



Birchwood Avenue Primary School

Educating Hearts and Minds through Geographical Education



Intent:

At Birchwood Avenue, we recognise the natural and physical world is changing and understanding geography can help us to realise how we can have a positive impact on the environment and the world around us.

Our curriculum aims to support all children in their understanding of geography from Reception to Year 6. By offering a challenging and interesting geographical framework, we aim to foster a sense of awe and wonder within each child about the human and physical world and encourage children to be curious learners. The whole geography curriculum is underpinned by exposure to rich, scientific and technical vocabulary and high-quality texts.

Throughout their time at Birchwood, we encourage children to deepen their understanding of the connection of human and physical processes. Geographical knowledge and skills are progressive and are sequenced to provide children with the opportunity to build on their knowledge and skills as they grow.

Birchwood Avenue Geography aims & purpose:

The Ark curriculum is used as a foundation for geography teaching at Birchwood Avenue Primary School. Ark provides units of work for all year groups from Year 1 – Year 6 based on National Curriculum Objectives and beyond. The geography curriculum is strategically sequenced to ensure a broad and effective learning experience for all pupils. Each unit of work is underpinned by a clear rationale and conceptual rigour. Teachers use Ark as a starting point and use assessment for learning to adapt plans for the individual needs of their class to ensure high quality, relevant lessons are delivered.

Aims

In EYFS children will begin their journey in geography starting with their immediate physical environment and exploring the natural world around them.

In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa. Through Key Stage 2, pupils develop their understanding of locations, places, processes and people.

In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, biomes, rivers and rainforests.

In Upper Key Stage 2, pupils explore Asia before focussing once again on the wider world. They explore the human and physical characteristics of Asia and learn about mountains and natural disasters such as volcanoes and earthquakes. A case study of a natural disaster allows pupils to see the impact on both a place and the people within it. When looking at the world, pupils consider the global challenges faced in the movement of people, growing populations, the distribution of natural resources, fair trade and the impact of climate change. They will also discover what they can learn from different maps of the world and draw their own maps based on fieldwork within their own locality.

EYFS

ELG

Understanding the World

People, Culture and Communities

The Natural World

	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. 	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons
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Locational Knowledge				
		KS1	LKS2	UKS2

		<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. 	<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) 	<ul style="list-style-type: none"> Locate main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day
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Place Knowledge

		KS1	LKS2	UKS2
		<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. understand geographical similarities and differences through studying the human 	<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 study of India. Understand geographical similarities and differences 	<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/South America

		<p>and physical geography of a small area of the United Kingdom.</p> <ul style="list-style-type: none">learn about their school, and what it is like there	<p>through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District.</p>	<ul style="list-style-type: none">Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. African study and places relevant to Anglo-Saxon/Viking Britain.
Geographical Enquiry and Skills				
		KS1	LKS2	UKS2

		<ul style="list-style-type: none"> • Ask geographical questions [i.e. 'What is it like to live in this place?'] • Observe and record [i.e. identify buildings in street and complete a chart] • Express their own views about people, places and environments [i.e. about litter in the school] • Communicate in different ways including through numerical and quantitative skills, maps and pictures. • Communicate understanding through writing at length. • Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] • Use fieldwork skills [i.e. recording info on a school plan or local area map] • Use globes, maps, plans at a range of scales [i.e. following a route on a map] • Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] • Make maps and plans [i.e. a pictorial map of a place in a story] 	<ul style="list-style-type: none"> • Ask geographical questions [i.e. 'What is it like to live in this place?'] • Observe and record [i.e. identify buildings in street and complete a chart] • Express their own views about people, places and environments [i.e. about litter in the school] • Communicate in different ways including through numerical/quantitative skills, maps and pictures. • Communicate understanding through writing at length. Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] • Use fieldwork skills [i.e. recording info on a school plan or local area map] • Use globes, maps, plans at a range of scales [i.e. following a route on map] • Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] • Make maps and plans [i.e. a pictorial map of a place in a story]. 	<ul style="list-style-type: none"> • Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?'] • Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph] • Analyse evidence and draw conclusions [i.e. by comparing population data for two localities] • Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality] • Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school]. • Use geographical vocabulary [i.e. temperature, transport, industry] • Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]
				<ul style="list-style-type: none"> • Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]

				<ul style="list-style-type: none"> • Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] • Draw plans and maps at a range of scales [i.e. a sketch map of a locality] • Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data] • Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]
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Human and Physical Geography

		KS1	LKS2	UKS2
		<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>aspects ill describe and understand key of:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils ill describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. ü Human geography including trade between UK, Europe and ROW ü Fair/unfair distribution of resources (Fairtrade). Physical geography including volcanoes and earthquakes. Distribution of natural resources

Geographical Skills and Fieldwork

		KS1	LKS2	UKS2
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		<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; 	<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 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • references, symbols and key (including the use of OS maps) to build their knowledge of the UK 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. 	<ul style="list-style-type: none"> • 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. Extend to 6 figure grid • references with teaching of latitude and longitude in depth. Expand map skills to include • non-UK countries. 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.

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Geography Curriculum Overview:

Throughout their journey in geographical enquiry, pupils will build their:

1. Deep knowledge of locations, places and geographical landscapes across the world
2. Understanding of the conditions, processes and interactions that explain features, patterns and changes over time and space
3. Application of skills in observing, collecting, analysing, evaluating and communicating geographical information

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Threads throughout the Year</u> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
Year 1	Toys in Time	Our Local Area	Transport and Travel		The United Kingdom	Beside the Seaside
Year 2	Kings and Queens	The Great Fire of London	Plant Earth		People who made a difference	Life in Kenya
Year 3	Stone, Bronze and Iron Age Britain	Settlements and Land Use	Ancient Egypt		Climate and Climate Controls	Europe
Year 4	The Romans	Roman Britain	Amazon, Rivers and Rainforests		Maya Civilization	The USA
Year 5	Anglo Saxons and Scots	Vikings	Asia. Mountains, Volcanoes and Earthquakes		Baghdad & the Middle East	Biomes and Vegetation

Year 6	Ancient Greece	Mapping the World	Conflict and Resolution	Global Challenges: Climate Change	Global Challenges: Trade