



Geography at Bardsey Primary School

Vision

We aim to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar. To be well rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time. We provide children with many opportunities to develop and apply a range of geographical skills. These skills will support them in understanding, presenting, analysing and communicating information either collaboratively or individually. These skills are put into practice both inside and outside the classroom through fieldwork and trips.

EYFS Expectations

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

– key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Key Stage 2 National Curriculum

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- 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.

Intent

Our *Geography* curriculum intends to:

- inspire a curiosity and fascination about the world and its people
- equip children with an understanding of diverse places, people, resources and environments around them
- allow children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- develop an understanding that the Earth's features are interconnected and change over time
- encourage exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- use local area and community to develop geographical skills and knowledge.

Implementation



Through collaborative planning our *Geography* curriculum builds on prior knowledge alongside introducing new skills and challenge each year. All children expand on their skills in local knowledge, place knowledge, human and physical *Geography*, geographical skills and fieldwork. Each theme will be explicitly taught through exciting and engaging topics, utilising meaningful and purposeful links to other curriculum areas. We will use outdoor learning in our grounds, school trips, fieldwork, visitors and residential to enhance the *Geography* learning experiences for all children.

Key Vocabulary

The promotion of a language rich *Geography* curriculum is essential to the successful acquisition of knowledge and understanding in *Geography*. Key vocabulary and concepts could be presented in knowledge organisers and will be prominent in *Geography* displays.

Independent learning

In *Geography*, children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places, researching human and physical features and exploring the outdoors. By the end of Year Six, we aim for every child to be a confident and well- rounded geographer who can use the skills they have learnt to read maps, investigate different countries and physical processes. Furthermore, for the children to be able to present arguments and conclusions found in human *Geography*, and who are aware and have opinions on in the moment, real life issues.

High Quality Resources

Children will regularly access resources to acquire learning through atlases, textbooks, maps, digital technology and photographs.

Fieldwork and Outdoor Learning

Across both key stages, children have a range of opportunities to experience *Geography* through practical engaging tasks beyond the classroom. To enhance the curriculum for *Geography*, children access the local area at least once a term; by making connections through all the different curriculum areas. The children will have access to local maps for these trips. With these maps they will navigate and apply their geographical skills when accessing the local area.

Educational Visits to enhance their Cultural Capital

Where applicable, links to *Geography* will be made to develop the children's topical learning. For example, in Year Two, the children explore the housing in the local area, using a map to plan their journey.

CPD

Continuous training to ensure teacher skill and knowledge is developed to teach the subject with confidence and accuracy.



Impact

The impact and measure of our Geography curriculum is that pupils are:

- equipped with geographical enquiry skills, knowledge and concepts that will enable them to be ready for KS3
- excited by geographical enquiry and inspired to develop an enthusiasm to go and find out more for themselves
- thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future
- knowledgeable about their local area and its place within a wider geographical context through classwork, fieldwork and school trips

Leadership, Assessment and Feedback

Teachers assess children's geographical knowledge, understanding and skills through observations of the children during lessons. As part of the Assessment for Learning progress students will receive both verbal and/or written feedback to yield effective progression. Within a topic of geographical learning, assessment criteria are identified and teachers use a variety of methods to assess the children's knowledge and skills, for example, through quizzes, cross-curricular writing or pupil discussions about their learning. The subject leader will use assessment information to inform and develop the subject based upon prior learning.

Progression Map

	KS1	LKS2	UKS2
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Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Place Knowledge</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

KS1 Geography National Curriculum

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- b use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

- a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b human geography, including: types of settlement and land use;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

- a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- b 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;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Our Curriculum

	Autumn	Spring	Summer
EYFS	Seasons and change Celebrations	The Solar System Age of the Dinosaurs	Life cycles Plants and Minibeasts
Year 1	Me, Myself and I Seasonal and Daily Weather Where do I live? Amazing Authors Exploring London, comparing with Lima, Peru	Bardsey and Beyond Geographical skills & Fieldwork – Lost Stick Man	Oh I do like to be beside the seaside Seas and Coasts
Year 2	Tall Tales United Kingdom Geographical skills and fieldwork	On Safari Comparison to Kenya Human and physical geography	Explorers Continents and seas Geographical skills and Fieldwork

	Autumn	Spring	Summer
Year 3		Asia Mount Etna	The Romans The UK Yorkshire What's it like in Whitby? Compare with European City Land Use
Year 4	Raging Rivers Water Cycle Map Skills	Extreme Earth Volcanoes, earthquakes and hurricanes. Brazil and the Rainforest Rainforests	Invaders and Settlers Somewhere to Settle

	Autumn	Spring	Summer
Year 5	Chocolate Central America	Marvellous Mountains Mountain Ranges Ancient Greece The Mediterranean Marvellous Mapping	The Universe Energy and the Environment Australia Australia Hemispheres
Year 6	North America Geography of North America Amazing Authors Rivers	Around the World Our Changing World	Darwin Voyage of the Beagle and the Galapagos Islands Trade and Economics

