



# GEOGRAPHY INTENT



Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

# Intent

## Geography - Intent

At Barrow Primary School we aim to provide a high-quality geography education through our curriculum, that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will 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 will 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.

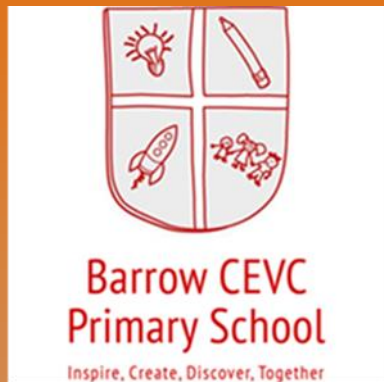
### **Spaced Retrieval Practice Approach**

Our curriculum is structured to introduce and revisit knowledge, following the principles of instruction, guided by understanding how the memory works and cognitive load theory.

### **Aims of the Geography Curriculum**

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.



Year 1

## Key Stage One

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.

### Geographical Knowledge and Skills

Across Key Stage One, pupils will 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:

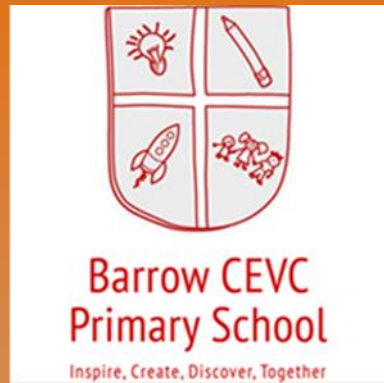
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### 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.

## Key Stage Two

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.



MENT

## Geographical Knowledge and Skills

Across Key Stage Two, pupils will 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.



Barrow CEVC  
Primary School  
Inspire, Create, Discover, Together

MENT

## Early Years

In Early Years, children are encouraged and guided to use investigation and exploration to develop their understanding of the world. Our curriculum is designed to enable children to make sense of their physical world and their community. Children are encouraged to be geographers by:

- Draw information from simple maps
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them.
- Describe what they see, hear and feel whist outside.
- Recognise some environments which are different to the one in which they live.
- Understand the effect of the changing seasons on the world around them.





Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

# EYFS to Key Stage 1



Barrow CEVC  
Primary School

Inspire, Create, Discover, Together



## Geography – EYFS – KS1






	ELG 14 People, Culture and Communities	How this is achieved in EYFS	Geography KS1
	<b>ELG:</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<ul style="list-style-type: none"> <li>Looking at where we live and talking about features we see on the way to school. (shops, roads, parks etc)</li> <li>Exploring the school grounds to look at features of the environment.</li> <li>Discussing where extended family members live on a map including our EAL families place of birth.</li> <li>Discussing the location of places visited by the children, including holiday destinations and locating them on a map.</li> <li>Exploring Christmas traditions from around the world.</li> <li>Discussing features of cities – manmade versus natural. (Naughty Bus and the Train Ride)</li> <li>Learning London is the capital city (What the Ladybird Heard on Holiday)</li> <li>Locating land and sea on a map/globe. (Topic - Are we there yet?)</li> <li>Naming features of the world around us. (woodland, beach, river, town, farm) (The Journey)</li> <li>Human impact on the planet (Here we Are/ Somebody Swallowed Stanley)</li> <li>Looking at where different animals come from, locating on a map and talking about habitats.</li> </ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Use basic geographical vocabulary to refer to:</b> <ul style="list-style-type: none"> <li><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li><b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <b>Geographical skills and fieldwork</b> – Use of maps, atlases, and globes. Use directional language to describe locations.
	<b>ELG 15 The Natural World</b> <ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul>		

MENT



**Barrow CEVC  
Primary School**  
Inspire, Create, Discover, Together

MENT

Geography National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Locational knowledge</b> 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	 Introduce					
<b>Place knowledge</b> 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					 Introduce	
<b>Human and physical geography</b> 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			 Introduce			
use basic geographical vocabulary to refer to: <u>key physical features</u> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>key human features</u> , including: city, town, village, factory, farm, house, office, port, harbour and shop				 Introduce		
<b>Geographical skills and fieldwork</b> 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.						 Introduce



# Anten

<b>Geography National Curriculum Expectations KS2</b>		<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>			<b>Year 6</b>		
		AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
Locational knowledge													
<ul style="list-style-type: none"> <li>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</li> </ul>													
<ul style="list-style-type: none"> <li>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</li> </ul>													
<ul style="list-style-type: none"> <li>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)</li> </ul>													
Place knowledge													
<ul style="list-style-type: none"> <li>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</li> </ul>													
Human and physical geography describe and understand key aspects of:													
<ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>													
<ul style="list-style-type: none"> <li>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</li> </ul>													
Geographical skills and fieldwork													
<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>													
<ul style="list-style-type: none"> <li>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</li> </ul>													
<ul style="list-style-type: none"> <li>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.</li> </ul>													