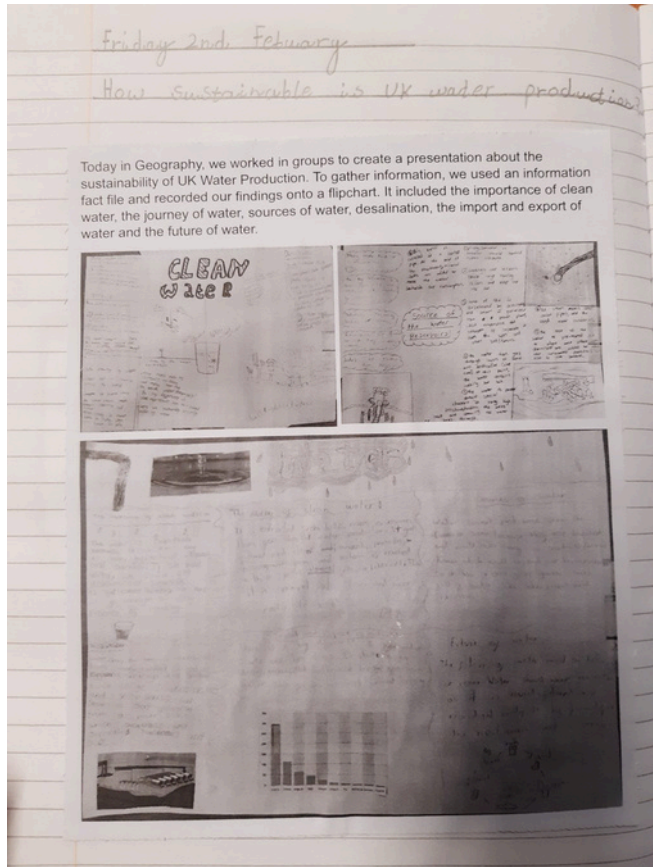
What is similar between this state and your region?
Both a quite cold.

What is very different between this state and your region?
but oregon is a lot warmer than the south east.

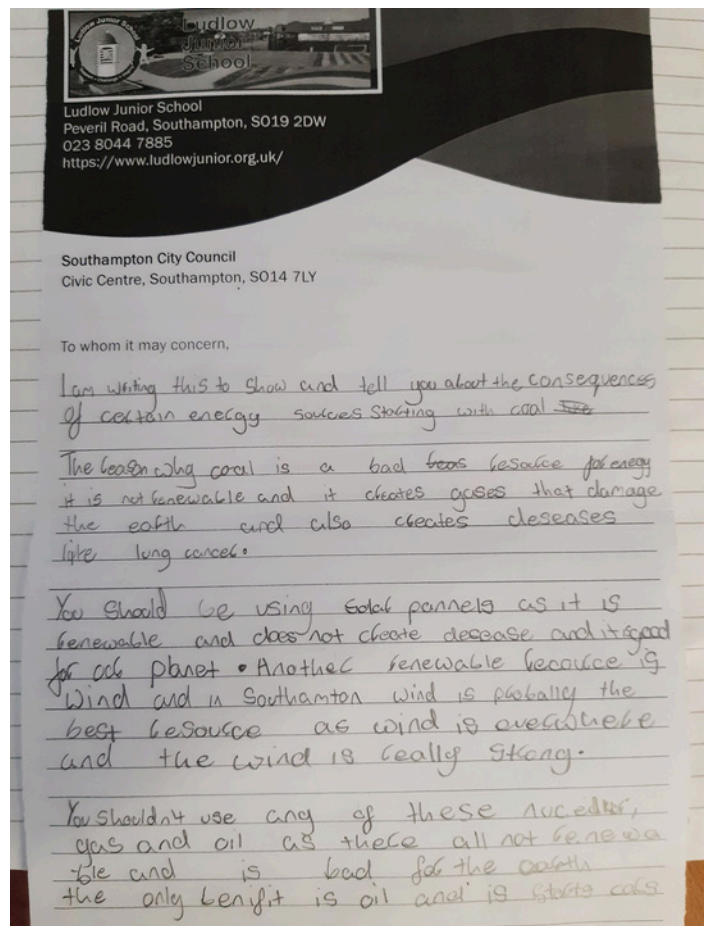


Geography

Impact



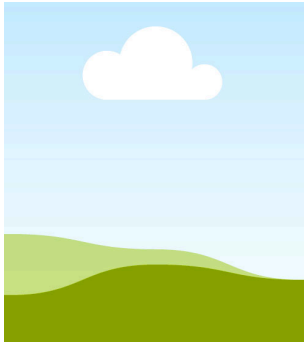
Children learn in geography in a variety of ways, including group or whole class work, and have opportunities to present their learning through relevant means, such as a letter to the local council.



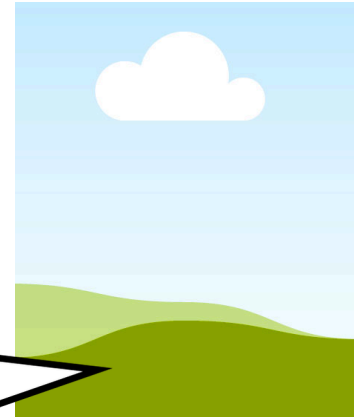


Geography

Impact

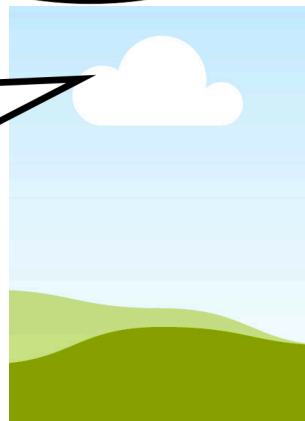


We've been learning about the countries of the UK—it's important to know how countries are different. Ellen, Year 3

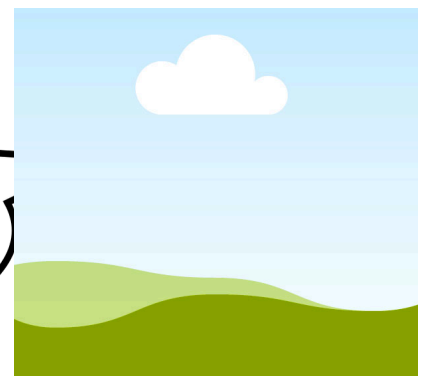


It's important to learn about where we live, so we can learn how other places are different. Mya, Year 3

Sometimes we use atlases to find out about places. The teacher sometimes makes it a quiz so we get better at finding things fast. Arlo, Year 3



It was fun to measure the speed and depth of the River Hamble—we were able to gather data ourselves instead of reading it from a book. We also used Digimaps before we went to do some research and plan. Ethan, Year 5



We use atlases but in more depth than in Year 3 and 4—like finding more natural and human features. We've been out and done field sketches. Sometimes we use ipads for research. It helps us to remember things if we do things for real. Erin, Year 5

