

# Boroughbridge Primary School and Nursery Curriculum Statement for Geography

“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” Barack Obama

| Intent   | Implementation   | Impact  |
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| What will take place before teaching in the classroom?   | What will look like in the classroom?  | What will be the outcome  |
| <p>The senior leadership team will:</p> <ul style="list-style-type: none"> <li>Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>Provide sufficient funding to ensure that implementation is high quality.</li> </ul> <p>The curriculum leader will:</p> <ul style="list-style-type: none"> <li>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as geographers.</li> <li>Ensure an appropriate progression of geography skills and knowledge is in place over time so that pupils are supported to be the best geographers they can be, and challenge teachers to support struggling geographers and extend more competent ones.</li> </ul> | <p>Our teaching sequence will be:</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge.</li> </ul> <p>Locational Skills</p> <ul style="list-style-type: none"> <li>Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</li> </ul> <p>Vocabulary – human and physical features to be included</p> <ul style="list-style-type: none"> <li>Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.</li> <li>All pupils will access language from their knowledge organisers and knowledge walls within the classroom.</li> </ul> <p>Application-outdoor learning</p> <ul style="list-style-type: none"> <li>Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.</li> </ul> <p>Apply their knowledge from their topic to the world around them locally and globally.</p> | <p>Pupil Voice will show:</p> <ul style="list-style-type: none"> <li>A developed understanding of the methods and skills of geographers at an age appropriate level.</li> <li>A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge.</li> <li>A progression of understanding, with appropriate vocabulary which supports and extends understanding.</li> <li>Confidence in discussing geography, their own work and identifying their own strengths and areas for development.</li> </ul> <p>Displays around school and books will show:</p> <ul style="list-style-type: none"> <li>Pupils have had opportunities for practice and refinement of skills.</li> <li>A varied and engaging curriculum which develops a range of geographical skills.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>• Identify geographers who underpin specific areas of the curriculum and raise aspirations for pupils.</li> <li>• Keep up to date with current geography research and subject development through an appropriate subject body or professional group.</li> </ul> <p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> </ul> | <ul style="list-style-type: none"> <li>• What could/should the world be like in the future?</li> <li>• What can we do to influence change?</li> <li>• These connections can be made across other subject areas (history/PSHE/science).</li> </ul> <p>Our classrooms will:</p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Have developed learning walls which include high quality WAGOLs, including actual pieces of work and known geographers, and carefully chosen vocabulary, which are regularly updated.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills including cooperative skills.</li> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.</li> </ul> <p>Our children will be:</p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a geographer because they know how to be successful.</li> <li>• Safe and happy in geography lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses geographical skills and knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> <li>• That pupils, over time, develop a range of skills and techniques across all of the areas of the geographical curriculum.</li> </ul> <p>The curriculum leader will:</p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Develop geographical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul> |  |
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| Boroughbridge Primary School and Nursery Knowledge Progression for Geography  |  |  |  |
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| EYFS  |  |  |  |
| Nursery   |  | Reception  |  |
| <p>Children at the expected level of development will:</p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fictions texts and when appropriate maps.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including seasons.</p>  |  |  |  |
| EYFS sets the foundation for geography throughout the school. Enabling the children to discuss and make sense of the world around them. The use of books and reading is key, enabling the children to learn about similarities and differences, important changes and processes and understand the world around them and further away through ideas encountered in stories. Key topics in EYFS including ‘Where does my food come from?’, ‘How do I get around?’ and ‘Why are there so many leaves on the ground?’ enable the children to discuss changes and processes in the natural world and their world around them. Through stories and non-fiction texts the children are exposed to a variety of different environments and cultures from around the world. |  |  |  |
| Year 1  |  |  |  |
| Locational knowledge  |  | Five finger facts  | Vocabulary   |
| Where do and did the wheels on the bus/bike go? - (Locating and identify areas of the UK)   |  |  |  |
| Year 1  | I can name my street.<br>I can locate the four countries of the United Kingdom on a map. | <ul style="list-style-type: none"><li>I know where I live and my local area.</li><li>I know streets have names.</li><li>I know the names of the 4 countries in the UK.</li><li>I know the capital city of England.</li><li>I can recognise the flags of the 4 countries in the United Kingdom.</li></ul>                               | Map<br>Address<br>London<br>Local area – Boroughbridge<br>United Kingdom |
| Why is it always cold in winter? - (Seasonal and daily weather patterns)  |  |  |  |
| Year 1  | Recap of prior learning only.  | <ul style="list-style-type: none"><li>I know that the weather can change in each season.</li><li>I can track daily weather patterns.</li><li>I know I can use a thermometer to record daily temperature.</li><li>I can identify the weather symbols on a weather chart.</li><li>I know how weather effects different people.</li></ul> | Weather<br>Climate<br>Temperature<br>Weather pattern<br>Thermometer      |

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|        | Why can't penguins live near the equator? - Why can't meerkats live in the South Pole (Identify the location of hot and cold areas of the world)                          |  |  |
| Year 1 | I can locate the equator on a map.<br>I can locate the north and south poles on a map.  | <ul style="list-style-type: none"> <li>I know some of the more familiar weather symbols.</li> <li>I know which animals live close to the equator, North Pole and South Pole.</li> <li>I can describe how animals living in the North and South poles keep warm.</li> <li>I know which clothes I would wear on hot or cold days.</li> <li>I can explain why people tend to like hot places for their holiday.</li> </ul>  | Weather<br>North Pole<br>South Pole<br>Equator<br>Seasons                              |
|        | Year 2  |  |  |
|        | Locational knowledge  | Five finger facts  | Vocabulary   |
|        | What would Traction Man find exciting about Boroughbridge? - (Map Atlas skills, field work in school locality)  |  |  |
| Year 2 | I can name my street.<br>I can locate the capital cities of England, Ireland, Scotland and Wales on a map.<br>I can locate England, Ireland, Scotland and Wales on a map. | <ul style="list-style-type: none"> <li>I know that the main river in Boroughbridge in the River Ure.</li> <li>I know that every street in our country has a name and a postcode.</li> <li>I know the capital cities of England, Ireland, Scotland and Wales.</li> <li>I can name the ocean that surrounds the United Kingdom.</li> <li>I can locate England, Ireland, Scotland and Wales on a map.</li> </ul>  | Postcode<br>City<br>Human features<br>Physical features<br>Ocean                       |
|        | Where would you prefer to live: England or Kenya? - (Contrasting UK with non-EU country)  |  |  |
| Year 2 | I can locate the seven continents and five oceans on a map.<br>I can locate the United Kingdom and Africa using a map/atlas/globe.  | <ul style="list-style-type: none"> <li>I know the world's seven continents and five oceans and can locate them.</li> <li>I know where the United Kingdom and Africa are and can locate them using world maps, atlases and globes.</li> <li>I can state the geographical similarities and differences of the UK and Kenya.</li> <li>I know which animals would live in the wild in Kenya.</li> </ul>  | Continents<br>Oceans<br>Climate<br>Similarities<br>Differences                         |
|        | Why do we love to be beside the seaside? - (geographical vocabulary)  |  |  |
| Year 2 | Recap of prior learning   | <ul style="list-style-type: none"> <li>I can identify some physical features including: cliff and beach.</li> <li>I can identify some human features including: lifeboats and lighthouse.</li> <li>I can explain some of the advantages and disadvantages of living in a city or village.</li> <li>I know what animals/creatures can be found in a rock pool.</li> <li>I know what a lighthouse is for and why some seaside resorts have lifeboats.</li> </ul> | Physical features<br>Human features<br>Seaside<br>Coast<br>Advantages<br>Disadvantages |

|        | Year 3   |   |  |
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|        | Locational knowledge   | Essential Knowledge   | Vocabulary   |
|        | Physical and Human Geography – (key differences between living in the UK and a country in N/ S America Brazil)   |   |  |
| Year 3 | <p>I can locate Brazil and England on a world map, atlas or globe.</p> <p>I can identify and locate the continents they are in.</p> <p>I can locate Manaus and Boroughbridge on a local map.</p> | <p>I know what physical and human features are.</p> <p>I know 3 human features of both Boroughbridge and Manaus.</p> <p>I know 3 physical features of both Boroughbridge and Manaus.</p> <p>I can describe the buildings in Boroughbridge and Manaus.</p> <p>I know 3 key facts about the lifestyle of both people in Boroughbridge and Manaus.</p> <p>I can state the key similarities and differences between Boroughbridge and Manaus and begin to describe them.</p> <p>I can locate and describe some human and physical characteristics of the UK.</p> <p>I can name and locate some major urban areas of the UK and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.</p> | <p>Manaus</p> <p>Brazil</p> <p>Boroughbridge</p> <p>England</p> <p>River Ure</p> <p>Negro River</p> <p>Physical features</p> <p>Human features</p> <p>Population</p> <p>Architecture</p> <p>Similarities</p> <p>Differences.</p> |
|        | Why should the Rainforests matter to all of us? – (Physical Geography – a study of a region within N or S America)   |   |  |

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| Year 3 | <p>I can locate the rainforests and countries which have rainforests on a world map, atlas or globe.</p> <p>I can locate the Tropic of Capricorn, Tropic of Cancer and equator on a world map.</p> | <p>The rainforest is a dense forest, typically in tropical areas with heavy rainfall.</p> <p>The rainforests are located near the equator between the tropic of cancer and the tropic of Capricorn.</p> <p>The rainforest has four layers:<br/> Emergent – a few tall trees and animals like parrots, bats and insects.<br/> Canopy – crowded tree tops and animals like monkeys and sloths.<br/> Understory – short trees and shrubs like snakes and lizards.<br/> Forest Floor – covered by tree litter and roots and animals like tigers and tapir.</p> <p>The climate of a rainforest is hot, humid and wet. It has a wet and a dry season although it rains in most months.</p> <p>People who live in the rainforest are called indigenous tribes. I know 3 things about their lifestyle.</p> <p>The rainforest is under threat from deforestation which means chopping down trees. I can name 3 ways this effects the rainforest and 3 ways it is being protected.</p> | <p>Rainforests<br/> Climate<br/> Tropical<br/> Tropics<br/> Equator<br/> Forest floor<br/> Understory<br/> Canopy<br/> Emergent<br/> Habitat<br/> Deforestation<br/> Soil erosion<br/> Species<br/> Indigenous Tribes<br/> Biomes<br/> Vegetation</p> |
|        | Geographical skills – mapwork and fieldwork  |  |   |

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|  | <p>I can locate the UK on a map, describe its location and locate where I live.</p> <p>I can name and locate some major urban areas and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>I can use a map or atlas to locate some countries and cities in Europe and South America including; Brazil, Manaus.</p> | <p>I can locate the UK on a map, describe its location and locate where I live.</p> <p>I can name and locate some major urban areas and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>I can use a map or atlas to locate some countries and cities in Europe and South America including; Brazil, Manaus.</p> <p>I can use an atlas to locate the UK and locate the key areas studied; locate where they live in the UK.</p> <p>I can use the zoom function of a digital map to locate places.</p> <p>I can make a simple scale plan of a room.</p> <p>I can carry out fieldwork in a group in the local area selecting appropriate techniques.</p> | <p>The United Kingdom</p> <p>Wales</p> <p>Scotland</p> <p>England</p> <p>Northern Island</p> <p>County</p> <p>North, east, south, west</p>   |
|  | Year 4  |   |  |
|  | Locational knowledge  | Essential Knowledge   | Vocabulary   |
|  | Volcanoes, Earthquakes and Tsunamis   |   |  |
|  | <p>I can locate some key volcanoes on a world map.</p>  | <p>I can explain how volcanoes are made.</p> <p>I can describe what happens when a volcano erupts.</p> <p>I can discuss a significant volcanic eruption from the past.</p> <p>I can explain how countries and cities can prepare for earthquakes and tsunamis.</p> <p>I can explain why some countries more likely to experience earthquakes.</p> <p>I can describe the damage that earthquakes and tsunamis can cause.</p>   | <p>Active volcano</p> <p>Dormant volcano</p> <p>Extinct volcano</p> <p>Magma</p> <p>Lava</p> <p>Earthquake</p> <p>Tectonic plates</p> <p>Fault lines</p> <p>Core</p> <p>Crust</p> <p>Mantle</p> <p>Tsunami</p> |
|  | Change in mountains and coasts  |   |  |

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|  | Locating different mountains and coastal areas on a map.                                     | <p>I can locate and describe several physical environments in the UK, including coastal and mountain environments, and how they change.</p> <p>I can locate and describe some physical characteristics of the UK.</p> <p>I understand how a mountain region was formed.</p> <p>I can describe a mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>I can name and describe some of the processes associated with mountains.</p>   | <p>Abrasion</p> <p>Erosion</p> <p>Cliff</p> <p>Beach</p> <p>Coastline</p> <p>Sea defences</p> <p>Alps</p> <p>Ben Nevis</p> <p>Elevation</p> <p>Mount Everest</p> <p>Igneous and metamorphic rock</p> <p>Peak/summit</p> <p>Volcano</p> |
|  | Geographical skills – mapwork and fieldwork  |  |  |
|  | Map skills and locational knowledge linking to a range of tasks including maps, atlases etc. | <p>I can identify a range of settlement sizes from a village to a city and describe the characteristics of these.</p> <p>I can describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images)</p> <p>I can use four-figure grid references.</p> <p>I can give direction instructions up to eight compass points.</p> <p>I can use an OS map of the local area to locate known places and identify human and physical features using the keys and symbols.</p> <p>I can make a map of a short route with features in the correct order and in the correct places.</p> <p>I can carry out fieldwork in a group in the local area selecting appropriate techniques.</p> <p>I can present information gathered in fieldwork using simple graphs.</p> | <p>Settlement</p> <p>Urban</p> <p>Rural</p> <p>Grid reference</p> <p>Compass points – N, S, E, W and NE, NW, SE, SW.</p> <p>Human</p> <p>Physical</p> <p>Symbols</p>   |
|  | Year 5   |  |  |
|  | Locational knowledge   | Essential Knowledge  | Vocabulary   |

|  | Climate Change  |  |  |
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|  | <p>I can locate different countries on a map linking to carbon footprints.</p> <p>I can locate different habitats and describe the effect that climate change is having on them.</p>                | <p>I know what is climate change is.</p> <p>I can explain the greenhouse effect.</p> <p>I can name and describe some causes of climate change.</p> <p>I can name and describe some impacts of climate change?.</p> <p>I can describe how climate change is affecting children's rights.</p> <p>I can describe how people are taking action to tackle climate change.</p>   | <p>Climate</p> <p>Weather</p> <p>Greenhouse effect</p> <p>Carbon emissions</p> <p>Natural causes</p> <p>Human causes</p> <p>Greenhouse gas</p> <p>'Green' careers</p>                          |
|  | Rural area of Spain and Yorkshire – (Similarities and differences between an area of the UK and a European Country)   |  |  |
|  | <p>I can locate Spain and England on a world map, atlas or globe.</p> <p>I can identify and locate the continents they are in.</p> <p>I can locate areas of Spain and Yorkshire on a local map.</p> | <p>I can explain and give examples of physical and human features.</p> <p>I know 5 human features of both Yorkshire and a rural area of Spain.</p> <p>I know 5 physical features of both Yorkshire and a rural area of Spain.</p> <p>I can describe the buildings in Yorkshire and a rural area of Spain.</p> <p>I know 5 key facts about the lifestyle of both people in Yorkshire and a rural area of Spain.</p> <p>I can state the key similarities and differences between Yorkshire and a rural area of Spain. and describe them in detail.</p> | <p>Spain</p> <p>Yorkshire</p> <p>Boroughbridge</p> <p>England</p> <p>Physical features</p> <p>Human features</p> <p>Population</p> <p>Architecture</p> <p>Similarities</p> <p>Differences.</p> |
|  | Geographical skills – mapwork and fieldwork   |  |  |

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|  | Map skills and locational knowledge linking to a range of tasks including maps, atlases etc.    | <p>I can name different land uses.</p> <p>I can find key places on a map and give a six-figure grid reference.</p> <p>I can name the 8 compass directions and use these to direct a friend.</p> <p>I can describe the difference between human and physical features.</p> <p>I can give 3 examples of both human and physical features.</p> <p>I can describe contours and relief.</p> <p>I know the United Kingdom is broken down into England, Wales, Scotland, Northern Island. It is then broken down further by counties.</p> <p>I can find key places on a map using clues.</p> <p>I can draw a sketch map of my local area.</p> | <p>Land use</p> <p>Contours</p> <p>Relief</p> <p>Grid references</p> <p>Compass</p><br><p>United Kingdom</p> <p>Commercial</p> <p>Residential</p> <p>Agricultural</p> <p>Recreational</p> <p>County</p> |
|  | Year 6  |  |   |
|  | Locational knowledge  | Essential Knowledge  | Vocabulary  |
|  | The Study of Rivers/The River Ure and Yorkshire – (UK region Study, Rivers and the water cycle) |  |   |

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|  | <p>I can locate my local area on a map.</p> <p>I can locate rivers on a map and know the local river is the Ure.</p> | <p>I can recognise broad land-use patterns of the UK and locate the longest river in the UK and the local river.</p> <p>I can describe and understand key physical processes and the resulting landscape features linked to rivers.</p> <p>I can name and describe some of the processes associated with rivers (e.g. water erosion, transportation, deposition etc).</p> <p>I can understand and identify the features of the water cycle.</p> <p>I can use maps to locate local features of rivers.</p> <p>I can identify features of rivers and streams from source to sea.</p> <p>I can discuss the human impacts on floodplains and understand the importance of flood management systems.</p> <p>I can plan and carry out a fieldwork investigation in the local area using appropriate techniques.</p> <p>I can present information gathered in fieldwork using a range of graphs.</p> | <p>Banks</p> <p>Current</p> <p>Deposition</p> <p>Erosion</p> <p>Estuary</p> <p>Floodplain</p> <p>Meander</p> <p>Mouth</p> <p>Ox-bow lake</p> <p>River bed</p> <p>Sediment</p> <p>Transportation</p> <p>Tributary</p> |
|  | Map work – the world and UK in-depth   |   |  |

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|  | <p>I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>I can locate cities, countries and regions of Europe and North and South America on a map, globe or atlas.</p> <p>I can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> | <p>I can recognise broad land-use patterns of the UK. (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).</p> <p>I can explain that products we use are imported as well as locally produced.</p> <p>I can use globes, world maps and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>I can use four-figure grid references and find six-figure grid references.</p> <p>I can use a map to describe height and slope of key areas.</p> <p>I can recognise, read and compare the difference in map scales.</p> <p>I can make sketch maps of areas using symbols, a key and a scale.</p> <p>I can use digital maps to investigate features of an area.</p> | <p>Land-use</p> <p>Imported</p> <p>Equator</p> <p>Lines of longitude and latitude</p> <p>Time zones</p> <p>Scales</p> <p>Tropics of cancer and Capricorn</p> <p>Urban</p> <p>Rural</p> |
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