



Geography Subject Overview

At The Bishops' we aim to provide a rich and engaging geography curriculum which inspires, engages and provides a legacy which will remain with our children long after they leave our school. Our geography curriculum is designed to deepen knowledge and develop skills alongside creating a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, ensuring effective progression within the subject and across all year groups. The geography curriculum is delivered through highly effective 'quality first teaching' which aims to stimulate pupils' interest in geographical knowledge and skills and to foster a sense of awe and wonder. Through this delivery we provide children with the foundations for understanding the world.

The geography curriculum is split into four key areas:

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

Vocabulary underpins geographical understanding. At The Bishops' C of E Learning Academy, we equip our pupils with geographical terminology, allowing them to effectively communicate their fieldwork findings and understanding of both our local area and the wider world. The vocabulary used is embedded and extended year on year to enable our pupils to effectively discuss human and physical geographical characteristics alongside locational and place knowledge with confidence. These skills not only help our pupils within geography; it also enables them to use these skills and vocabulary to further access the rest of the curriculum. We enrich our geography curriculum by varying the ways in which we reach our learning objectives through our exciting and engaging topics. By doing so, we can take a child's imagination and curiosity to the next level. Teaching different aspects of geography through topic work as well as the National Curriculum, we believe, gives pupils the best of both structure and freedom in their learning, allowing them to apply their geographical knowledge to abstract contexts.

Outdoor learning is instilled in our ethos as a school and each year group are able to access different settings in their local community. We believe this builds a positive relationship between the children and their local environment which is vital to enable them to understand the changing world around them. Children learn through hands on investigation and fieldwork, creating memories which bring their learning to life. They are able to use skills they have acquired in the classroom and apply these to real world scenarios.

We believe that by integrating these three different approaches- quality first teaching, vocabulary and outdoor learning- we are able to give children a broad and balanced introduction to geography: igniting their passion, encouraging curiosity, promoting a love of learning as well as the world and phenomena around them. In doing this we know that when children leave The Bishops' C of E Learning Academy they are equipped to access and thrive in future geographical learning.



| Curriculum Intent, Implementation and Impact Overview | | |
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| Subject: Geography | | Subject Leader: Tom King |
| Intent | Implementation | Impact |
| <p>To ensure all children :</p> <ul style="list-style-type: none"> • Have an excellent knowledge of where places are and what they are like, both in Britain and the wider world • Have a comprehensive understanding of the ways in which places and interdependent and interconnected • Have an extensive base of geographical knowledge and vocabulary • Gain a fluency in complex, geographical enquiry and the ability to apply questioning skills as well as effective presentation techniques • Have excellent fieldwork skills as well as other geographical aptitudes and techniques • Have a genuine interest in the subject and a real sense of curiosity about the world and the people who live here. • Express well balanced opinions, rooted in good knowledge and understanding. | <p>Clear and comprehensive scheme of work in line with the National Curriculum – <i>Teaching and Learning should show progression across all key stages within the four strands of geography. Teaching and Learning should plan for practical investigative opportunities within geography lessons. High quality lessons and resources are used from Connected Geography, Ordnance Survey and The Royal Geographical Society.</i></p> <p>Knowledge Organisers <i>Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills.</i></p> <p>Children will access resources to acquire learning through geographical equipment, digital technology, practical investigations and photographic equipment <i>Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning. Resources are checked to ensure they are suitable, appropriate and useful.</i></p> <p>Children will reflect on previous learning and cross curricula links will be made through Literacy and Theme. <i>Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners.</i></p> <p>Educational Visits <i>Where applicable links to Geography will be made to develop the children's topical learning and visiting experts who will enhance the learning experience.</i></p> <p>British Values and PSHE <i>Children will learn and revisit the importance of our world and how it should be treated. Open ended questioning will allow children to apply their learning in a philosophical manner in line with the P4C method.</i></p> <p>Monitoring <i>A regular book scrutiny and learning walk will enable the curriculum leaders to check coverage and progression.</i></p> <p>Staff Development <i>Teachers have access to CPD to improve their confidence and ability to teach geography effectively.</i></p> | <p>Enthusiastic, excited and curious children who are able to communicate their understanding of the world in a geographical way.</p> <p>Children will achieve age related expectations in geography at the end of their key stage.</p> <p>Children will retain knowledge that is pertinent to understand the importance of geography today and how vital it is to the world's future prosperity.</p> <p>Children will be able to question ideas and reflect on knowledge.</p> <p>Children will work collaboratively and practically to discuss and develop their geographical understanding.</p> <p>Children will be able to apply their geographical skills in a range of contexts.</p> <p>Children will be able to link their understanding and knowledge across the four strands of geography.</p> |

Geography skills and knowledge progression

| Area of study | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational knowledge | <p>Talk about features in their immediate environment.</p> <p>Know how environments might vary from each other.</p> <p>Know that the world is made up of land and water.</p> <p>Know countries have a capital city</p> <p>Early Learning Goal- the world: They talk about the features of their own immediate environment and how environments might vary from one another.</p> | <p>Know the world has continents and oceans.</p> <p>Name, locate and identify some natural and some cultural characteristics of the 4 countries of the UK including the weather and animal life.</p> <p>Understand how some places are linked to other places e.g. roads trains</p> | <p>Know the five oceans and know the seven continents.</p> <p>Name and locate the five oceans and seven continents on a globe or world map.</p> <p>Name and identify some of the natural characteristics of 4 the capital cities of the UK and how they have changed over time.</p> <p>Name and identify some of the cultural characteristics of the 4 capital cities of the UK and how they have changed over time.</p> <p>Name, locate and identify the seas surrounding the UK.</p> | <p>Know key human geographical characteristics of the UK and locate them on a map.</p> <p>Know and locate on a map key physical geographical characteristics of the UK.</p> <p>Name and locate the counties of the UK and their key topographical features.</p> <p>Name and locate the cities of the UK.</p> | <p>Locate on a map- Human and physical characteristics of Europe (including Russia).</p> <p>Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers).</p> <p>Explain how our locality- Cornwall- is located within a wider geographical context</p> <p>Recognise the different shapes of the continents.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> | <p>Locate on a map- Human and physical characteristics of countries around the world and major cities, including North and South America.</p> <p>Describe the significance of time zones including day and night and GMT/BST.</p> <p>Recognise the different shapes of countries.</p> <p>Know the wider context of important places for example Newquay: the county, region and country and cultural characteristics</p> <p>Describe where a variety of places are in relation to physical and human features.</p> | <p>Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Northern and Southern hemispheres) or Artic and Antarctic Circles or Time zones.</p> <p>Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical topographical features (including hills, mountains, coasts and rivers).</p> |

| | | | | | | Know and locate on a map the location of: capital cities of countries of the UK, seas around the UK, European countries and their capital cities. | Understand how land use patterns have changed over time. |
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| KEY VOCABULARY | Environments, land, water, sea, rivers, different, same | Continents, oceans, countries, England, Scotland, Wales, Northern Ireland, transport, weather, temperatures | Atlantic ocean, Pacific ocean, Indian ocean, Southern ocean, Arctic ocean, Asia, Africa, North American, South America, Antarctica, Europe, Australasia, London, Cardiff, Edinburgh, Belfast, English Channel, North Sea, Irish Sea, natural characteristics: weather, animals, cultural characteristics: languages, religions | UK city names, UK county names, UK river names, UK mountains and national parks, human geographical features: landmarks, bridges, places of historical importance (e.g. Hadrian's Wall, Roman Baths), physical geographical landmarks: places of natural beauty, rivers, lakes, mountains. | Continents, countries within Europe, topographical features, counties, cities, local cultural characteristics, Kernewek, Kernow, human and physical geographical landmarks of Newquay and Cornwall | Natural occurring resources and manmade resources, biomes, European capital cities, time zones, GMT/BST, oceans, climate, climate change, biodiversity, physical geographic characteristics: oceans, rivers, mountains, | Longitude, latitude, equator, tropic of Cancer, tropic of Capricorn, northern hemisphere, Arctic Circle, Antarctic Circle, southern hemisphere, human geographical characteristics: settlements, trade, economic activity, physical geographic characteristics: biomes, climate, topographical features, cultural characteristics, historical landmarks, natural resources |
| Area of Study | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Place Knowledge | Early Learning Goal: the world Children know about similarities and differences in relation to places, objects, materials and | Name, describe and compare familiar places Link their homes with other places in their local community Know about some present changes that | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Cornwall) | Recognise there are similarities and differences between places Develop an awareness of how | Study geographical similarities and differences between countries in Europe. Know about the wider context of places - region, country | Compare the physical and human features of a region of the UK and a region in North or South America, identifying similarities and differences | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a |

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| | <p>living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> | <p>are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p> <p>Know the similarities and differences from one small area of the UK.</p> | <p>and of a small area in a contrasting non-European country</p> | <p>places relate to each other</p> | <p>Understand why there are similarities and differences between places</p> | | <p>European country, and a region within North or South America</p> |
| KEY Vocabulary | Newquay, Cornwall, environment, different, same | Community, local, environment, changes, landmarks, coast, sea, Newquay, Cornwall | Human geographical features, settlements, facilities (e.g. schools, shops) Physical geographical features, topographical features, oceans, rivers, mountains | Similarities, differences | Regions, countries, counties, environment, climate, physical and human geographical features | Physical geographical features: rivers, mountains, lakes, climate. Human geographical features: trade, economic geography, political geography, settlements, facilities, natural resources | Physical geographical features: rivers, mountains, lakes, climate. Human geographical features: trade, economic geography, political geography, settlements, facilities, natural resources |
| Area of study | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Human and Physical Geography | <p>Early Learning Goal: the world</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of</p> | <p>Describe seasonal weather changes</p> <p>Describe features of the environment</p> | <p>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</p> | <p>Know different types of settlement.</p> <p>Know where food comes from (trade routes).</p> <p>Identify physical and human features of the locality</p> | <p>Describe human features of UK regions, cities and /or counties</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by</p> | <p>Understand about weather patterns around the world and relate these to climate zones</p> <p>Know how rivers erode, transport and deposit materials</p> <p>Know about the physical features of</p> | <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> |

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| | their own immediate environment and how environments might vary from one another. | | <p>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</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>Explain about weather conditions / patterns around the UK and parts of Europe</p> <p>Understand and develop knowledge around earthquakes- knowing what causes them and where they are likely to happen.</p> <p>Understand the impact on the environment and communities of earthquakes and natural disasters.</p> | <p>changes in the environment</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p> | <p>coasts and begin to understand erosion and deposition</p> <p>Understand how humans affect the environment over time</p> <p>Know about changes to world environments over time</p> <p>Understand why people seek to manage and sustain their environment</p> | 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 |
| KEY Vocabulary | Spring, Summer, Autumn, Winter, seasons, | Spring, Summer, Autumn, Winter, flora, fauna, rivers, seas, towns, cities, weather, temperature, tree cycle | beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, equator, north pole, south pole, climate | Hamlet, village, town, city, port, market towns, resorts, cathedrals, buying, selling, export, import, services, industry, weather patterns, climate, Mediterranean climate, Arctic climate, desert climate, equator, tropical climate, temperate climate, Antarctic climate, earthquakes, tectonic plates, core, mantle, | Natural resources, geological resources: minerals e.g. clay, metals e.g. tin, fossil fuels e.g. gas and oil, agricultural resources: crops, livestock, sheep (for wool) hot/cold, wet/dry, windy/calm, stormy, thunder, lightning, climate change, global warming, political geography, landmarks, landscape, terrain, | Climate, biomes, climate zones, rivers, erosion, channels, sources, banks, bed, flood plains, upland, downhill, meandering, valleys, gorges, canyons, sediment, streams, brooks, creeks, springs, deposition, deforestation, global warming, climate change, sustainability, recycling, fair trade, | types of settlement land use, economic activity including trade links, natural resources, energy, food, minerals, distribution, water, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle |

| | | | | crust, plate boundary, fault line, tidal wave, tsunami | topographical features | | |
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| Area of Study | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Geographical skills and map work | N/A | <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Make simple maps and plans e.g. pictorial place in a story</p> <p>Know what the points on a compass are called and recognise where they go on a compass.</p> | <p>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</p> <p>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</p> <p>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</p> <p>Use simple fieldwork and observational</p> | <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Use fieldwork instruments e.g. camera, rain gauge</p> | <p>Plan the steps and strategies for an enquiry</p> <p>Use a compass with developed accuracy</p> <p>Use four figure grid references and features of a map with increasing accuracy</p> <p>Make more detailed fieldwork sketches/diagrams</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> | <p>Understand topographical lines on a map</p> <p>Use Ordnance Survey maps recognising key features</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. and present results in a clear way.</p> | <p>Use the index of an atlas to research.</p> <p>Use six figure grid references</p> <p>Use fieldwork to independently plan and undertake an investigation into the geography of the local area</p> <p>Accurately use a compass</p> <p>Use maps and atlases to identify the human and physical geographical features of an area</p> <p>Use more advanced geographical vocabulary with confidence</p> |

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| | | | <p>skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> | <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> | | | |
| KEY VOCABULARY | | <p>Maps, keys, next to, far from, behind, near, under, left, right, forwards, backwards, distance, how far? north south east west</p> | <p>Atlas, map, globe, country, continent, oceans, index, key, next to, far from, behind, near, under, left, right, forwards, backwards, distance, how far? north south east west, routes, paths, symbols, perspectives, landmarks, human/physical features</p> | <p>Population, settlements, aerial photography, temperatures, climate, comparison, fieldwork, sketches, diagrams, rain gauge, camera, rulers, anemometer, weather vane, thermometer, scale (maps) urban/rural, grid reference, OS maps, enquiry</p> | <p>Compass, fieldwork, sketches, diagrams, rain gauge, camera, rulers, anemometer, weather vane, thermometer, scale, urban/rural, grid reference, OS maps, enquiry</p> | <p>Compass, fieldwork, sketches, diagrams, rain gauge, camera, rulers, anemometer, weather vane, thermometer, scale, urban/rural, grid reference, OS maps, inland, coastal, scale (maps), land use, symbols, longitude, latitude, contour lines, enquiry, investigation</p> | <p>Compass, fieldwork, sketches, diagrams, rain gauge, camera, rulers, anemometer, weather vane, thermometer, scale, urban/rural, grid reference, OS maps, inland, coastal, scale (maps), land use, symbols, longitude, latitude, contour lines, enquiry, investigation</p> |