

## Geography - Our school curriculum

Our aim is for all pupils to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our pupils to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring that their 'love for learning' continues throughout their time at Broadlands. We have a core curriculum that engages and suits the needs of all our pupils and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken down our curriculum into a 'Head, Hands and Heart' approach. Each of these is explained below.

The Head – this area of our curriculum focuses on a child's knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children's knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands – this area of our curriculum focuses on a child's skills. We give opportunities for the children to use and apply the knowledge and understanding they have developed.

The Heart – this area of our curriculum focuses on a child's learning behaviour. We look at their enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflection and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the 'Head, Hands and heart approach' with a holistic learning experience. As a school we recognise that there is no 'right way' for a child to learn and each child's learning experience needs to be catered to meet their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our 'Head, Hands, Heart' curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both educational and as they move into their adult life.

## Geography – Intent, Implementation and Impact.

### Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of

### Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Broadlands, we ensure that geography has the same importance given to it as the core

Hereford so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as
- effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

### Impact

- Children will enjoy Geography lessons and look forward to finding out more about our world.
- The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.
- Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.
- Standards in Geography will be high and will match standards in other subjects such as English. And Maths
- We have an ongoing monitoring system that helps staff ensure that all topics and skills are being taught in relevant year groups.

## **Geography – National Curriculum Objectives**

### **KS1**

#### **Ge1/1.1 Location Knowledge**

Ge1/1.1a name and locate the world's 7 continents and 5 oceans

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **Ge1/1.2 Place Knowledge**

Ge1/1.2a 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

#### **Ge1/1.3 Human and Physical Geography**

Ge1/1.3a 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

Ge1/1.3b 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

#### **Ge1/1.4 Geographical Skills and Fieldwork**

Ge1/1.4a 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

Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

Ge1/1.4c 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

Ge1/1.4d 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.

### **KS2**

#### **Ge2/1.1 Locational Knowledge**

Ge2/1.1a 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

Ge2/1.1b 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

Ge2/1.1c 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)

### **Ge2/1.2 Place Knowledge**

Ge2/1.2a 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 in North or South America

### **Ge2/1.3 Human and Physical Geography**

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b 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

### **Ge2/1.4 Geographical Skills and Fieldwork**

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b use the 8 points of a compass, 4 and 6-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

Ge2/1.4c 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.

## Geography - Curriculum Map – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1 and 2		Our wonderful world		London		Our school
Year 3 and 4		Investigating our world	Eat, Grow and Sow			Geography of Greece
Year 4 and 5		Investigating our world	Eat, Grow and Sow			Geography of Greece
Year 6		Our Changing world		Frozen Kingdom		

Geography - Year One

	Head	Hands
<b>Our School</b>	<ul style="list-style-type: none"> <li>• Can they tell someone their address and school address?</li> <li>• Can they describe their locality using words and pictures? [1]</li> <li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? [2]</li> <li>• Can they describe some places which are not near the school? [1]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they say what they like about a locality?</li> <li>2. Can they sort things into groups based on criteria?</li> <li>3. Can they answer some questions using simple maps and an atlas?</li> <li>4. Can they think of a few relevant questions to ask about a locality?</li> <li>5. Can they answer questions about the weather?</li> <li>6. Can they keep a weather chart?</li> </ol>
<b>London</b>	<ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom? [3]</li> <li>• Can they name some of the main towns and cities in the United Kingdom? [3]</li> <li>• Can they name the major cities of England, Wales, Scotland and Ireland? [3]</li> </ul>	
<b>Our Wonderful World</b>	<ul style="list-style-type: none"> <li>• Can they explain the main features of a hot and cold place? [2]</li> <li>• Can they tell something about the people who live in hot and cold places? [4]</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place? [2]</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?[3]</li> <li>• Can they explain how the weather changes with each season? [6]</li> </ul>	
<b>Heart</b>		
<ul style="list-style-type: none"> <li>• Do they show an age- appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

Geography - Year Two

	Head	Hands
<b>Our wonderful world</b>	<ul style="list-style-type: none"> <li>• Can they name all of the oceans and continents in the world? [5]</li> <li>• Can they explain the difference between a country and a continent?</li> <li>• Can they find the world's continents and oceans within an atlas? [5]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they label a diagram or photograph using some geographical words?</li> <li>2. Can they find out about a locality by using different sources of evidence?</li> <li>3. Can they find out about a locality by asking some relevant questions to someone else?</li> <li>4. Can they accurately plot NSEW on a map?</li> <li>5. Can they use a globe/atlas and different maps to identify countries/continents and oceans?</li> </ol>
<b>Our School</b>	<ul style="list-style-type: none"> <li>• Can they describe a place outside Europe using geographical words? [1]</li> <li>• Can they explain how the jobs/lifestyle may be different in different parts of the world? [2]</li> <li>• Can they find similarities and differences from a non-European place to their own locality? [3]</li> </ul>	
<b>Mapping Skills/London</b>	<ul style="list-style-type: none"> <li>• Can they find where on a map they live in the UK? [5]</li> <li>• Can they understand and use basic symbols to create a map of their locality? [3/4]</li> <li>• Can they describe some physical features of their own locality? [1/2]</li> </ul>	
<b>Heart</b>		
<ul style="list-style-type: none"> <li>• Do they show an age- appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

Geography - Year Three

	Head	Hands
<b>Settlements Geography of Greece</b>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a village? [2]</li> <li>• Can they describe the main physical differences between cities and villages? [1]</li> <li>• Can they explain why people may choose to live in a village rather than a city?[5]</li> </ul>	<ol style="list-style-type: none"> <li>1. Do they use correct geographical words to describe a place and the events that happen there?</li> <li>2. Can they identify key human and physical features of a locality by using a map i.e. church and mountains?</li> <li>3. Can they study the land-use patterns of an area the United Kingdom linked to the area they are studying and say how these have changed over time?</li> <li>4. Can they identify the position and significance of the equator and northern and southern hemisphere?</li> <li>5. Can they identify the human features of the key places that they study?</li> </ol>
<b>Investigating our World</b>	<ul style="list-style-type: none"> <li>• Can they map land use with their own criteria? [3]</li> <li>• Can they name the largest desert in the world? [4]</li> <li>• Can they explain how deserts are different to other landscapes within the world? [5]</li> <li>• Can they identify what constitutes as a desert? [1]</li> </ul>	
<b>Rainforests Eat Grow and sow</b>	<ul style="list-style-type: none"> <li>• Can they locate some Rainforests within the world? [4]</li> <li>• Can they explain what a rainforest is? [1]</li> <li>• Can they understand how human actions are impacting rainforests? [5]</li> <li>• Can they explain the habitat of a rainforest? [1]</li> </ul>	
<b>Heart</b>		
<ul style="list-style-type: none"> <li>• Do they show an age- appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		



Geography - Year Four

	Head	Hands
<b>Investigating our world</b>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city? [1]</li> <li>• Can they explain why people are attracted to live in cities? [4/6]</li> <li>• Can they name up to six cities in the UK and locate them on a map? [2]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they carry out a survey to discover features of cities and villages?</li> <li>2. Can they find the same place on a globe and in an atlas?</li> <li>3. Can they label the same features on an aerial photograph as on a map?</li> <li>4. Can they plan a journey to a place in England?</li> <li>5. Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> <li>6. Can they create sketch maps when carrying out a field study?</li> <li>7. Can they compare and contrast their locality to a locality in a different terrain?</li> </ol>
<b>Investigating our world Eat, sow and grow</b>	<ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how the water cycle works? [5]</li> <li>• Can they explain why water is such a valuable commodity?</li> <li>• Can they explain why people are attracted to live by rivers? [1/6]</li> <li>• Can they name and locate many of the world's major rivers on maps? [3]</li> </ul>	
<b>Geography of Greece</b>	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's most famous mountain regions on maps? [2 - atlas]</li> <li>• Can they name a number of countries in the Northern Hemisphere? [2 - globe]</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mountains would be different from their own? [7]</li> </ul>	
<b>Heart</b>		
<ul style="list-style-type: none"> <li>• Do they show an age- appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

Geography - Year Five

	Head	Hands
<b>Mapping Skills Investigating our world</b>	<ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps? [2]</li> <li>• Can they accurately use a 4 figure grid reference? [3]</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they collect information about a place and use it in a report?</li> <li>2. Can they gather information from a range of maps (OS, landuse, climate)?</li> <li>3. Can they identify the 4 figure grid references?</li> <li>4. Can they find possible answers to their own geographical questions?</li> <li>5. Can they make detailed sketches and plans; improving their accuracy later?</li> <li>6. Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ol>
<b>Eat, Grow and Sow</b>	<ul style="list-style-type: none"> <li>• Can they find different views about an environmental issue? What is their view? [1/4]</li> <li>• Can they explain how to overcome different environmental issues? [4]</li> <li>• Can they explain terms such as fair trade and sustainability? [1]</li> </ul>	
<b>Geography of Greece</b>	<ul style="list-style-type: none"> <li>• Can they locate the USA and Canada on a world map and atlas?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas? [2]</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features? [5]</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features? [1]</li> </ul>	
<b>Heart</b>		
<ul style="list-style-type: none"> <li>• Do they show an age- appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

	Head	Hands
Europe	<ul style="list-style-type: none"> <li>• Can they name and locate some well-known European countries? [1]</li> <li>• Can they name and locate the capital cities of neighbouring European countries? [2]</li> <li>• Do they know the countries that make up the European Union? [3]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they confidently explain scale and use maps with a range of scales?</li> <li>2. Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</li> <li>3. Can they choose the best way to collect information needed and present findings?</li> <li>4. Can they make careful measurements and use the data?</li> <li>5. Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>6. Can they make suggestions for the future based on their understanding?</li> </ol>
Frozen Kingdom	<ul style="list-style-type: none"> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created? [3]</li> <li>• Can they locate and name some of the world's most famous volcanoes? [2]</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> <li>• Can they describe how volcanoes have an impact on people's lives? [3]</li> </ul>	
Our Changing World	<ul style="list-style-type: none"> <li>• Can they suggest different ways that a locality could be changed and improved? [6]</li> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they give an extended description of the human features of different places around the world? [3]</li> <li>• Can they describe how some places are similar and others are different in relation to their human and physical features? [5]</li> </ul>	
<b>Heart</b>		
<ul style="list-style-type: none"> <li>• Do they show an age- appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		