

Broomfield Community Primary School Geography curriculum

Our intent

Our geography curriculum is sequenced coherently so useful knowledge builds through two distinct strands; locational knowledge and Human and Physical geography.

It is our intent for the Geography element of our school curriculum, to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We have developed the progression of long-term skills and knowledge based long term plans to ensure that children develop a range of deep transferable skills. Our teaching should equip 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. At Broomfield, we enable children to develop into global citizens, who understand their role in the world and how their actions have an impact on the world.

We want our children to deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

At Broomfield, we encourage our children to investigate local geography, learning about their surroundings and how to protect them. This is achieved by our children completing fieldwork within our local community.

Knowledge

In our Geography lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge: Knowledge and 'substance' of our curriculum. (locational knowledge, place knowledge, environmental, physical and human geography, geography skills and fieldwork)

Disciplinary Knowledge: Skills our children develop within their geography lessons (maps reading, compass points etc.)

Substantive strands for learning

Location Knowledge

Describes the position of a particular point/place/area on the surface of the Earth

Key Questions:

- Which continent is it in?
- What country is it in?
- Which hemisphere(s) is it in?
- Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass?)
- Which climate zone(s) is it in?
(Tropical/Dry/Temperate/Continental/Polar)

Place Knowledge

Describes the place in more detail. The cities, the capitals, the counties.

Key Questions:

- What is the capital city?
- Which major cities are in this country?
- Which other countries are nearby?

Environmental, physical and human geography

What is in the place, what landmarks are there.

Key Questions:

- Who lives there?
- Which major landmarks are found here?
- What human-made features are found here?
- How was the land used here now and in the past?
- What types of settlement are found here?
- What kinds of economic activity happen here?
- Which natural resources can be found here?

Geography skills and fieldwork

Learning directly in the real world outside the classroom. Using the skills they have been taught.

Disciplinary knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and locational knowledge	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Understand the difference between natural environment and manmade.</p> <p>Know the difference between land and water</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Locate East Goscote on a map.</p> <p>Understand the difference between human and physical geography.</p>	<p>Name and locate the surrounding seas of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand and study the difference between human and physical geography with a study of a contrasting location e.g. England/Africa or India</p> <p>Know the basic compass directions (north east south, west).</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Name different cities of the UK and the human and physical characteristics.</p> <p>Identify and locate highest mountains/volcanoes in the world. Compare with UK</p> <p>Locate north and south Americas</p>	<p>Name and locate several countries in Europe including France, Germany, Spain and Italy</p> <p>Identify capital cities of Europe.</p> <p>Locate and name the main counties and cities in England.</p> <p>Locate and name the main counties and cities in/around Leicester and Leicestershire</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Names and locate counties of the UK and the human and physical features.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>	<p>Consolidate longitude and latitude with regards to the placement of countries.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Identify and locate the longest rivers in the world. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>
Knowledge of environment, physical and human geography process	<p>Shows care and concern for the environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to: key physical features,</p>	<p>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</p> <p>key human features,</p>	<p>Describe and understand key aspects of:</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Human and physical geography linked to rainforests including biomes, vegetation belts.</p>	<p>Human geography including trade links in the Pre-Viking era.</p> <p>Describe and understand key aspects of :</p> <p>Brief introduction to Volcanoes and earthquakes linking to Science: rock types</p>	<p>Describe and understand key aspects of:</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T</p> <p>Types of settlements in Viking,</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>

	Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors	including: forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office	including: city, town, village, factory, farm, house, office, port, harbour and shop Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles	Land use in the local area, how has this changed over time?	Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Saxon Britain linked to History.	Types of settlements in Early Britain linked to History. Why did early people choose to settle there? How has land use changed over time. Human geography including trade between UK and Europe and ROW
Geographical skills	Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding devise a simple map; maps of school playgrounds, map journey to Broomfield Use aerial photographs	plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key. 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. and the key human and physical features of its environment	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Italy, Rome, Greece, Athens Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Map skills	-Provide play maps and small world equipment for children to create their own environments.	-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike – - Draw picture maps of imaginary places and from stories. -Talk about own maps.	-Follow directions; North, East, South, West. -Use class agreed symbols on simple map. -Spatial matching; match the same area eg. continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and infant atlas to help create simple maps.	-Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; eg. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities.	-Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places.	-Use 4-figure grid reference to locate features on a map. -Use eight compass points. - Draw a map using symbols and a key, awareness of OS symbols. -Measure straight line distance on a plan. -Draw a variety of thematic plans, based on own data. -Compare large-scale map and vertical photo, select maps for a purpose.	-Use 6-figure grid reference to locate features on OS map. -Use OS standard symbols. - Scale reading and drawing, comparison of map scale. -Draw scale plans of increasing complexity. -Follow route on small-scale OS map and describe features seen.
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Curriculum topics overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Navigating around the classroom using maps	Exciting East Goscote (Local area fieldwork)	Marvellous maps	Counties and cities in the UK	Countries in Europe	Coast, rivers & mountains Fieldwork: Walking to East Goscote brook to have a look at erosion and parts of a river.	The Globe and os maps
The importance of maps - using maps to deliver post Using bee bots on simple maps	Capital cities	Comparing Africa	Rainforests	Tectonic plates, volcanos and earthquakes	Water cycle, climate change & pollution	Study on 3 countries including UK
Talking about the weather	Weather	Our Wonderful World (Continents)	Land use	Battle of Bosworth fieldwork	OS maps, compass points, 4-figure grid references (link to locational knowledge) Fieldwork: Orienteering linked to PE. Walking to Rearsby to look at rivers.	Settlements - How land use has changed over time

Key Vocabulary within geography

EYFS		
Street	Left	Teacher
House	Right	Caretaker
Bungalow	Forwards	Head Teacher
School	Backwards	Cleaner
Church	Above	Police officer
Zebra crossing	Under	Doctor
Traffic lights	Tunnel	Dentist
Bridge	Roundabout	map

Year 1		
near	transport	wind
far	lorry	snow
left	bus	rain
right	car	hail
building	summer	fog
plan	winter	wet
globe	autumn	dry
journey	spring	hot
travel	season	cold
long	short	wide

bungalow	junction	narrow
town	village	farm

Year 2		
England	location	Dublin
Scotland	route	Equator
Northern Ireland	aerial view	landscape
South Pole	Environment	Sea
London	North Sea	South
Edinburgh	Channel	East
Cardiff	local	Belfast
distant	semi-detached	terraced
address	larger	behind
city	desert	ocean
beach	cliff	coast
forest	hill	mountain
sea	river	valley
soil	vegetation	seasonal
port	harbour	factory

Year 3		
settlement	valley	mountain
community	vegetation	weathering
landscape	soil	erosion [within weathering]
relief map	peat	port
political map	loam	harbour
cliff	clay	factory
ocean	lake	office
fieldwork	transport [carry]	industry
sketch	diagram	compass
North East	South East	North West
South West	weather	climate zone
polar	equator	tropical
longitude	latitude	environment

Year 4

greenhouse	valley	warm
polytunnel	contour	humid
intensive farming	height	coastal
arable farming	hydroponics	evaporation
market gardening	allotment	precipitation
mixed farming	distribution	condensation
organic farming	import	hemisphere
distance	export	productivity
scale	native/ indigenous	natural resources
grid reference	sustainable	man-made materials
satellite	weathering/erosion	hemisphere
settlement patterns	natural disaster	tropical
inland	ox-bow lake	polar
tectonic plates	deforestation	magma

Year 5

climate/ weather	flood plain	deposition
climate zones	meander	transportation
tributary	surface	confluence
vegetation belts	sea level	mouth
river	grid reference	source
delta	terrain	products
ox-bow lake	features	industrial
grid reference	contour lines	continent
landscape	natural	sub-continent
water cycle	population	development
arid	precipitation	irrigation
evaporation	condensation	ground water
settlement	industry	tourist
excursion	scale [maps]	contours

Year 6

migrate	naturalised	Arctic
disperse	indigenous	Antarctic
sustainability	immigrant	renewable
natural disaster	survey	population
natural resources	questionnaire	biomes
canopy [trees]	latitude	vegetation belts
Ordnance Survey	longitude	climate zones
distance	Greenwich/Prime Meridian	conservation
scale	Time zone	pollution
grid reference	Northern hemisphere	export
symbols	Southern hemisphere	import
urban	Tropic of Capricorn	tropical
rural	Tropic of Cancer	equatorial
land use	Equator	subterranean
congestion	latitude	location

pollution	longitude	minutes[location]
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