



# Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

## Teaching and Learning Framework

## Geography Curriculum

## (2021-22)

### Purpose (the reason it is taught)

At Barton Clough, we recognise the importance in helping children gain a coherent knowledge and understanding of their place in the world, preparing them to live in a world of tomorrow. We strive to inspire children's curiosity to learn more about the world through our engaging and exciting Geography curriculum. Geography 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. As pupils progress, we hope their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

### Aims (desired outcomes)

- Know and understand 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
- Use a range of Geographical vocabulary such as: urban, rural, human, physical.
- Understand how to use geographical skills in order to
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information e.g. globes or photographs
  - communicate geographical information in a variety of ways e.g. using maps or extended writing

## CONCEPTS

(subject specific abstract ideas)

<b>Place</b>	<b>Space</b>	<b>Scale</b>	<b>Physical &amp; Human processes</b>	<b>Cultural understanding and diversity</b>
A construct that is defined in terms of what it is like, what happens there and how and why it is changing.	The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.	The 'zoom lens' that enables us to view places from global to local levels.	Elements of human geography, such as resources, settlements and economic activity as well as key aspects of physical geography including rivers, mountains, volcanoes and climatic zones	Recognising that people live in different ways and this has an impact on their use of the world.

## SKILLS

(ability to do something well; expertise)

<b>Locational and place knowledge</b>	<b>Fieldwork</b>	<b>Use of basic geographical vocabulary</b>	<b>Using globes, maps and plans</b>	<b>Map work skills</b>
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## KNOWLEDGE

(known information)

### Key Stage 1

Through Geography, children should develop knowledge about the local area, the United Kingdom and the World. They use a wide vocabulary of everyday geographical terms related to both human and physical geography. They ask and answer questions based on their first hand observations and other sources to show that they know and understand key features of location, place, human and physical geography. They use geographical skills and fieldwork to enhance their locational awareness. Children begin to develop their understanding using observations, aerial photographs, maps, compasses and simple fieldwork.

Children are taught about:

- Aspects of local, British and World geography
- Vocabulary related to human and physical geography
- Human and physical similarities and differences between a contrasting non- European country
- Identify seasonal and daily weather patterns in the local area and the world
- Geographical skills and fieldwork

## Key Stage 2

**Through Geography, children continue to develop knowledge and understanding beyond the local area to the wider world. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They regularly address and devise geographically valid questions about location, place and the key aspects of human and physical geography. They understand how to use geographical skills and fieldwork to observe, measure, record and present their geographical understanding.**

Children are taught about:

- Mountains of the UK, including earthquakes and volcanoes
- Rivers and the water cycle in the UK and Europe
- North America and the UK
- South and Central America
- Vocabulary related to human and physical geography
- Geographical skills and fieldwork

## KEY GEOGRAPHICAL CONCEPTS - PROGRESSION

	Place	Space	Scale	Physical & Human processes	Cultural understanding and diversity
End of EYFS	Show curiosity about places, Identify similarities and differences between places Know some of the jobs that are carried out by different people in the local community;	Understand and use positional and directional language, as well as simple maps and drawings.  Be aware of the local natural and built environment and their place in it	Everyday language to talk about size, distance and time.		Be aware of different lifestyles
Year 1 & 2	Identify the human and physical features of Trafford.  Understand the geographical similarities and of England and Australia.	Use maps and aerial photographs to identify familiar places in the local area.  Locate school in relation to local landmarks.  To identify and locate to 7 continents and 5 Oceans.  Identify the location of the hot and cold areas of the world in relation to the equator and north and south poles.  To identify and locate the counties and capital cities of the UK.	Use scale to explore the place of the Trafford on a personal, local and global level.  Use scale to explore the place of the England and Australia on a national and international level.	Use basic geographical vocabulary to describe land use e.g. housing/shops, the park.  Identify ways in which the landscape is changing and begin to explain why?  Identify seasonal and daily weather patterns in the local area and UK.  Use simple fieldwork and observational skills to identify the effect of human activity on the local area.  I can study the key human and physical features of the surrounding environment of my school	Understand that people live in different types of houses and begin to explore why.  Describe how land use and landscapes can be changed by humans  Explore the similarities and differences in how people live in contrasting global environments (UK and Australia)

	Place	Space	Scale	Physical & Human processes	Cultural understanding and diversity
Year 3 & 4	<p>Describe the key features of places in the world that experience volcanoes and earthquakes.</p> <p>Describe the key characteristics of rivers in the UK and Europe.</p> <p>Describe the key geographical characteristics of mountains of the UK.</p> <p>Understand the key geographical similarities and differences between the local region and a region in a European country</p> <p>Use maps, globes, atlases and aerial photographs to locate countries and features studied</p>	<p>Locate local rivers and canals.</p> <p>Locate mountains in the UK.</p> <p>Understand how local waterways are interlinked.</p>	<p>Describe how rivers change from their source to their mouth.</p> <p>To study mountains in the UK and Europe on a local, national and international scale.</p>	<p>Describe and explain how the landscape and land use changes along the course of rivers.</p> <p>Explain how humans and other animals adapt to survive in extreme climates.</p> <p>Describe how places and landscapes are changed by extreme physical events.</p> <p>I can describe &amp; under-stand key aspects of physical geography, including rivers and mountains.</p> <p>I can explain volcanoes/ earthquakes in simple terms.</p> <p>I can describe the water cycle using a diagram.</p> <p>I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p>	<p>Explore the similarities and differences in how people and places are represented.</p>

	Place	Space	Scale	Physical & Human processes	Cultural understanding and diversity
Year 5 & 6	<p>Describe the key physical and human features of cities in the UK and North America</p> <p>Compare the physical and human of the characteristics two American cities.</p> <p>Describe the key physical and human features of places in the UK and identify how it compares to other place studied (North America)</p>	<p>Use maps, atlases and globes to Identify and locate places in USA.</p> <p>Locate the Amazon rainforest using atlases maps and a globe.</p> <p>Use aerial photographs, maps and the internet to identify key human and physical features of North America, South America and the UK.</p>	<p>Identify cities in North America and the UK on a local, national and international scale.</p> <p>Identify the uses of the Amazon rainforest on a local, national and international scale.</p>	<p>To compare the climates in the UK and North America.</p> <p>Explore the effect human activity is having in cities in North America and the UK.</p> <p>Understand how human activity is changing the Amazon rainforest and imagine what changes might happen in the future.</p> <p>I can describe in detail types of settlement, land use, economic activity including trade links.</p> <p>I can describe the distribution of natural resources including energy, food, minerals &amp; water in the UK, North America and South America.</p> <p>I can describe processes that give rise to key physical &amp; human geographical features of the world.</p> <p>I can understand key aspects of: physical geography e.g. climate zones and biomes.</p>	<p>Explore the lives of people native to the amazon rainforest.</p> <p>Explore the different uses of the amazon rainforest for people in South America.</p> <p>Identify the cultural difference between cities in the UK and South America.</p>



## KEY GEOGRAPHICAL SKILLS – PROGRESSION

	Locational and place knowledge	Fieldwork	Use of basic geographical vocabulary	Using globes, maps and plans	Map work skills
Year 1 & 2	<p>I can name &amp; locate world's 7 continents and 5 oceans</p> <p>I can name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK &amp; surrounding seas</p> <p>I understand geog. similarities and differences through studying the human &amp; physical geography of a small area of the UK &amp; Australia.</p>	<p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>I can complete a chart to express opinions during Fieldwork.</p> <p>I use first hand observation to investigate places – the school grounds, the streets around and the local area.</p> <p>I can recognise and record different types of land use, buildings and environments</p>	<p>I use and understand basic geographical specific vocabulary relating to human and physical geography</p> <p><b>I can use these specific key vocabulary to describe</b>  <b>physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p><b>key human features:</b> city, town, village, factory, farm, house, office, port, harbour, shop, address</p> <p>I can use maths vocab to describe position and location</p>	<p>I use world maps, atlases and globes to identify UK &amp; its countries</p> <p>I can identify the countries, continents and oceans studied.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>I can follow a route on prepared maps (left/right) &amp; find information.</p> <p>I can use simple compass directions (NSEW)</p> <p>I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>I can make a simple map (e.g. from a story).</p> <p>I can use &amp; construct basic symbols in a key.</p>

	Locational and place knowledge	Fieldwork	Use of basic geographical vocabulary	Using globes, maps and plans	Map work skills
Year 3 & 4	<p>I can locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name and locate geographical regions of the UK &amp; their identifying physical and human characteristics, including <i>some</i> cities and <i>some</i> key topographical features including hills, mountains, coasts and rivers.</p> <p>I understand how some aspects have changed over time.</p> <p>I can understand geographical similarities and differences of human &amp; physical geography of a region of the UK and in a European country</p>	<p>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I am able to use simple equipment to measure and record.</p> <p>I can investigate the local area, looking at types of shops, services and houses.</p> <p>I apply mathematical skills in data handling to Geography fieldwork.</p>	<p>I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.</p> <p>I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</p>	<p>I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can use a globe &amp; maps &amp; some OS symbols on maps to name geographical regions &amp; identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;</p> <p>I can use atlases to find places using index/ contents.</p> <p>I can understand need for a key.</p> <p>I understand the purpose of maps.</p> <p>I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p>	<p>I can use the 8 points of a compass.</p> <p>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>I can use plans.</p> <p>I can use aerial photos and satellite images.</p> <p>I can begin to use smaller scale aerial views.</p> <p>I can use oblique aerial views.</p>

	Locational and place knowledge	Fieldwork	Use of basic geographical vocabulary	Using globes, maps and plans	Map work skills
Year 5 & 6	<p>I use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs &amp; digital technologies.</p> <p>I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork.</p> <p>I can carry out a focused in-depth study, looking at issues/changes in an area.</p> <p>I can imagine how &amp; why area may change in future.</p>	<p>I introduce precise geographical words when describing geographical places features &amp; processes.</p> <p>I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or how processes have changed.</p> <p>I can provide greater detail of places and cities within the UK, North America and South America and describe their identifying physical and human characteristics using specific geographical vocabulary.</p> <p>Apply mathematical skills in data handling to Geography fieldwork.</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities.</p> <p>I can locate the world's countries, using maps to focus on North &amp; South America.</p> <p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries &amp; describe features studied.</p> <p>I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps</p>	<p>I can use Ordnance Survey maps at different scales.</p> <p>I can draw a sketch map using symbols and a key.</p> <p>I can use the eight points of a compass, symbols and key to show my knowledge of the United Kingdom and the wider world.</p> <p>I can understand and use 6 figure grid references to Interpret OS maps.</p>	<p>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name/ locate cities &amp; counties of the UK</p> <p>I know more about the geographical regions of the UK &amp; their identifying physical and human characteristics, including <i>more</i> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America.</p> <p>I can identify the position of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night).</p>

## KEY GEOGRAPHICAL VOCABULARY

	EYFS	KS1	LKS2	UKS2
Geographical Skills	Discuss, question, find out, sort, classify, explore, predict, compare, plan	Observe, measure, record, investigate, contrast, research, using sources, compare, make connections, make conclusions, describe, identify, communicate, research, devise, question, draw, plan, data, survey, predict	All of the skills from KS1 plus - compare and contrast	All of the skills from KS1 and LKS2 plus - interpret
Key Geographical Vocabulary	Wet, dry, up, down, left, right, house, beach, farm,	Beach, cliff, coast, river, mountain, sea, ocean, soil, valley, hill, vegetation, season, weather, country, Equator, clouds, compass directions, rainfall, North Pole, South Pole, Arctic, Antarctic, city, capital city, town, village, office, factory, farm, shop, house, port, harbour, sustainable, map, plan, key, aerial photograph, symbol, feature, Europe, space, routes, transport, direction, location, globe, atlas	Routes, community, key, urban, rural, human, physical, settlement, satellite, sketch maps, mountain, volcano, earthquake, water cycle, sketch maps, scale, tributary, cliff, bay, headland, latitude, longitude, 4 figure grid reference, erosion, deposition, mouth, source,	climates, settlement, land use, biomes, resources, economic, population, life expectancy, physical, human, geographical features, energy, fuel, industry, 6 figure grid reference, land use, Ordnance survey map, impact