

OUR GEOGRAPHY CURRICULUM

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Our Aspirations

We aim to provide a high-quality Geography curriculum that will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – 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
- Are competent in the geographical skills needed 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, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our Curriculum

Our Geography curriculum in school provides opportunities for children to improve and apply the skills and knowledge they learn in each year group.

- In EYFS children are encouraged to develop their understanding of the wider world and of their surroundings. Children will be given the opportunity to explore, observe, problem solve, predict, think critically and make decisions. Children will also be encouraged to talk about and make observations on creatures, people, plants and objects in their surroundings. EYFS children will learn about the weather, the seasons and their local surroundings.
- In 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.
- In 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 tools and skills to enhance their locational and place knowledge.

What does Geography in our school look like?

During each school year the children will experience the 5 golden threads of Geography that run throughout our curriculum. These are: *Our local area and beyond; The Natural Environment; Settlements; Mapping; Weather and Climate*. Each Geography Unit will contain elements of these golden threads which will allow children to link their current learning to previous knowledge. Our enquiry based curriculum focusses on providing children with the skills and knowledge to become successful geographers.

Geography lessons will all follow a broadly similar structure in Key Stage 1 and 2. Children will be given the opportunity to showcase their previous knowledge through quizzes and questioning from the teacher. The teacher will link the learning to previous lessons, units and years and then after the main lesson the children will recap their learning. Using this format allows children to link previous learning to their current lesson and help them build and cement their knowledge and skills.

Procedural Concepts

There are 7 procedural concepts that we follow in school which ensures the curriculum provides the best opportunities for children's learning. Procedural concepts ensure that children have a procedural knowledge to allow for deeper understanding.

Concept	Definition
Place	Diversity; sustainability; identity; local –global; characteristics; similarities & differences
Space	Location; human; pattern; natural; trends; density; proximity; virtual; relative
Scale	Directions; measurement; distance; local –global; space; maps
Environment	Geology –the rocks beneath our feet. Atmosphere –weather & climate Water cycle, plants, raw materials, oceans
Inter-connections	Processes; human environment; links; change; relationships between places, features, events and people. Locally -globally
Environmental Impact and Sustainability	Natural/raw materials; Human impact; pollution; social; economic
Cultural Awareness	How have different cultures and diversity been part of the reason for change? Different cultures and religions living together. Cultures contributed to different land uses.

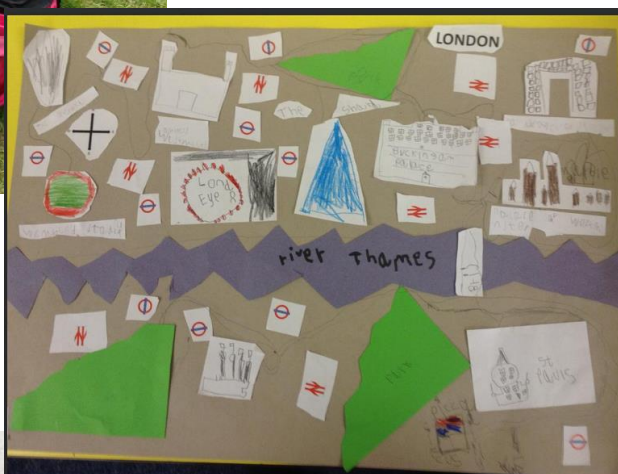
An example of how progression of substantive concepts and knowledge is planned for throughout the school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge							
The Local area	<p>Know the name of my school.</p> <p>Know the town/city where I live.</p> <p>Know basic relative positional language.</p>	<p>Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)</p>	<p>Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.</p>	<p>Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.</p>	<p>Name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references, maps, symbols and keys</p>		
The UK	<p>Know that England is their home country.</p> <p>Know that London is the capital city of England.</p> <p>Begin to name/locate all the countries in the UK and their capital cities.</p>	<p>Name and locate the countries in the UK and their capital cities.</p> <p>Name the surrounding seas of the UK</p>	<p>Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.</p>	<p>Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.</p>	<p>Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.</p>	<p>Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/directional language, 8 points of a compass, six figure grid references, maps, symbols and keys</p>	
The World	<p>Understand the terms 'land' and 'sea'.</p>	<p>Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'.</p> <p>Recognise and know basic features of the different continents.</p>	<p>Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.</p>	<p>Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.</p>	<p>Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities.</p> <p>Locate key Earthquake zones of the world, including an Earthquake location study.</p>	<p>Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.</p> <p>Name, locate and understand the significance of the Equator, Northern/Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones.</p> <p>Locate countries of North America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).</p>	<p>Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys.</p> <p>Locate countries South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).</p>

Fieldwork

Fieldwork is a key area of Geography and something that allows children to apply their Geography skills in a much more practical way.

In St Bernadette's, fieldwork is woven into our curriculum with each Geography unit providing fieldwork opportunities. These opportunities range from surveying and mapping the school grounds to local area walks to observe and record the human and physical features of our surrounding areas. Fieldwork can also be done digitally, allowing children to utilise their computing skills to research information and data about different areas of the world.



How is the National Curriculum program of study taught in St Bernadette's?

National Curriculum Program of Study and EYFS Framework						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding of the World - Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>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.</p>	<p>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.</p>				
	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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) 				
	<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of 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 				
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 				

What do we teach and when?

Golden Threads throughout the school: Our Local Area and Beyond , The Natural Environment , Settlements , Mapping , Weather and Climate						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Understanding the World (People, Culture, Communities & The Natural World)	Understanding the World (People, Culture, Communities & The Natural World)	Understanding the World (People, Culture, Communities & The Natural World)	Understanding the World (People, Culture, Communities & The Natural World)	Understanding the World (People, Culture, Communities & The Natural World)	Understanding the World (People, Culture, Communities & The Natural World)
Class 1	<u>Our School /Where we live</u>		<u>The United Kingdom</u>		<u>Continents and Oceans</u>	
	<u>Weather and Seasons</u>					
Class 2	<u>Mountains, Rivers and Coasts</u>		<u>Villages, Towns and Cities</u> <u>Maps</u> <u>Hot and Cold Places</u>		<u>Routes and Journeys</u> <u>Comparing Brinnington with a Local Area (Trinidad and Tobago)</u>	
Class 3	<u>Using and making Maps</u> <u>UK Regions</u> <u>The Shape of the Land</u>		<u>Somewhere to Settle</u> <u>Celebrating our world</u>		<u>How does Extreme Earth Weather shape the world we live in?</u>	
Class 4	<u>Europe - Is Europe the same all over?</u>			<u>The Water Cycle</u>	<u>UK Cities & Counties</u>	
Class 5	<u>Settlement and Migration</u>		<u>Mapping the World</u> <u>The Earth in Space</u>		<u>European and North American (Inc. Central America) Countries and Capitals</u> <u>North America</u>	
Class 6	<u>South America (inc. Biomes and Vegetation Belts)</u>		<u>Natural Resources</u>	<u>Sustainable Living</u>	<u>Trade and Economic Activity (inc. Fair Trade)</u>	

An example of the knowledge organisers that inform the development of medium term plans.

Year 5 - Autumn
Settlement and Migration

Key Vocab	
population	trek
Satellite image	inequality
skyline	refugee
pattern	United Nations
immigrant	trade
migration	emigration
passage	slaves
trail	settlements

Concepts

Place, Space, Scale, Environment, Inter-Connections, Environmental Impact and Sustainability, Cultural Awareness,

Curriculum Points/Skills to be taught LOCATION PLACE HUMAN/PHYSICAL SKILLS/FIELDWORK

- describe and understand key aspects of 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Prior Learning to be revisited:

- 7 Continents and 5 Oceans
- Why people settle where they do/What makes a good settlement (physical and human features).
- Use of maps and atlases
- Migration of animals
- Windrush (Year 2 Floella Benjamin)

Knowledge/Enquiry Questions

- Do settlements have a pattern?
 - Children to know why humans settled where they have.
 - How can they use atlases and satellite images to identify settlements?
- Why do people migrate?
 - Children to be able to identify human and physical reasons for migration
- What happens to refugees?
 - Children to be able to use maps to track the journey of chosen refugees
 - Children to know what a refugee is and why they may have been displaced.

Fieldwork Opportunities:

- What do we need to survive?
What would a refugee need?
Design a survival capsule for sustainable living.

An example of planning using details from the Knowledge Organisers

<p>Lesson One</p> <p>E.Q. What makes a good settlement?</p>	<p>Watch the BBC Bitesize video explaining all about settlements here: Explore settlements - BBC Bitesize.</p> <p>Give the chn images of these settlements and ask them to identify which ones are which. Then recap the difference between human and physical features of settlements. Can they identify which of these features will be at each settlement?</p> <p>Next, ask them to identify some advantages and disadvantages of living in these settlements.</p> <p>Lastly, ask them to answer the questions, 'Who might settle here? Why?</p> <p>For a challenge, ask them to do the same with ports, market towns and resorts.</p>
<p>Lesson Two</p> <p>E.Q. Do settlements have a pattern?</p>	<p>Discuss what is meant by a pattern. What patterns can they find in the classroom, on their clothes or the things they carry with them? Explain that the houses and buildings in towns and cities are arranged in patterns. There is also a pattern of settlement in a country or region. Some areas are crowded, others will be much emptier.</p> <p>Show the chn pictures taken by NASA of cities at night and discuss their different structures and patterns: London - Radial pattern focused on a core Los Angeles - Based on a grid Abu Dhabi - Appears to have tentacles which reach out into the desert</p> <p>Then show a picture of the U.K. at night. Can they identify and name its cities?</p> <p>Now look at a world map. Ask them to plot cities on the world map that have a great population (New York, Mexico City, Karachi, Delhi, Mumbai, Kolkata, Dhaka, Shanghai, Beijing, Tokyo). Then they'd need to answer the following questions:</p> <ul style="list-style-type: none">• Which continent is the most crowded?• Which continents have no extremely large cities? <p>Lastly, show them a graph of the population change of Greater Manchester from 1801. Discuss, why are cities growing larger and larger? Think about why people might want to move to a city from the countryside (jobs, facilities, opportunity) and explain that these are pull factors. Then think about factors which might drive them out of the countryside (natural disasters, conflict, lack of opportunity) and explain that these are push factors. The chn will then think about the push and pull factors of Manchester.</p>

What would you see in the classroom?

At St. Bernadette's, our goal is to ensure a consistent approach to Geography teaching across all classrooms.

In every classroom, you'll find a dedicated Geography display board serving as a working wall. Here, key knowledge, vocabulary, and enquiry questions are featured alongside children's work. Furthermore, a world map display in a communal area encourages discussions among children.

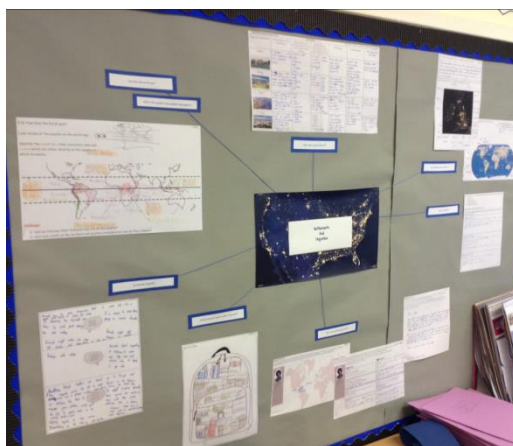
Within Geography lessons at St. Bernadette's, technical vocabulary is introduced and revisited regularly to support retention and understanding. Each lesson revolves around an enquiry question to promote curiosity and engagement whilst allowing children to apply their knowledge. To ensure learning and knowledge retention, teachers revisit, consolidate and recap prior learning from previous lessons, units and years.



QUIZ TIME!  

E.Q.

What country do we live in?	Name the continents.	What are the features of rural and urban areas?
What is the difference between a human and physical feature?	What are the 4 countries and capitals of the UK?	What were the needs and requirements of early settlers?
Name the seas around the UK.	What are the hot and cold places on Earth?	How have volcanoes and earthquakes shaped our earth?



How is Geography linked to other areas of the curriculum?

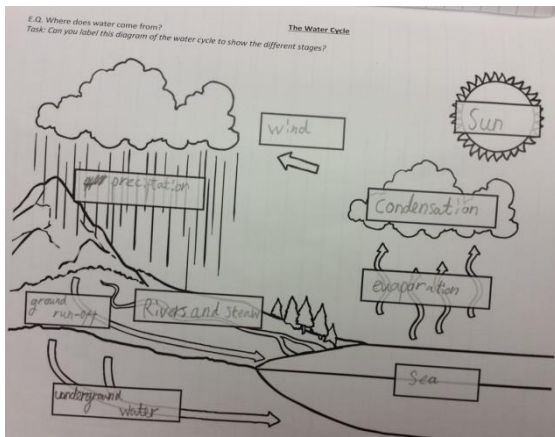
Cross-curricular connections with Geography are established where they are appropriate. For example, in Science, Year 4 children explore the Water Cycle, while Year 2 delves into Hot and Cold Places.

History provides another avenue for exploration, enabling children to examine the geographical factors influencing settlement patterns and migrations throughout history. Additionally, Geography units offer opportunities for non-fiction writing.

The application of math skills such as reading coordinates, interpreting graphs, and analysing data in Geography links with Data Handling units in Mathematics.

ICT is used regularly throughout Geography, enabling children to conduct research, gather and present data, and create informative digital content.

Below are some examples of cross-curricular work.



Who are the Windrush generation?

Lesson 1: Task 1
The Windrush generation got on a ship that took the Caribbean to travel thousands of miles across the Atlantic. Can you mark the journey of the SS Empire Windrush on the world map below? How long do you think it might have taken? Where do you think it stopped off?

Lesson 1: Task 2
In the Caribbean, lots of young men and women had served in the British armed forces because of the two world wars. After the war, some of these people came to Britain where there were lots of different jobs to do. What do you know about the Caribbean countries below? What are the differences to be in Britain? Use the table below to write down your ideas.

Britain	Jamaica
Climate: Cold, rainy, shorter, but more sunny weather.	Climate: Hot and sunny most of the year. Lots of sun.
Food: Lots of different types of food. Lots of different types of food. Lots of different types of food.	Food: Lots of different types of food. Lots of different types of food. Lots of different types of food.
Language: English is the main language. There are many other languages spoken in the Caribbean.	Language: Patois is the main language. There are many other languages spoken in the Caribbean.
Religion: Most people are Christians. There are many other religions in the Caribbean.	Religion: Most people are Christians. There are many other religions in the Caribbean.
Music: Reggae, Rastafarianism, and other Caribbean music.	Music: Reggae, Rastafarianism, and other Caribbean music.



Where can the Naughty Bus take us around our school and grounds?

E.Q-What does the Naughty Bus look like from different views?

Front side back bottom top above

Front View

Back View

Side View

View from above

Plan view is... How parts of a 3D object look on a 2D surface from different viewpoints.

How do we know how children are doing?

Throughout their learning, whether in a single lesson or spanning an entire unit, children receive targeted verbal feedback to gauge their progress along their learning journey.

Within lessons, children are encouraged to revisit and recap their learning, providing teachers with on-going opportunities to assess attainment and adjust their teaching as needed.

Teachers use a range of questioning and feedback based on the enquiry question/sub-enquiry questions to assess understanding of the learning, identify and address misconceptions and inform next steps.

What is the role of the Geography co-ordinator?

- Support teachers with the planning and implementation of the Geography curriculum.
- Monitor the impact of the teaching through book looks and lesson observations.
- Remain up to date with the latest Geography curriculum guidelines by attending CPD.
- Provide CPD to staff through the delivery of staff meetings.

What does Inclusive Practice look like in Geography?



Geography

Personalised

Share planning with 1-1 staff prior to lesson; Bespoke planning when appropriate; Children will work in a variety of ways – individual, paired, small group; Break out space; Seating will be planned for individual; Adaptive technology planned for; Scaffolds personalised; chunked to manage understanding and memory.

Targeted

Vocabulary mats with visuals; Oral rehearsal of using vocabulary; Sentence starters to support recording; Collaborative learning with peers; adaptive technology techniques for extended writing and recording; Pre-teaching vocabulary or complex concepts; Sources are appropriately adapted for learners – enlarged, colours are easily distinguishable; Predictable routines for children who struggle with change; Sitting near to an adult or peers for those who need prompting; Movement breaks if needed; Timers; Fidget toys; Wobble cushion

Universal

Enquiry based learning – ask questions, explore, try different approaches, challenge, high expectations for all; Retrieval practice at the start of each lesson to revisit and consolidate previous learning in units, lessons; Explicit teaching of planned tier 2 and tier 3 vocabulary and display on working walls, collect in Magpie books, record in books; Reduce cognitive load by minimising information on ppts and chunking up the lesson into clearly defined episodes; Scaffolds used – visual, auditory, concrete; Modelling of key concepts and addressing misconceptions; Co-production of challenges and investigations; Sources are used to enhance learning and understanding (Maps, videos, photos, graphs); Sensitivity to children's lived experiences; Experiential curriculum through DEAL

Possible Indicators:

- Significantly behind peers
- Requires constant overlearning
- Failing to make progress despite intervention and support
- Difficulty retaining information

What do pupils say about Geography in St Bernadette's?

At St. Bernadette's, we recognize the importance of gathering pupil feedback. This practice enables us to actively listen and directly respond to the needs, emotions, and perspectives of our children's. Below are a series of quotes from each class about their Geography journey at St Bernadette's.

"Geography is fun; you get to learn a lot of new things about continents and countries. I have enjoyed mapping the Earth using atlases." – Class 5 Pupil

"I like Geography because it is very interesting. I have learnt all about South American countries, their capitals, populations and their climates" – Class 6 Pupil

"I like learning to use a compass and a map when we do fieldwork. I liked learning about the regions of the United Kingdom" – Class 3 Pupil

"Geography is really good. I liked learning about Europe and the different climate zones. I loved mapping River Rhine." – Class 4 Pupil

"Geography is really fun. We have learnt about hot and cold weather and what happens to the environment when it is hot and cold. We have also learnt about the 7 continents!" – Class 2 Pupil

"In Geography I like learning about North, South, East and West when I used a compass" – Class 1 Pupil