

Geography

What is the intent?

In geography: What is the intent behind the sequence of learning and curriculum?

Our geography curriculum ensures all children develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and know how these provide a geographical context for understanding the actions of processes. Alongside this they will develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

- Children will be taught key **knowledge, skills and vocabulary** through sequences of coherent and connected lessons.
- In KS1 geography, children will develop knowledge about the world, the United Kingdom and their locality. In year 1 the children will explore their local area and learn about seaside towns by studying **Brean and Burnham seafront**. In year 2 the children will build on this and will extend their learning to include the closest city: **Bristol**, continents and oceans.
- In KS2, children will be able to make links and build on previous learning to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- Children will be taught geography skills: to use world maps, atlases, globes, digital/computer mapping and compasses.
- **Concepts** such as physical and human geography will be unpicked through enquiry questions, e.g. 'What's around me?', 'What is my village like?' 'What will we see when we explore the world?', 'How is the natural world unpredictable?'
- Children will be taught specific, technical, **vocabulary**: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, as well as key topographical features, continents and oceans.
- Children are given opportunities to use geographical skills during **first-hand opportunities** in the local area, e. g. orienteering to give learning a context and observation.

Implementation

Location and Place Knowledge	
Early Years School and Community Local Field Work Different Environments	
KS1 Seasonal Changes Where am I? Local Environment and Village Continents, Oceans and Compass points Comparing Landmarks Geographical Differences	KS2 Prehistoric Settlements Egypt and the Nile Britian Invasion Natural Changes Seasons and Climate Europe: Countries and Cities Migration Time Zones Climate Zones, Biomes and Sustainability World Invasion European Trade and Distribution Globalisation
Human and physical geography Understanding the processes that give rise to key physical and human geographical features in the world, how these are interdependent and how they bring about spatial variation and change overtime.	
Geographical skills and fieldwork The geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information. Also the skills to present and share their understanding in a wide variety of formats.	

End Points

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge:

- 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:

- 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

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

Geographical skills and fieldwork:

- 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 Geography.
- 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 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.

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

The impact of excellent teaching will mean as a geographer leaving Berrow, every child will:

- Share curiosity and speak confidently and enthusiastically about the knowledge they have gained – including locational knowledge, place knowledge, human and physical features, geographical skills and fieldwork
- Have developed contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- have collected, analysed and communicated with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- have interpreted a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- have communicated geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length