



Rationale for geography: The Springhill curriculum aims to inspire a sense of curiosity about the world by developing children’s knowledge and understanding of the world.

At Springhill, geography is taught through a knowledge based spiral curriculum that develops the skills needed for children to become successful life-long geographers. We teach it this way so that there are opportunities for over-learning and key content can be assimilated successfully. All lessons follow a clear revise, teach, practice, apply and recap format, as suggested by the Rosenshine principles. This ensures lessons follow a clear structure, are coherent and prior learning is revisited at the start of each lesson and throughout, where appropriate. Lesson activities have been planned by the geography team to ensure a consistent approach across the school.

The Springhill geography curriculum uses the National Curriculum 2014 as a basis with additional content carefully chosen by the geography team and senior management to suit our diverse cohort of children. Each topic covered makes links to the National Curriculum. For example the curriculum states that in KS1, children should study the physical and human geography of a non-European area and Year 2 compare Southampton to Chembakolli, in India. In the KS2 programme of study, states children should “use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.”. Each year group carries out fieldwork involving these skills, for example Year 4 create sketch maps of The Common.

We go beyond a class-based curriculum by providing children with geography linked learning in different areas of the curriculum and their wider school lives. Children are encouraged to discuss geography learning at home, where appropriate. An example of this can be seen in Year 2, where children complete world maps to show their own cultural heritages. Another example of geography outside formal lessons can be seen in n our Foundation Stage, where continuous provision tasks are planned alongside more formal learning to develop children as geographers. For example, maps and globes are featured regularly in their learning areas along with multiple opportunities for planting/gardening and role play. Key Stage 2 also have opportunities to develop their geography knowledge and skills beyond the curriculum. An example of this can be seen through our Year 4 residential to Minstead – an eco-friendly facility in the New Forest. In addition, book areas throughout the school have been developed to complement children’s geography learning, which they have access to on a daily basis. Whole school initiatives such as supporting global charities and celebrating Earth Day also contribute to the “geography diet” of children at Springhill.

LTP	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	This is My School		UK, Continents and Oceans		UK, Europe and World Maps	UK, Physical and Human Geography and Longitude	UK, Europe and the World
Autumn 2	Near and Far	Our School	UK, Continents and Oceans	The UK and the Wider World			
Spring 1		Our School: including fieldwork and time comparison		Fieldwork: Southampton Land Use	Mountains, Volcanoes and Earthquakes	North and South America Comparison: The Amazon Basin and The New Forest	
Spring 2	Seasons	Weather					Biomes and Climate Change
Summer 1	Comparison: Town and Country including fieldwork		Comparison: Southampton and Chembakolli		Comparison: Hampshire and Lagos		
Summer 2	Sustainability and Recycling		Fieldwork: Bedford Place	Comparison: Southampton and Calais	Fieldwork: Biodiversity on The Common and Minstead Visit	Rivers Fieldwork: Blashford Lakes	Trade, Economic and Fair Trade Fieldwork: City Centre