

Ask

At Morley Meadow we want all children to understand their sense of place in the world; they are provided with opportunities to provoke and provide answers to questions about the natural and human aspects of the world. As geographers, they will locate where they are in the world and beyond.

Using our local environment and researching and exploring the wider world, the children will use enquiry and fieldwork to discover human and physical processes and make sense of the world around them.

There will be opportunities to think about diversity, cultures, and sustainability and how our choices can affect the world around us.

Aspire

### Early Years/KS1:

In EYFS/KS1 at Morley Meadow our geography curriculum is based on clear themes from the National Curriculum and the WeST planning guidance. The curriculum is based on questioning and exploration of the world around us. Each unit builds towards answering a key question, with lessons structured around the specific knowledge and vocabulary required.



## KS2:

In KS2 at Morley Meadow we have a consistent approach using clear themes from Opening Worlds and the National Curriculum that are built on throughout the years, creating a curriculum that is progressive.

It is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich broad vocabulary through systematic introduction, sustained practice, and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.

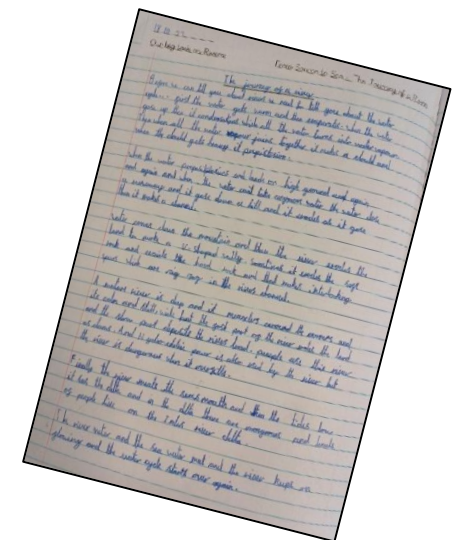
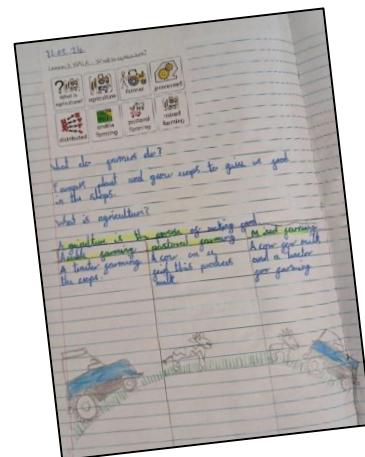
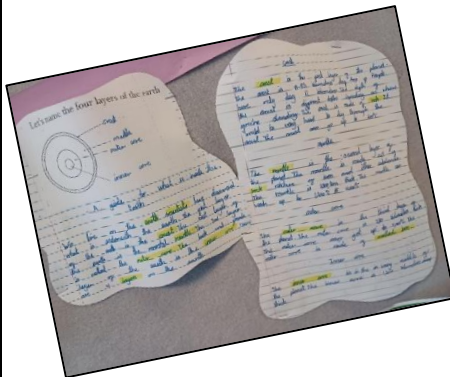
Each theme has an enquiry statement or question which will inform the components of knowledge that allow them to make connections and reach informed conclusions. Children will use a range of carefully curated resources from the Opening Worlds curriculum alongside maps/aerial photos and core subject-specific vocabulary to secure and gain understanding.

In studying geography as a discipline, pupils will:

- engage in geographical reasoning about change (including past, present, and future change), diversity across space, and interaction between places, phenomena, and processes in the world.
- collect, analyse, record, and interpret geographical data, gaining skills of geographical enquiry, including fieldwork.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and digital technologies.
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Children will consider how each lesson and unit is built upon from previous knowledge and they will create connections in their learning not only in geography but through all aspects of the curriculum particularly RE and history.

Children will have fieldwork opportunities, both in our local environment and further afield as well as visitors to bring the subject to life.



	EYFS	Y1	Y2	Y3	Y4	Y5 (2025/26)	Y6 (2025/26)
	<ul style="list-style-type: none"> <li>• Show interests in different occupations</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>• Draw information from a simple map</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Understand the changing seasons on the natural world around them</li> </ul>	<p><b>Autumn:</b> <i>Where am I in the World?</i> Locality study</p> <p><b>Spring:</b> <i>What is the weather like where we live?</i> Weather study</p> <p><b>Summer:</b> <i>How similar and different is England to our neighbours in the UK?</i> UK study</p>	<p><b>Autumn:</b> <i>Where in the world are we?</i> Diversity study</p> <p><b>Spring:</b> <i>How does the geography of Hawaii compare to where I live?</i> Non-European study</p> <p><b>Summer:</b> <i>What happens on Dartmoor?</i> Landscapes study</p>	<p><b>Rivers:</b> How do rivers people and land affect each other?</p> <p><b>Mountains:</b> How do mountains and people affect each other?</p> <p><b>Settlements:</b> How do mountains and people affect each other?</p> <p><b>Agriculture:</b> How do mountains and people affect each other?</p> <p><b>Volcanoes:</b> How do volcanoes affect a place?</p> <p><b>Climate and biomes:</b> How does the climate affect the way people live?</p>	<p><b>Rhine and Mediterranean:</b> How are different parts of the Rhine and the Mediterranean used by people?</p> <p><b>Population:</b> How and why does population distribution vary across Great Britain?</p> <p><b>Coastal processes and landforms:</b> How does the location of west Wales affect its coast?</p> <p><b>Tourism:</b> How do tourists interact with a place?</p> <p><b>Earthquakes:</b> How do tourists interact with a place?</p> <p><b>Deserts:</b> Why are deserts located where they are?</p>	<p><b>Why is California so thirsty?</b> Why is water such a problem for California?</p> <p><b>Oceans</b> How do people and oceans affect each other?</p> <p><b>Migration</b> How is migration causing change in the Shetland Islands?</p> <p><b>North and South America</b> To what extent do the places where people live vary across North and South America?</p> <p><b>The Amazon</b> How should the Amazon change in the future?</p> <p><b>Interconnected Amazon</b> To what extent is the Amazon connected with the rest of the world?</p>	

**As geographers:**

While geography has its own distinctive subject matter, it does make an important contribution to other aspects of children's learning and is closely linked to their learning in History, RE and English. It plays an important part in preparing children for future life, helping them become successful learners and confident, responsible citizens. At Morley Meadow Primary School, we aim to ensure that children are provided with opportunities to find out about the world around them, their place in it and the impact they will upon the world and it upon them.

**Assessment and Recording**

In KS1, teachers will assess using routine, embedded, informal formative assessment. This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think geographically with their new knowledge. The regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

In KS2, the Opening Worlds programme has three types of assessment:

*i) Routine, embedded, informal formative assessment.*

This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think geographically with their new knowledge. The regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

*ii) End of unit synoptic tasks*

After the sixth lesson of each unit, pupils do an extended, synoptic task. This is often a piece of extended writing. It might also be an annotated diagram or a more creative outcome such as a story about the past or a little problem to solve using their geographical knowledge. These extended tasks allow pupils both to further develop and to demonstrate, their new knowledge, both substantive and disciplinary, from all six lessons

*iii) End of term multiple choice tests*

At the end of each term, we will administer a multiple-choice test that randomly samples pupils' history, geography and RE knowledge from across the whole term (two units in each subject).

Alongside this, teachers are responsible for regular assessment in lessons, particularly around the use of subject-specific key vocabulary and questioning to clarify and extend knowledge.

**Staff development:**

- Ongoing CPD in all aspects of the Opening Worlds curriculum to stay abreast of changes and improvements made.
- Regular staff meetings, allowing for: moderation of planning and teaching and updates to subject knowledge.