



Bollinbrook CE Geography Curriculum

'And the child grew and was strong in spirit'

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in Geography

The national curriculum requirements for geography are presented in Key Stages. The **key knowledge** outlined here are therefore presented in national curriculum themes and this document outlines the year groups in which these themes are taught.

Geography

At both key stages the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

Vision Statement

Geography – 'geographia' (Greek), literally "earth description"- is the study of earth and its people. Its features are things like continents, seas, rivers and mountains. ... A geographer tries to understand the world and the things that are in it, how they started and how they have changed.

At Bollinbrook Church of England School, we believe Geography allows children to develop a curiosity about the world's people, places and different environments in order to become global citizens who make responsible choices. An early geography education should fuel pupils' curiosity about their world, provide valuable insights and offer some answers for the next generation of global citizens.

Intent

The intention of the Geography Curriculum at Bollinbrook Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills and develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation

There is full coverage of the national curriculum for both key stages using the scheme Grammarsaurus. Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at geography. Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes by 'doing less better'. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. The long-term plan does not attempt to teach topics in their entirety as this often leads to an over emphasis on content and 'knowing' rather than on enabling pupils to achieve

	higher order outcomes by interrogating information and applying skills from one context to another. There are also strong links to maths, English and science objectives.
Impact	<p>Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.</p> <p>Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.</p>
Assessment	At the end of each unit, children will be given an end of unit 'quiz' where they will be tested on the knowledge and skills they have learnt in that unit. This will give them a score which feeds into the teacher's summative assessment. The focus should be on whether the pupil has shown that they have been able to, for example, identify; describe; compare and contrast; explain; make a judgement or evaluate and record. The summative assessment, along with regular formative assessment during the unit, will inform teacher judgements for their class.

EYFS Termly Expectations

Autumn	<ul style="list-style-type: none"> • Is able to discuss what they see, hear, smell and feel whilst outside. • Is able to talk about why some environments are different to the one they live in.
Spring	<ul style="list-style-type: none"> • Is able to talk about the similarities and differences in when discussing places, objects, materials and living things.
Summer	<ul style="list-style-type: none"> • Is able to make observations of animals and plants and explain why some things occur and can talk about changes.
ELG	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Is able to recognise some similarities and differences between their life in this country and life in other countries. • Is able to use a simple map to find out information.
Those working in greater depth may...	<ul style="list-style-type: none"> • Be able to understand that the environment and living things are influenced by human activity. • To be able to describe how human action has had an impact in their community (positive and negative).

Key knowledge and geographical skills in Key Stage 1

- The geography knowledge learning in Key Stage 1 can be blocked into four main units:

Locational knowledge		Place knowledge	Human and physical geography		Skills and fieldwork
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	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.	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: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. City, town, village, factory, farm, house, office, port, harbour and shop.	Use world maps, atlases and globes; Use simple compass directions; Use aerial photos, construct simple maps; Undertake simple fieldwork within school locality.
<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK; Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland; Know the names of and locate the seven continents of the world; Know the names of and locate the five oceans of the world. 	<ul style="list-style-type: none"> Know features of hot and cold places in the world; Know where the equator, North Pole and South Pole are on a globe; Know the main differences between a place in England and that of a small place in a non-European country; 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK; Know and recognise main weather symbols; Know the main differences between city, town and village; Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach; Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> Know which is N, E, S and W on a compass; Know their address, including postcode; Know and use the terminologies: left and right; below, next to. 		

Identifying key knowledge and skills in Key Stage 2

Locational knowledge

<ul style="list-style-type: none"> • <i>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.</i> 	<ul style="list-style-type: none"> • <i>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.</i> 	<ul style="list-style-type: none"> • <i>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).</i>
<ul style="list-style-type: none"> • Know the names of and locate at least eight European countries; • Know the names of and locate at least eight major capital cities across the world; • Know the names of a number of European capitals; • Know the names of, and locate, a number of South or North American countries. 	<ul style="list-style-type: none"> • Know the names of and locate at least eight counties and at least six cities in England; • Know where the main mountain regions are in the UK; • Know, name and locate the main rivers in the UK. 	<ul style="list-style-type: none"> • Know the names of four countries from the southern and four from the northern hemisphere; • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map; • Know what is meant by the term 'tropics'; • Know about time zones and work out differences.

Identifying Key knowledge and skills in Key Stage 2

Place knowledge	Human and physical geography	
<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. 	<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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country; Know key differences between living in the UK and in a country in either North or South America. 		<ul style="list-style-type: none"> Know why most cities are located by a river; Know why industrial areas and ports are important; Know main human and physical differences between developed and third world countries.

Identifying Key knowledge and skills in Key Stage 2

Geographical skills and fieldwork

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| <ul style="list-style-type: none">• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• Use maps to locate European countries and capitals;• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian;• Know how to use graphs to record features such as temperature or rainfall across the world;• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. | <ul style="list-style-type: none">• Know and name the eight points of a compass;• Know what most of the Ordnance Survey symbols stand for;• Know how to use six-figure grid references. |

The following pages show how we have broken the key knowledge and skills into year group expectations.

Geography Units based on National Curriculum Programme of Study and Connected Geography

KEY STAGE 1

	AUTUMN TERM	SPRING TERM	SUMMER TERM
OAK CLASS – YEAR 1 AND 2	<p>The World and My School Where in the world do I live?</p>	<p>Our Local Park What is at our local park? How do people get there? (FIELD WORK_</p>	<p>My Local Area and Tulum, Mexico What are the similarities and differences between my town and Tulum, Mexico?</p>

Geography Units based on National Curriculum Programme of Study and Focus Education/Oddizzi.

KEY STAGE 2

	AUTUMN TERM	SPRING TERM	SUMMER TERM
SYCAMORE Year 3/4	<p>Land use, economic activity and travel</p> <p>What facilities are in my local area and how do people travel there?</p> <p>(FIELD WORK)</p>	<p>The United Kingdom</p> <p>What are the key geographical features of the UK and my region?</p>	<p>Rivers</p> <p>What are the features of my local river?</p>
ROWAN Year 4 / 5	<p>Greece</p> <p>What are the similarities and differences between my region and the South Aegean, Greece?</p>	<p>Bee Conservation</p> <p>How can we make our school environment more bee friendly?</p>	<p>The United States</p> <p>What are the similarities and differences between my region and the Western United States?</p>
ASH Year 6	<p>UK Depth Study</p> <p>What is the economic activity of the UK and how sustainable is it?</p>		<p>Sustainability</p> <p>How can our school reduce its plastic waste?</p>

OAK Year 1 / 2 GEOGRAPHY

	Locational Knowledge					
Key Question	Space	Scale	Human and Physical Processes	Skills and Field work	Place	
Where in the world do I live?	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas.	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.		I can understand that places can have meaning to people.	
Key vocabulary	address, capital, city, continent, country, local area, settlement, town, village, human features, physical features, autumn, beach, cliff, coast, equator, factory, farm, forest, globe, harbour, hill, house, landmark, land use, mountains, North Pole, oceans, office, port, river, sea, seasons, shop, South Pole, spring, summer, temperate, temperature, valley, vegetation, winter, atlas, bird's eye view, globe, messy map, perspective, plan					
What is at our local park? How do people get there?	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.	I can understand that places can have meaning to people.	
Key vocabulary	journey, local, route, facilities, collection methods, data, directions, fieldwork, pictogram, record, symbols, tally chart					

<p>What are the similarities and differences between my town and Tulum, Mexico?</p>	<p>I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country.</p>	<p>I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. I can understand the similarities and differences between my country and other countries.</p>	<p>I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography.</p>	<p>I can understand that places can have meaning to people.</p>	
<p>Key vocabulary</p>	<p>capital, city, continent, country, Earth, equator, landmark, location, town, village, beach, characteristics, cliff, climate, coast, coral reef, cenote, human feature, landscape, mangrove, marsh, Maya, North Pole, physical feature, rainforest, South Pole temperate, vegetation, weather, aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol</p>					

SYCAMORE Year 3 / 4 GEOGRAPHY

Locational Knowledge						
Key Question	Space	Scale	Human and Physical	Skills and Field work	Place Knowledge	
<p>What facilities are in my local area, and how do people travel there?</p>	<p>I can understand that the UK is split into countries and regions. I can understand that regions are split into counties.</p>	<p>I understand that hamlets, villages, towns and cities are settlements of different</p>	<p>I understand human processes in the UK, including settlements and land use. I understand that UK settlements rely on</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect</p>	<p>I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I</p>	

	I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.	sizes.	different areas of land use to thrive.	data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.	can give some examples.	
Key vocabulary	city, hamlet, land use, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village, facilities, population, raw materials, analyse, bar chart, evaluate					
What are the key geographical features of the UK, and my region?	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements.	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can identify some key human and physical features of the UK and my region. I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples.	

Key vocabulary	capital, city, continent, country, county, landmark, land use, locality, location, region, characteristics, elevation, harbour, human processes, landscape, moorland, mountain range, ocean, physical processes, population, river, rock formations, rural, topography, trade, urban, valley, aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol					
What are the features of my local river?	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent.		I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.	I can understand that physical features are significant within the local area in which they are located.	
Key vocabulary	channel, confluence, course, delta, erosion, estuary, evaporation, floodplain, levee, lower course, meander, middle course, mouth, oxbow lake, river basin, river course, silt, source, spring, tributary, upper course, valley analyse, data, evaluate, numerical, observe, Ordnance Survey maps, present, quantitative					

ROWAN Year 4 / 5 GEOGRAPHY

	Locational Knowledge					
Key Question	Space	Scale	Human and Physical	Skills and Field work	Place	
What are the similarities and differences between my region and the South Aegean, Greece?	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in South Aegean. I can identify the location of my region in England and the key human and physical	I can understand how my region is an area within England with different-sized settlements. I can understand that South Aegean is a region within Greece, with settlements of different sizes. I can understand that England and Greece are countries within	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and	I can use atlases, maps and globes to locate places and describe features studied.	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my	

	features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Greenwich Meridian.	the continent of Europe.	can identify some key events in South Aegean, Greece. I understand human processes in my region and South Aegean, including settlements and economic activity. I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.		region and South Aegean and give some examples.	
Key vocabulary	Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn, agriculture, archipelago, bay, caldera, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, island, islet, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, port, regional unit, Richter Scale, river, rural, scenery, seismic waves, seismometer, tectonic plates, terrain, thermal spring, topography, tourism, urban, volcano, weather, aerial photograph, atlas, fieldwork, observational skills, scale					
How can we make our school environment more bee friendly?			I can understand how bees are involved in physical processes. I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment. I can suggest how to make	I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry.	I can understand that people can choose to use land differently, and I can give some examples.	

			the school locality more environmentally friendly.			
Key vocabulary	biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species, analyse, blueprint, cardinal directions, evaluate, line graph					
What trees, plants and animals are in our local ecosystem?	I can name biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest.	I can understand that you can find different ecosystems, vegetation belts and biomes within countries.	I can understand how the climate impacts the landscape through biomes and vegetation belts. I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. I can use compass points and six-figure grid references to build my knowledge of the world.	I can understand that physical features are significant within the local area in which they are located.	
Key vocabulary	latitude, longitude, biome, climate, ecosystem, habitat, species, vegetation, vegetation belt, analyse, classify, compass, data, eastings, fieldwork, grid references, identification, measuring, northings, observing, present, qualitative, quantitative, recording					

ASH Year 6 GEOGRAPHY					
Key Question	Locational Knowledge		Human and Physical	Place	Skills and Field work
	Space	Scale			
What is the economic activity of the UK and how sustainable is it?	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time.	I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	

	landmarks.	how England is one country within the continent of Europe and the links it has with other countries in Europe.	<p>I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</p> <p>I can understand that events in other places can impact the UK.</p> <p>I can outline the environmental impact caused by different economic activities in the UK.</p> <p>I can use facts and evidence to judge the sustainability of economic activity in the UK.</p>		
Key vocabulary	rural, urban, agriculture, artificial intelligence, automation, capture, consumption, contaminate, desalination, disposal, drought, economic activity, economy, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hydrologist, implemented, import, industrial land, industry, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, source, sustainable, tax, topography, urban, virtual water, waste, chart, controversial, efficient, hierarchy, interview				
How can our school reduce its plastic waste?			<p>I can understand that human actions can disrupt the natural physical processes on Earth.</p> <p>I can understand that what happens in the United Kingdom can impact other places.</p> <p>I can understand that events in other places can impact the UK.</p> <p>I can understand that the actions of individuals can have a large-scale impact.</p> <p>I can explain the impact that plastic waste has on the environment.</p> <p>I can make suggestions on how the school can reduce the impact it is having on the environment.</p>	<p>I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>
Key vocabulary	biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic, audit, database, formulate, graph, implement, innovative, survey				