



Lake Haven: Our World - Geography Curriculum

A Special Place to Learn

Intent

As part of Understanding 'Our World', the Lake Haven Geography Curriculum is essentially about enabling our children to develop a greater knowledge and understanding of the world, and their place in it. It helps to provoke and answer questions about physical and human aspects of the world; and promotes social and cultural development by helping our children to have a greater awareness of their rights and their responsibilities to other people and to the environment.

We teach our children broad geographical knowledge, effective enquiry skills, the ability to use a range of maps, and the

skills to collect and analyse data and identify patterns. We also enable our children to express well-balanced opinions, rooted in good knowledge and understanding, about current environmental issues; and to develop the ability to communicate information in a variety of ways.

Our key aims are to:

- Promote a curiosity and fascination about both the local environment and the wider world
- Stimulate excitement for exploration and an open mind about different countries and cultures
- Develop locational knowledge and an understanding of contrasting places and people; and instil respect and an appreciation for the diversity and interconnectivity of our world and its citizens
- Develop an understanding of how the Earth's features and processes (both physical and human) are interconnected and change over time
- Empower our children to know the role they can play in protecting the health of our planet; informing them of their rights and responsibilities, and encouraging and promoting sustainability
- Provide our children with opportunities to investigate and enquire about the UK; so that they can develop of real sense of who they are, their heritage and what makes our nation unique
- Use the local area and community to develop fieldwork skills and knowledge
- Develop the ability to confidently apply their knowledge and skills; and communicate their findings and understanding in a variety of ways, using appropriate terminology and geographical vocabulary

Implementation

At Lake Haven we have devised a bespoke curriculum which is carefully sequenced and interconnected; and which enables our children to develop their knowledge and understanding of the world as they move through our school. Our Geography Curriculum is organised in a two year cycle, with topics of study being reviewed collaboratively by our

teaching team at the end of each cycle.

As with all areas of our curriculum, it is important to remember that all of our children have significant gaps in their learning due to the experiences that have brought them to Lake Haven – indeed, most of our children have not been able to access the full curriculum for at least a year before joining us. As explained in our Curriculum Policy, this means that many of our children are working at a level below their chronological age whilst we support them to re-engage with education and enjoy high levels of interest and success, which help them to rebuild their self-esteem and start to value their own social and academic achievements.

In Lower Key Stage Two, our children start to learn about the world by exploring topics which they can relate and connect to their own life experiences; i.e. our school, its grounds and the local area. They develop basic map-reading skills, and begin to use fieldwork skills to collect and interpret simple data about their surroundings. They then go on to find out about contrasting areas of the UK (London and coastal 'seaside towns'). They begin to understand that each country of the UK has unique physical and human geography, and how we are connected to each other as the United Kingdom. At this stage, the children also start to explore their rights to a safe and healthy environment; and (through actions such as recycling and litter picking) they begin to understand their responsibilities and how they can sustain and improve their surroundings.

In Upper Key Stage Two, our children begin to develop their knowledge and understanding of different terrestrial and marine biomes, and learn about the formation of earthquakes and volcanoes.

In Key Stage Three, our children broaden their knowledge and start to look and learn beyond our own shores. They explore countries and regions in Europe, developing a sense of the physical and human geography; and explore the relationships (social, political and trade) that we have with our closest neighbours (both in the modern era and historically). They will also learn about the formation of rivers from source to mouth.

In exploring these different aspects, they learn about the fragile state and interconnectivity of our planet; and the positive steps they can take to help it.

In order for our children to know more and remember more, prior learning is always considered; and opportunities for the revision of geographical facts and understanding are built into all lessons. Through revisiting and consolidating skills and understanding, our approach helps children build on existing knowledge whilst introducing new skills and challenges; and the revision and introduction of key vocabulary is built into each lesson.

In addition to lessons in class, our unique setting means that our relationship with (and dependency upon) the environment always has a high profile at Lake Haven, and is considered and reflected in much of our learning and experiences across the curriculum.

Impact

Through our bespoke approach and quality first teaching, we will see the impact of this subject in different ways. Our children will be engaged in lessons about places and people and will want to find out more. They will be able to talk about and demonstrate the knowledge, skills and vocabulary that they have acquired; and will show increasing levels of understanding and analysis when exploring, discussing and giving opinions about physical and human geography, and current issues.

Evidence collected will show that a range of topics are being covered, and that our carefully sequenced and inter-connected approach to learning is enabling our children to develop a meaningful sense of the places, people and processes studied.

Ultimately, our children will develop a sense of the world and their place in it; and understand how they can make a positive commitment to the environment and the future of our planet.

Cultural Capital

It is incredibly important for our children to see Geography as a subject that has a meaning and a purpose in their lives. For our learning to have a purpose, we will conduct trips or ask visitors to speak, bringing our learning to life. Part of our physical geography is easy to achieve as we are based in the countryside with a flowing river and lakes surrounding our school. We also have the M69 running adjacent to our school with Hinckley and Nuneaton towns in close proximity. We will utilise this position within our learning to ensure that our schemes of work are brought to life.

All of our learners, regardless of their backgrounds or home situations, will receive an equal opportunity within this subject to any of their mainstream peers and develop a knowledge and skills based in Geography that should they wish to progress in the future to GCSEs or beyond, they will be able to do so. There are plans for us to conduct residential trips with the children when we are more established.

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Key Stage Equivalent	Term 1	Term 2	Term 3
Lower KS2 Year A	What is Christianity? The Big Question Story of Christianity Creation Story Holy Scriptures and books Who do Christians worship? Christian Stories Festivals throughout the year Symbols and Beliefs	Sustainability (approximately 12 sessions)	Stone Age, Bronze Age, Iron Age (approximately 12 sessions)

Nurture

Belonging

Respect

	Religious buildings		
Lower KS2 Year B	What is Hinduism? The Big Question Story of Hinduism Creation Festivals Holy Scriptures and books Hindu Stories Hindu Gods and Goddesses Symbols and Beliefs Religious buildings	Planning a journey Map reading skills Local Area Study (approximately 12 sessions)	Romans and other invaders of Britain (approximately 12 sessions)
Upper KS2 Year A	What is Islam? The Big Question Story of Islam Creation Holy Scriptures and books Festivals Islamic Stories Islamic Gods and Goddesses Symbols and Beliefs Religious buildings	Earthquakes and Volcanoes (approximately 12 sessions)	Tudors (approximately 12 sessions)
Upper KS2 Year B	What is Judaism? The Big Question Story of the Jewish Faith Creation Holy Scriptures and books Festivals Jewish Stories	Rainforests and Deserts Oceans and Seas (approximately 12 sessions)	Victorians (approximately 12 sessions)

	<p>Jewish Gods and Goddesses Symbols and Beliefs Religious buildings</p>		
<p>KS3 Year A</p>	<p>What is Buddhism? The Big Question Story of the Buddhist Faith Creation Holy Scriptures and books Festivals Buddhist Stories The Life of Buddha Symbols and Beliefs Religious buildings</p>	<p>Mountains and Rivers (approximately 12 sessions)</p>	<p>Ancient Egyptians and other early civilisations (approximately 12 sessions)</p>
<p>KS3 Year B</p>	<p>What is Sikhism? The Big Question Story of the Sikh Faith Creation Festivals Holy Scriptures and books Sikh Stories Sikh Gods and Goddesses Symbols and Beliefs Religious buildings</p>	<p>Geography of food and Fair Trade (approximately 12 sessions)</p>	<p>WW1 and WW2 (approximately 12 sessions)</p>
<p>KS3 Year C</p>	<p>What is Humanism? The Big Question Story of the Humanist faith Creation Holy Scriptures and books Festivals Who is worshipped Symbols and Beliefs Religious buildings</p>	<p>Climate Change and the UN Sustainability Goals</p>	<p>British Monarchy and the church</p>

National Curriculum

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their local knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes,

environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Reviewed: July 2025

NB: As part of our commitment to empowering our children as custodians of our planet, we will also dedicate time and resources to studying topical environmental issues as they occur – be that following global summits on the environment, or the impact of extreme weather or physical processes (i.e. volcanic eruptions) across the world.



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