Why we teach Geography at Worth Valley Primary School?

Teaching Geography at Worth Valley Primary School—is essential for several reasons:

- **Understanding the World**: Geography helps children understand the world around them, including different landscapes, environments, and cultures. This knowledge fosters a sense of curiosity and wonder about the planet.
- **Global Awareness**: In our increasingly interconnected world, it's important for children to learn about different countries, cultures, and global issues. Geography education can help children become more informed global citizens.
- **Environmental Awareness**: Teaching about physical geography and the environment can instill a sense of responsibility towards environmental conservation and sustainability. It helps children understand the impact of human activity on the planet.
- **Critical Thinking**: Geography encourages children to think critically about spatial relationships and the reasons behind various patterns and processes, such as climate change, urbanization, and resource distribution.
- **Local Context**: Learning about the local geography of the Worth Valley area can help children develop a sense of place and connect with their own community. It also helps them appreciate the unique features of their local environment.
- **Skills Development**: Geography education involves skills such as map reading, data interpretation, and spatial awareness, which are valuable in many areas of life and learning.

By integrating geography into the curriculum, Worth Valley Primary School is equipping children with the knowledge and skills they need to understand and engage with the world in meaningful ways.

Our values

One team	Respect	Trust	High expectations	Community
At Worth Valley Primary School, teamwork in Geography is fostered through collaborative projects, group discussions, and hands-on activities like field trips. This approach encourages children to share ideas, work together, and build a sense of community while exploring geographical concepts.	Respect in Geography at Worth Valley Primary School is instilled through teaching children about diverse cultures, environments, fostering an appreciation for global differences and similarities. By encouraging open dialogue, empathy, and understanding in their study of people and places, children learn to value and respect both the world and each other.	Trust in Geography at Worth Valley Primary School is cultivated through collaborative learning experiences and group activities, where children rely on each other's contributions and insights. By working together on projects, sharing findings, and supporting one another, children build mutual respect and confidence in their peers, reinforcing a trusting and supportive learning environment.	High expectations in Geography at Worth Valley Primary School are instilled through challenging and engaging curriculum tasks that push children to explore and understand complex concepts. Teachers set clear goals and provide ongoing support and feedback, encouraging children to strive for excellence and take pride in their geographical knowledge and skills.	At Worth Valley Primary School, community in Geography is reinforced through their role as an ambassador school for the Yorkshire Dales, integrating local features into their curriculum and participating in regional projects. This connection fosters a strong sense of belonging and responsibility towards their local environment.

Key Concepts

The key concepts in Geography are covered in every topic, children will use and understand the key concept being taught which will help them to develop a love for DT. The key concepts identified in DT are:

Settlement	Cartography	Climate	Physical
			
Settlement refers to places where people have made their homes, towns, or cities. Imagine a settlement as a group of houses, shops, and buildings where people live, work, and play together. A settlement can be small, like a village, or big, like a city.	Cartography is the art and science of making maps. Maps are like pictures of the Earth that show us where countries, cities, rivers, mountains, and roads are. Cartographers are people who draw maps to help us understand the world better.	Climate is the kind of weather a place has over a long time. It can be sunny, rainy, snowy, or windy. Climate affects what plants grow in an area and what clothes people need to wear. It helps us know if a place is usually warm or cold.	Physical means to do with the natural features of the Earth like mountains, rivers, deserts, and forests. These are things that are not made by people but are part of the world's landscape.

Second order concepts for Geography

cause & consequence	change & continuity	similarity & difference	responsibility	Significance
Cause and consequence is like understanding that if something happens ('cause'), it will lead to something else happening ('consequence').	Change and continuity is about how things can stay the same or be different over time.	Similarity and difference is about noticing what is the same and what is different between things.	Responsibility means being in charge of something and making sure you take care of it.	Significance is about understanding why something is important.

Curriculum Delivery

Weekly Geography Lessons

All children at Worth Valley Primary School participate in Geography every term with weekly lessons. We follow our long-term plan and we record our learning in individual books and floor books.

Outdoor Learning

We encourage to learn practically in outdoor environments as much as possible in Geography when this is suitable to a topic. For example, Year 1s unit 'Who lives here?'

Yorkshire Dales Ambassador School

At Worth Valley Primary School, we are proud to have become an ambassador school for the Yorkshire Dales. Every year group in school has the opportunity to visit the Yorkshire Dales, including early years.

Curriculum Coverage

At Worth Valley Primary School, our geography curriculum is taught through the KAPOW scheme of work, providing a comprehensive framework that covers a wide range of geographical concepts and skills. In addition to national topics, we emphasize the importance of our local area, allowing children to explore their immediate environment and understand its geographical significance. This local focus is further enhanced by our partnership with the Yorkshire Dales National Park, where we serve as an ambassador school. Through organised trips and outdoor learning experiences, children gain firsthand knowledge of the natural landscape, biodiversity, and conservation efforts in the Dales. These experiences not only deepen their understanding of geography but also foster a sense of connection to their community and the wider world.

Long Term Plan

	Autumn	Spring	Summer
EYFS (Reception)	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further geography learning. See here for more information on Geography in EYFS: Reception Additional collection lesson: How can we welcome animals on the school grounds?		
Year 1	What is it like here?	What is the weather like in the UK? Additional collection lesson: How can we look after a garden?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful? Additional collection lesson: How can our journey to school help the environment?	What is it like to live by the coast?
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica? Additional collection lesson (choose one): How can we use plastic more sustainably? - Reduce How can we use plastic more sustainably? - Reuse How can we use plastic more sustainably? - Recycle	Are all settlements the same?
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from? Additional collection lesson: How sustainable is our school?	What are rivers and how are they used?
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter? Additional collection lesson: What is fast fashion and why is it a problem?	Would you like to live in the desert?
Year 6 (UKS2)	Why does population change?	Where does our energy come from? Additional collection lesson: What actions can we take to make the world more	Can I carry out an independent fieldwork enquiry?

EYFS end points

Pre School

- **Journeys**: Identify familiar routes and places they travel to.
- **Local Environment**: Explore their immediate surroundings and begin recognizing natural elements (trees, flowers, etc.).
- **Seasons and Seasonal Change**: Notice and describe changes in the environment related to seasons (weather, plants).

Nursery

- **Different Countries**: Begin recognizing that there are different countries with distinct characteristics.
- **Respect and Care for the Natural Environment**: Show awareness of the need to look after nature and living things around them.
- **Occupations**: Start showing interest in how different jobs relate to their environment (e.g., farmer, postman).
- **Caring for Living Things**: Understand basic ways to care for plants and animals.

Reception

- **Harvest**: Understand the concept of harvest and its importance in different cultures.
- **Weather and Seasonal Change**: Begin recognizing patterns of weather throughout the seasons and how they affect daily life.
- **Journeys and Maps**: Start identifying simple maps and the concept of a journey, linking it to personal experiences.

Year 1 end points

Who Lives Here? Local Area/Field Work	What is the weather like in the UK?	What is it like to live in Shanghai?
• Identify key landmarks in the local area (e.g., school, park, shops). • Describe how people in the community use different parts of the local environment. • Begin to use simple fieldwork techniques like observing and recording. • Recognize different types of homes (e.g., houses, flats, farms) and who lives there. • Discuss the importance of local places and why people like to live there.	• Recognize and describe the four seasons (spring, summer, autumn, winter) and understand the basic weather patterns associated with each season in the UK. • Identify key weather symbols (sun, rain, clouds, snow) and use them to describe the daily weather. • Understand how different types of weather affect daily life (e.g., clothing, outdoor activities) and begin to explore simple ways of recording weather data, such as keeping a weather diary. • Understand that the weather can change from day to day and explain how weather patterns are different across various parts of the UK.	• Locate Shanghai on a map and understand that it is a major city in China, comparing its location with the UK. • Describe basic differences between life in Shanghai and the UK, including types of homes, transportation, and food. • Recognize key landmarks of Shanghai and begin to explore its physical geography, such as rivers and the climate. • Understand that people in different parts of the world live differently but also share similarities, developing a basic awareness of global diversity.

Year 2 end points

Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
•Name and locate the seven continents on a world map. •Locate the North and the South Poles on a world map. •Locate the Equator on a world map. •Describe some similarities and differences between the UK and Kenya. •Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. •Recognise the features of hot and cold places. •Locate some countries with hot or cold climates on a world map.	• Explore and describe the diversity of landscapes, climates, and ecosystems found around the world. • Identify and appreciate the significance of natural wonders, such as mountains, rivers, and forests, and discuss their features and importance to the environment. • Recognize the impact of human activity on the environment and consider ways to protect and preserve natural wonders for future generations.	• Describe the key features of coastal areas, including beaches, cliffs, and the ocean. • Understand the different types of human activities that take place in coastal areas, such as fishing, tourism, and transportation, and discuss their benefits and challenges. • Explore the local marine environment, identifying common plants and animals found in coastal habitats and understanding their roles in the ecosystem. • Investigate the impact of tides and weather on coastal environments, discussing how these factors influence daily life for people living by the coast.

Year 3 end points

Why do people live near volcanos?	Who lives in Antarctica?	Do people live near volcanoes?
•Name all four layers of the Earth in the correct order, stating one fact about each layer. •Explain one or more ways a mountain can be formed. •Give a correct example of a mountain range and its continent. •Describe a tectonic plate and know that mountains occur along plate boundaries. •Correctly label the features of shield and composite volcanoes and explain how they form. •Name three ways in which volcanoes can be classified. •Describe how volcanoes form at tectonic plate boundaries. •Explain a mix of negative and positive consequences of living near a volcano. •State whether they would or would not want to live near a volcano. •State that an earthquake is caused when two plate boundaries move and shake the ground. •Explain that earthquakes happen along plate boundaries. •List some negative effects that an earthquake can have on a community. •Observe, digitally record and map different rocks using a symbol on a map. •Identify rock types and their origins based on collected data.	• Understand the unique environment of Antarctica, including its climate, landscape, and natural resources. • Identify the types of animals and plants that inhabit Antarctica, discussing their adaptations to extreme conditions. • Explore the human presence in Antarctica, including researchers and scientists, and understand the purpose of research stations. • Discuss the challenges and benefits of living and working in such a remote and harsh environment, including the importance of conservation efforts in protecting this unique ecosystem.	• Identify and describe the features of volcanoes, including types of eruptions and the formation of different landforms. • Explore why some people choose to live near volcanoes, discussing the benefits such as fertile soil and geothermal energy. • Investigate the risks associated with living near volcanoes, including potential eruptions and natural disasters, and discuss safety measures and emergency preparedness. • Compare different communities living near volcanoes around the world, analyzing how geography, culture, and economy influence their way of life.

Year 4 end points

Where does our food come from?	Why are rainforests important to us?	What are rivers and how are they used?
• Identify different types of food sources, including plants, animals, and processed foods, and trace their journey from production to consumption. • Understand the concept of food miles and the environmental impact of transporting food, discussing local vs. global food sources. • Explore traditional farming practices and the importance of sustainable agriculture in producing food for local and global communities. • Investigate the role of various countries in food production and how geography influences the types of crops and livestock raised in different regions.	• Describe the unique characteristics of rainforests, including their biodiversity, climate, and layers (emergent, canopy, understory, forest floor). • Explore the ecological importance of rainforests, discussing their role in oxygen production, carbon storage, and habitat for wildlife. • Understand the cultural significance of rainforests for indigenous peoples and the economic value of rainforest resources, such as timber and medicinal plants. • Investigate the threats facing rainforests, such as deforestation and climate change, and discuss conservation efforts aimed at protecting these vital ecosystems.	• Describe the features of a river system, including the source, course, mouth, and tributaries, and understand the water cycle. • Explore how rivers are used for various purposes, such as transportation, recreation, agriculture, and providing drinking water. • Investigate the impact of human activity on rivers, discussing issues like pollution, flood management, and river conservation. • Conduct fieldwork to observe a local river, collecting data on its features, uses, and surrounding environment.

Year 5 end points

What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
• Describe the physical geography of the Alps, including its mountains, valleys, and climate, and understand how these features influence local life. • Explore the various ways of life in the Alpine region, including traditional occupations such as farming, tourism, and winter sports. • Investigate the cultural aspects of life in the Alps, including local customs, festivals, and cuisine, and how these are influenced by geography and climate. • Discuss the challenges faced by communities in the Alps, such as environmental issues, climate change, and economic sustainability, and consider strategies for conservation and tourism management.	• Understand the significance of oceans in regulating the Earth's climate, including their role in absorbing carbon dioxide and heat. • Explore the diversity of marine life and ecosystems found in oceans, discussing the importance of biodiversity for ecological balance. • Investigate how oceans provide resources for human use, including food, energy, and transportation, and the impact of overfishing and pollution. • Discuss the global challenges facing oceans, such as plastic pollution, climate change, and habitat destruction, and explore conservation efforts aimed at protecting marine environments.	•Identify the lines of latitude where hot desert biomes are located. •Describe the characteristics of a hot desert biome. •Locate the largest deserts in each continent. •Describe ways the Mojave Desert is used. •Name and describe the physical features found in a desert. •Identify how humans use the desert. •Explain how human activity may contribute to the changing climate and landscape of a desert. •Recognise that the Mojave Desert has a different time zone to the UK. •Describe some of the threats to deserts. •Give the benefits and drawbacks of living in a desert environment. •Identify characteristics of two contrasting biomes and compare land use. •Discussing if a desert environment is hospitable and why.

Year 6 end points

Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
•Identify the most densely and sparsely populated areas. •Describe the increase in global population over time. •Begin to describe what might influence the environments people live in. •Define birth and death rates, suggesting what may influence them. •Define migration, discussing push and pull factors. •Explain why some people have no choice but to leave their homes. •Describe the causes of climate change, explaining its impact on the global population. •Suggest an action they can take to fight climate change. •Calculate the length of a route to scale. •Follow a selected route on an OS map. •Use a variety of data collection methods, including using a Likert scale. •Collect information from a member of the public. •Create a digital map to plot and compare data collected from two locations. •Suggest an idea to improve the environment.	• Identify and describe the various sources of energy, including renewable (solar, wind, hydro, geothermal) and non-renewable (coal, oil, natural gas) energy sources. • Explore the process of energy production and consumption, discussing how energy is generated, transported, and used in daily life. • Analyze the environmental impacts of different energy sources, including pollution, habitat destruction, and climate change, and understand the importance of sustainable energy practices. • Investigate energy use in different countries and cultures, comparing how energy consumption patterns affect local and global economies and the environment.	• Develop and formulate a clear research question or hypothesis for an independent geographical investigation. • Plan and conduct fieldwork, selecting appropriate methods for data collection, such as surveys, observations, or measurements, and demonstrating effective use of tools and technology. • Analyse and interpret the data collected during the fieldwork, drawing conclusions and making connections to geographical concepts and issues. • Present findings in a clear and organized manner, using appropriate geographical terminology and visual aids (maps, charts, graphs) to communicate results effectively.

How do our map skills develop?

The KAPOW curriculum for geography develops children's map-reading skills through a structured approach that combines practical activities with theoretical knowledge. Early units introduce fundamental concepts such as symbols, keys, and cardinal directions, laying a solid foundation for more complex skills. Hands-on activities, like creating treasure maps and conducting local area studies, engage children and reinforce their understanding of map features. As they progress, children encounter increasingly complex maps, including topographical and aerial photographs, which help build their confidence and competence in interpreting different types of maps.

Additionally, the curriculum emphasises the relationship between maps and the geographical features they represent, enhancing children' spatial awareness. Exposure to digital tools, such as online mapping applications and geographic information systems (GIS), prepares them for modern mapping practices. By encouraging critical thinking and analysis of maps, children learn to discuss their features and uses. Overall, the KAPOW curriculum equips children with a comprehensive skill set in map reading, fostering the knowledge and confidence needed to navigate and interpret various maps as they continue their education.

Vocabulary across the curriculum

Vocabulary is carefully structured to deepen children' understanding as progress through the curriculum. In the early years, children are introduced to basic geographical terms like "map," "direction," and "weather." As they move up the year groups, more complex vocabulary is gradually introduced, such as "continent," "climate," and "habitat," helping to build a broader geographical lexicon. By upper Key Stage 2, children engage with specialised terminology like "topography," "biome," "sustainable," and "renewable energy," enabling them to discuss geographical concepts with increasing sophistication.

The consistent reinforcement and expansion of vocabulary across the units ensure that children are not only able to describe physical and human features but also critically engage with global geographical issues, preparing them for more complex studies in the future.

We use the following for our progression of vocabulary within Geography:

https://www.worthvalleyprimary.co.uk/wp-content/uploads/2024/10/Geography-Progression.pdf

Cross-curricular

At Worth Valley Primary School, the skills we learn in geography are invaluable to our learning across other subjects. Understanding different locations and geographical features helps us analyze and comprehend stories from various regions and cultures, making it easier to visualize settings and enhance understanding. In maths, interpreting data related to climate or population through graphs and charts, as well as using coordinates, strengthens our numerical and analytical skills.

Geography also has strong links to science, aiding our understanding of ecosystems, weather patterns, water cycles, and natural processes like erosion. Furthermore, locational knowledge enriches our understanding of historical events, such as human settlements, trade routes, and ancient civilizations. These connections through geography give children a deeper understanding of the world while developing essential skills that support learning across the curriculum.

Curriculum for all

How do we cater for SEND?

Scaffolds and adaptations made in our Geography lessons.	
Pre- School and Nursery	Resources – hands on – familiar maps/and other resources. Over learning such as reading, repetition. Provision is accessible over time for all to use and modelled by adults. Local area visits to reinforce learning or introduce learning e.g. farm, church, town, bus ride, train watching
Reception	Resources – hands on – familiar maps/and other resources. Over learning such as reading, repetition. Provision is accessible over time for all to use and modelled by adults. Local area visits to reinforce learning or introduce learning e.g. farm, church, town, bus ride, train watching
Year 1	Knowledge organisers to reinforce key words and vocab. Large maps, globes, child friendly easy atlases. Practical activities to engage all. A visit to support future or previous learning e.g. Yorkshire dales. Songs to support remembering. Discussion based, talk trios – mixed ability to support oracy. Small group work 1:3.
Year 2	Large map, globe –more practical resources. A visit to support future or previous learning e.g. – a visit to a river, the coast etc. Reinforcing learning through songs. Adapted questioning – blank level 2/3/4. Adults scribes for some children when needed – large speech bubble.
Year 3	Visits to reinforce learning and provide practical activities to base other learning on. Mixed ability group work – key vocab used to over learn – adapted explanations of key terms. Key vocabs and A3 knowledge organisers.
Year 4	Visits to reinforce learning and provide practical activities to base other learning on. Mixed ability group work – key vocab used to over learn – adapted explanations of key terms. Key vocabs and A3 knowledge organisers.
Year 5	More resources such as examples of graphs and adults modelling how to draw these and use them. Key vocab on the tables. Mixed ability groups to build on oracy skills. Visit to tropical world to reinforce learning about the rain forest.
Year 6	Mixed ability groups – paired with strong readers/ oracy skills and physical skills. Smaller step instructions to scaffold learning. Check ins – lots of verbal feedback. Scribe for children only if needed or wanted. Visit to Yorkshire moors and residential to support map skills, using compasses, life skills etc. Heavily discussion based to provide over-learning – Knowledge organisers to support over learning. Children paired for reading out and not expected to read to a whole class to boost confidence.

Personal Development in Geography

In geography, personal development is fostered by encouraging pupils to become curious, responsible, and informed global citizens. Through the study of diverse cultures, environments, and global issues, children develop respect for different communities and an understanding of how their actions impact the world. They are taught to appreciate diversity and environmental sustainability, fostering a sense of responsibility toward the planet. Geography lessons also promote critical thinking and problem-solving, enabling pupils to make informed decisions about real-world challenges, such as climate change and resource management. By building resilience and encouraging teamwork through fieldwork and collaborative projects, geography helps to develop well-rounded, reflective individuals who are equipped with the knowledge and skills to contribute positively to society.

Assessment

In geography, formative assessment is a key tool used to ensure all pupils make continuous progress. Live marking during lessons allows teachers to provide immediate feedback and identify gaps in knowledge or skills as they arise. When these gaps are spotted, they are addressed straight away, either through individual support or as part of a whole-class session, ensuring that misconceptions are promptly corrected. For pupils who show signs of struggling with a task, ongoing adaptations are made, such as offering additional guidance, breaking tasks into smaller steps, or providing alternative resources to aid understanding. Conversely, for those excelling and working beyond expected levels, teachers provide more challenging tasks that stretch their learning further. This responsive approach ensures that all pupils are supported and challenged appropriately, helping them to fully engage with the subject and achieve their potential in geography.

AMBASSADOR SCHOOL

Worth Valley Primary School is proud to be a Yorkshire Dales Ambassador School, a partnership that enriches our educational experiences through hands-on outdoor learning. This status means we work closely with the Yorkshire Dales National Park, giving our pupils opportunities to explore the natural environment, understand local geography, and learn about conservation. Being an ambassador school reflects our commitment to fostering a deeper connection with the natural world, helping children appreciate the importance of protecting and preserving our landscapes. It also enhances our geography curriculum, providing real-world learning experiences that inspire curiosity and responsibility in our pupils.

Enrichment

At Worth Valley Primary School, we are very lucky to have a strong partnership with the YDNP. We visit a woodland in reception (outdoor adventures) and we visit the upper, middle and lower course of the River Wharf in year 4 (What are rivers and how are they used?), we spend lots of time in our local area and we visit the coast. (Investigating our local area – Year 1 and planning a route – Year 6)

We have 12 eco-warriors across school who play a vital role in promoting environmental awareness and action throughout the school community. These children meet regularly to discuss and plan initiatives aimed at reducing the school's environmental footprint, such as recycling projects, energy-saving campaigns, and improving green spaces.

At Worth Valley Primary School we have a Forest School club which enhances geography by allowing children to explore natural landscapes firsthand, deepening their understanding of physical geography through direct interaction with plants, soils, and ecosystems. It encourages skills in map reading and orientation as children navigate outdoor spaces.

Pupil Voice

What do our children say about Geography?

I enjoyed writing a letter to the president of Brazil to help protect the rainforest and to stop deforestation. Bella Year 4

We've been learning about the human and physical features of coasts. I liked learning about coasts.
Kaelan Year 2.

I like learning about the features of a volcano. Two tectonic plates crash into each other and volcanos form.
Jacob Year 4

I liked learning about Keighley because this is where I live and its really interesting. We made our own map of school.
George Year 3

I liked learning about the tropical rainforests in Brazil. We had to make our own forest area in the Amazon. We then made our own woodland and planned it. Alfie year 4

WORTH VALLEY PRIMARY SCHOOL

Achieve Believe Create Dream

LEADING LEARNERS

Kapow Primary

YORKSHIRE DALES National Park

Geographical Association

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