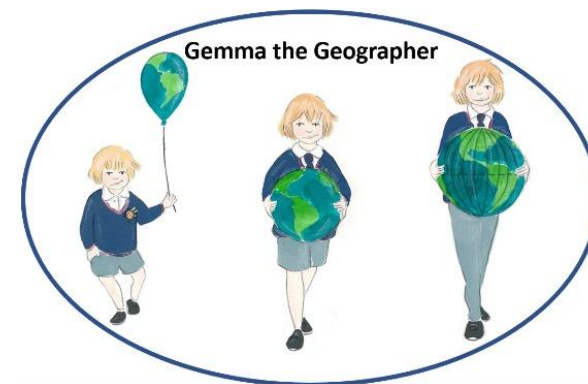




Geography

Long Term Curriculum Map

Whole School Scheme of Learning



Intent: This is what we want for your child.

At Barley Fields Primary our Geography curriculum is designed to foster children's curiosity and deepen their understanding and appreciation of the world both in their immediate environment (the school), locally and further afield. Children will have opportunities to explore both the physical and human features of the earth and develop their locational knowledge and understanding.

Our intention is to empower children to become informed global citizens by nurturing the skills they need to face and improve the rapidly changing environment around them, to recognise the importance of sustainability and care for the planet. We ensure through fieldwork, that children use their geographical skills to investigate a range of places – both in Britain and abroad - to help develop their knowledge and understanding of our world. We are committed to providing children with opportunities to investigate and make enquiries about our local area of Teesside so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

Our intention is to develop a curiosity and fascination with Geography at a time when it has never been so relevant. As a Gold Rights Respecting School our aim is for our children to leave Barley Fields empowered with the awareness of local, national and global ecological issues and provide them with the necessary knowledge and skills to understand and appreciate diversity, make a positive change and be environmental stewards of the future.

Implementation: This is what it will look like in the classroom.

Our children follow a carefully structured, ambitious and engaging curriculum designed to ensure children know more, remember more and can do more as they progress through our school. The curriculum is built around four strands.

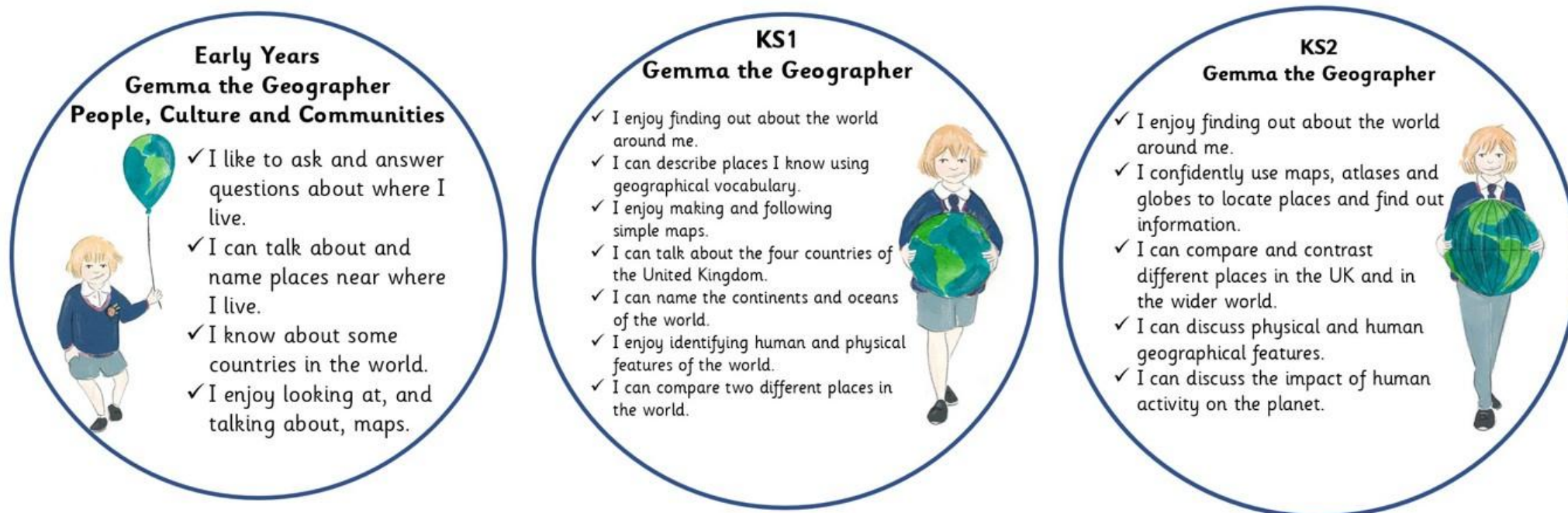
- Geographical Skills and Fieldwork
- Place Knowledge
- Locational Knowledge
- Human and Physical Geography

Our geography curriculum begins in Early Years with Understanding the World and The Natural World when children explore their locality, begin to talk about places they have visited and explore and observe similarities and differences within their immediate environment. In KS1 and 2 we extend this learning with opportunities to explore their locality and the wider world, its people and its features.

The Geography curriculum has been designed using content from the national curriculum and includes themes selected to inspire, challenge and engage children. It is taught in blocks to ensure comprehensive coverage and meaningful engagement for children. Detailed schemes of learning support teaching, ensure continuity and carefully plan for progression and depth. These plans are underpinned with an appropriate teaching pedagogy for effective quality first teaching allowing for our school-wide best practice of adaptive teaching. Hands on experiences, field trips, investigations and enquiries are integral to our approach and learning is enhanced through a variety of resources available, including digi-maps, Google Earth, globes, floor maps, Enrich orienteering and the use of iPads.

We are proud to offer a curriculum informed by the latest research and which undergoes regular reviews and updates to ensure its relevance and effectiveness.

Our children are taught to understand the core skills needed to work effectively as a Geographer with the use of our bespoke curriculum character – Gemma the Geographer. This character is used regularly to demonstrate the end points for each key stage, in an accessible, child-friendly way. This character is regularly used to encourage children to reflect on the key skills and concept areas of geography.



Impact: This is what it will mean for our children.

We are proud that the impact of our geography curriculum helps our children have a good understanding of the world in which they live and its key features.

Our Geography curriculum and our teaching and learning pedagogy leads to children who:

- have an excellent knowledge of where places are and what they are like.
- understand the ways in which places are interdependent and interconnected
- understand how human and physical environments are interrelated.
- have an extensive base of geographical knowledge and vocabulary.
- have an ability to reach conclusions and develop reasoned arguments to explain findings.
- frequently engage in fieldwork and other geographical techniques.
- have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- have the ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

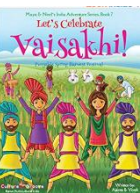
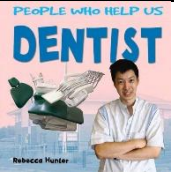
We are proud of our children's achievements in Geography which in turn supports their progress across their primary journey. We continually observe and formative assess children against curriculum end points using SONAR and use this information to plan next steps in their learning and to challenge and consolidate their skills.

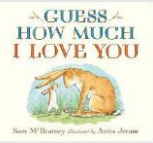
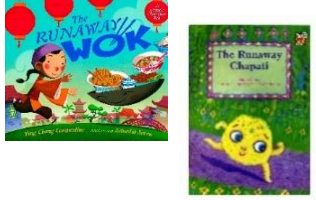
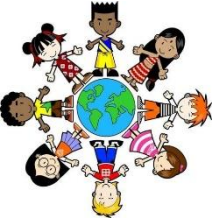
In addition, we measure the impact of our curriculum through the following methods:

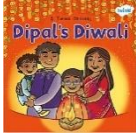
- A celebration of learning which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- Internal monitoring strategies by SLT and the Geography Team

Children leave Barley Fields with a robust understanding of the world in which they live, they have good locational knowledge and understand many of the physical and human features and challenge we face. They are sensitive to and engaged in wider geographical issues and debates as part of our Rights Respecting and Global Goals culture.

School Overview of Geography Coverage – Teaching and Learning Sequences

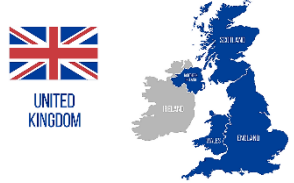
Early Years – Nursery People, Culture and Communities					
Autumn		Spring		Summer	
Getting to know you Settling in to Nursery  Halloween Celebrations – Funny Bones (link to melodic shape e.g. up, up, up/down, down, down.) Use All About Me document as a way of gathering evidence about different cultures – plan opportunities to celebrate different backgrounds.	Children in Need  Bonfire Night  Diwali  Christmas 	Pancake Day  Chinese/Lunar New Year  Listening to music from different cultures Valentine's Day  Red Nose Day 	Happy Easter!  Easter Vaissakhi  Mother's Day 	Father's Day  People Who Help Us  People who help us	People Who Help Us – Dentist  Transition support – who am I? Link to Reception

Early Years – Reception People, Culture and Communities					
Autumn		Spring		Summer	
Who Are We? Who are we?  Am I the same as everyone in my class? Do the people in our families all have the same job? Exploring Forest School	Let's Celebrate Do we all celebrate in the same way? Halloween Bonfire Night Remembrance Day Diwali Hanukah Children in Need Christmas 	Celebrations Lunar New Year Valentine's Day Shrove Tuesday  	Celebrations Easter Mothers Day 	Terrific Tales Traditional Tales from Around the World Where in the World? Read alternative fairy tales with a cultural link Why is it different from the original story? 	All Around the World  Were all the people in our family born in England? Holiday Destinations Cohort Specific Where am I going on Holiday?

Exploring our immediate environment (outdoor area and Forest School), following maps and trails and discussing position and location 				The Ginger Bread Man  Making Maps for the Gingerbread Man What is a map? How do I draw a map?	How is it different to where we live? How will I get there?  
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Year 1		
Autumn	Spring	Summer
 Mapping skills Me and my school!	 Location and Place Where do I live?	 Location and Place The Country We Live In
1. Where is my school? 2. What is inside our classroom? 3. What is around my school? 4. How do I get to school?	1. What can we see in our local area? 2. Who travels around our local area? 3. Who works in our local area? 4. How could our local area be made safer? 5. What changes are happening in our local area?	1. Which country do I live in? 2. What countries make up the UK? 3. What are capital cities and what are they like? 4. Where is Ingleby Barwick in the UK? 5. Where is London?

Year 2		
Autumn	Spring	Summer
Awareness of Location and Place Around the World 	Location and Place - Contrasting Locality Let's Visit Australia 	Location and Place Our seaside 
1. What do we know about the World map? 2. What are the oceans and continents of the World? 3. Can I locate the major countries of the world? 4. How does a compass work? 5. Can I map out a journey?	1. Where in the world is Australia? 2. What is the climate and weather like in Australia? 3. What is the land like in Australia? 4. How do people live in Australia? 5. How does Australia compare to the UK?	1. Where are our seashores? 2. What is the seaside like? Why do we like to go there? 3. What will I find at the Seaside? 4. What is it like in Saltburn? (Fieldwork) 5. How can we keep our beaches clean? How does plastic affect our oceans?

Year 3		
Autumn	Spring	Summer
Location and Place Investigating Our Local Area - Ingleby Barwick 	Physical Geography Volcanoes 	Location and Place The United Kingdom 
1. Where do we live? 2. How can we use a compass to navigate our local area? 3. What is land use like in Ingleby Barwick? 4. Save our school! 5. What work do people do in Ingleby Barwick?	1. What is the structure of the Earth? 2. What is a volcano? 3. Where are the world's famous volcanoes found? 4. What are the five deadly features of a volcanic eruption? 5. Can I explore the effects of volcanic eruptions on Montserrat? 6. Why do people live near volcanoes?	1. What do I know about the geographical features of the country I live in? 2. What is a county? 3. Do we live in a village, a town or a city? 4. What are the main differences between hills and mountains? 5. Which seas and coasts are located in and round the UK? 6. Where are the major rivers of the UK?

Year 4		
Autumn	Spring	Summer
Location and Place Local area Study Villages – York 	Physical Geography What is Climate Change? 	Location and Place Our European Neighbours 
1. What are the needs of early settlers and what are the reasons for the original siting of settlements? 2. What are the origins of place names? 3. Why do we use mapping symbols and what do they mean? 4. How are settlements connected? 5. Why do people move from place to place today?	1. What is the difference between weather and climate? 2. What is climate change? 3. What is the impact of climate change? 4. What is the common goal? The big debate! 5. What is the future we want? 6. How can we encourage others to take action with us? 7. What are the Global Goals for Sustainable Development and why are they important? 8. Who is taking action against Climate Change?	1. How do we understand Europe as a continent? 2. What are the countries and capital cities of Europe? 3. What are the human and physical features of Spain? 4. How does Spain's climate differ to the UK? 5. How can I locate Spain's cities on a map? 6. What is London like compared to Madrid?

Year 5		
Autumn	Spring	Summer
Physical Geography Earthquakes 	Physical Geography Local Area Study - Investigating Rivers 	Location and Place - Contrasting Locality South America 
1. How does the earth's crust behave? 2. What causes an earthquake? 3. What are the five deadly features of an earthquake? 4. What information do we use to work out which earthquakes are the biggest? 5. Where are the world's biggest earthquakes located? 6. What have I learned about earthquakes?	1. What is the Water Cycle and why is it important? 2. Where are the UK's major rivers? 3. What are the main features of a river system? 4. What are the 3 stages of a river? 5. How do we use water? 6. What can I discover about the river Tees?	1. What are the countries and capitals of South America? 2. How can I locate the cities of Brazil? 3. What are the human and physical features of Brazil? 4. What can I find out about Brazil's ecosystems? 5. What is Brazil's weather and climate like? 6. How does Sao Paulo differ to Stockton?

Year 6		
Autumn	Spring	Summer
 Physical Geography Mountain Environments	 Human and Physical Geography The United States of America	 Human Geography Global Traders
1. What are the key features of mountains? 2. Where are the world's major mountain ranges located? 3. How can I locate famous mountains using longitude and latitude? 4. How are fold mountains formed? 5. What is a mountain's climate? 6. Where are the UK's highest peaks?	1. What are the key human and physical features of the USA? 2. How was the Grand Canyon formed? 3. Where are all the people? 4. What is the impact of floods and droughts in the USA? 5. What are the factors that affect farming in the USA? 6. How has the development of New York changed through time?	1. How did trade get global? 2. Where do the food products we buy come from? 3. What does the journey of goods look like from source to sale? 4. What does the UK export and to where? 5. What is Fairtrade?

Key Stage 1 Geography Curriculum Coverage		Me and my school!	Where do I live?	The country we live in?	Around the World	Let's Visit Australia	Seas and Coasts
Geography	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						
	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: ○ 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						
	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.						

Lower Key Stage 2 Geography Curriculum Coverage		Our Local Area Ingleby Barwick	Volcanoes	The United Kingdom	Village Settlers	What is Climate Change?	Our European Neighbour
Geography	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)						
	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						
	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						
	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						

Upper Key Stage 2 Geography Curriculum Coverage		Local study Rivers	Earthquakes	South America	Mountain Environm ents	The United States of America	Global Traders
Geography	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)						
	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						
	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						
	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						

GEOGRAPHY Subject Content

ELG: People Culture and Communities:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

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. Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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:
 - 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

Geographical skills and fieldwork

- 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.

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 knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- 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

Human and physical geography

Describe and understand key aspects of:

- 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

Geographical skills and fieldwork

- 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.