

Geography Curriculum at Brookfield Primary School



“Be The Best We Can Be”

National Curriculum Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

How do we grow our 'Brookfield Geographers' to be the best they can be?

What is our INTENT for our Brookfield Geographers?	How do we IMPLEMENT this for our Brookfield Geographers?	How do we measure success for our Brookfield Geographers?
Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child "To Be The Best They Can Be". We aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.	To ensure 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. We ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and English lessons identified, planned for and utilised. The local area is utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Word mats /knowledge organisers are available for children to have out on desks to support their learning and recap prior learning.	Through our geography lessons, pupils should learn key vocabulary and be able to apply their geographical skills to a range of geographical enquiries. Specific skills will have been developed including: • Drawing and interpreting maps • Identifying geographical features • Formulating questions and developing research skills We ensure that our pupils are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an <u>Age-Related</u> Expected Standard at Brookfield look like?	What will a <u>Greater Depth</u> Standard at Brookfield look like?
KS1 Geographical skills & fieldwork	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 Geography – key stages 1 and 2	Year 1 - ask simple geographical questions e.g. What is it like to live in this place? - use simple observational skills to study the geography of the school and its grounds - use simple maps of the local area e.g. large scale print, pictorial etc. - use locational language (e.g. near and far, left and right) to describe the location of features and routes - make simple maps and plans e.g. pictorial place in a story.	The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)	The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location.)
		Year 2 - 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 e.g. 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		
	Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to	Year 3 - ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? - analyse	Year 3/4 The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use	The child can use an atlas to locate many countries, cities and key features in Europe or North and South America. The

KS2Geographical skills & fieldwork	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.	evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • recognise that different people hold different views about an issue and begin to understand some of the reasons why • communicate findings in ways appropriate to the task or for the audience • understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. • use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • make more detailed fieldwork sketches/diagrams • use fieldwork instruments e.g. camera, rain gauge • use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features • use four figure grid references • use the 8 points of a compass • make plans and maps using symbols and keys	a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.) The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places. (E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.)	child can use a map to locate the states of the USA. The child can use an atlas to name and locate a range of cities and counties in the UK. (E.g. Use an atlas with confidence to locate places using latitude and longitude, be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others.) The child can make a detailed map of a short route with features in the correct order and in the correct places. The child can make a scale plan of a room with objects in the room. The child can present information gathered in fieldwork using a range of graphs. The child can use the zoom function to explore places at different scales and add annotations. (E.g. Using Google Earth independently – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA. Locate them on a map.)
		Year 4	Years 5/6 The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South	
		• understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • measure straight line distances using the appropriate scale • explore features on OS maps using 6 figure grid references • draw accurate maps with more complex keys • plan the steps and strategies for an enquiry.		
		Year 5		
		• understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		

			America. The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. The child can use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)	The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. The child can use globes and atlases to accurately locate places by their latitude and longitude. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct.)
		Year 6 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her 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 • understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. • use maps, charts etc. to support decision making about the location of places e.g. new bypass	The child can make sketch maps of areas using symbols, a key and a scale. The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs. (E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)	The child can use digital maps to research factual information about features. The child can present information gathered in fieldwork using a range of graphs and other data presentation techniques. (E.g. Plan an investigation to find out how the local area is changing using a range of digital sources.)

Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an Age-Related Expected Standard at Brookfield look like?	What will a Greater Depth Standard at Brookfield look like?
KS1 Locational knowledge	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	Year 1	The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.	The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)
		- understand how some places are linked to other places e.g. roads, trains - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.		
		Year 2		
		- name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the seas surrounding the United Kingdom		
KS2 Locational knowledge	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	Year 3	Year 3/4 The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)	The child can locate most countries in Europe and North and South America using an atlas. The child can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route and what you would expect to see on the way.)
		- identify where countries are within the UK and the key topographical features - name and locate the cities of the UK		
		Year 4		
		- recognise the different shapes of the continents - demonstrate knowledge of features about places around him/her and beyond the UK - identify where countries are within Europe, including Russia - recognise that people have differing qualities of life living in different locations and environments - know how the locality is set within a wider geographical context.		

	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Year 5	Year 5/6 The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)	The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)
		• identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day • recognise the different shapes of countries • identify the physical characteristics and key topographical features of the countries within North America • know about the wider context of places e.g. county, region, country • know and describe where a variety of places are in relation to physical and human features • know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent		
		Year 6		
		• 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)		

Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an <u>Age-Related Expected Standard at Brookfield</u> look like?	What will a <u>Greater Depth Standard at Brookfield</u> look like?
KS1 Human & Physical	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	Year 1	The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)	The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. (E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in your area in the role play.)
		describe seasonal weather changes		
		Year 2		
KS2 Human & Physical	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	Year 3	Year 3/4 The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)	The child can describe several physical features and describe how they change. The child can describe and name the key landscape features of river and mountain environments in the UK. The child can explain the water cycle in appropriate geographical language. The child can describe some of the processes associated with rivers and mountains. (E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one
		- identify physical and human features of the locality - explain about weather conditions/patterns around the UK and parts of the Europe		
		Year 4		
KS2 Human & Physical	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	Year 3	Year 3/4 The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)	The child can describe several physical features and describe how they change. The child can describe and name the key landscape features of river and mountain environments in the UK. The child can explain the water cycle in appropriate geographical language. The child can describe some of the processes associated with rivers and mountains. (E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one
		- identify physical and human features of the locality - explain about weather conditions/patterns around the UK and parts of the Europe		
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KS2 Human & Physical	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	Year 3	Year 3/4 The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)	The child can describe several physical features and describe how they change. The child can describe and name the key landscape features of river and mountain environments in the UK. The child can explain the water cycle in appropriate geographical language. The child can describe some of the processes associated with rivers and mountains. (E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one
		- identify physical and human features of the locality - explain about weather conditions/patterns around the UK and parts of the Europe		
		Year 4		

		Year 5		or more examples of volcanoes around the world.)
		know about the physical features of coasts and begin to understand erosion and deposition • understand how humans affect the environment over time • know about changes to the world environments over time • understand why people seek to manage and sustain their environment		
		Year 6		
		• 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	Year 5/6 The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed. (E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)	The child can describe and understand some key physical processes and the resulting landscape features. The child can understand how fold mountain regions are formed. (E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.)

Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an <u>Age-Related Expected Standard @ NPS</u> look like?	What will a <u>Greater Depth Standard @ NPS</u> look like?
KS1 Place Knowledge	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	Year 1 - name, describe and compare familiar places - link their homes with other places in their local community - know about some present changes that are happening in the local environment e.g. at school - suggest ideas for improving the school environment	The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)	The child can confidently describe the physical and human geography of a distant place. The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. (E.g. Complete a travel document. Act as a travel agent in a role-play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places.)
		Year 2 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		
		Year 3 - understand why there are similarities and differences between places - develop an awareness of how places relate to each other		
KS2 Place Knowledge	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	Year 4 know about the wider context of places – region, country understand why there are similarities and differences between places	Year 3/4 The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)	The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. The child can describe the main land uses within urban areas and the activities that take place there. The child can describe the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)
		Year 5 compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences		
		Year 6 understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America		
			Year 5/6 The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The	The child can know and understand what life is like in cities and in villages and in a

			child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)	range of settlement sizes in different parts of the world. The child can understand that our shopping choices have an effect on the lives of others. The child can explain how, and offer reasons why, the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from, and the impacts of their use. (E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)
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