



GEOGRAPHY 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.

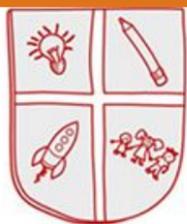
Spaced Retrieval Practice Approach

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:

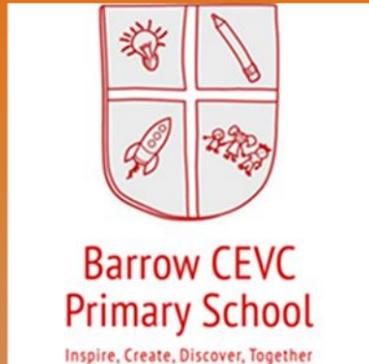
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to 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.



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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.



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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.



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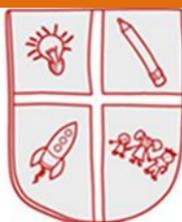
Geography Whole School Long Term Overview



Geography- Year Group Curriculum Overview

Year Group	Autumn Term		Spring Term		Summer Term	
EYFS	Our School & Places we visit	Christmas Around the world	Human and Physical Features & maps	Naming the continents London Comparing settlements	Habitats - Comparison of life in this country and life in Ghana	Seaside
Year 1	Continents Oceans	Countries of the UK	Capital Cities of the UK & Seas around the UK	Hot and cold Places	Hot and Cold places	Map and field work
Year 2	Human/Physical Features	Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi	Fieldwork and map skills	Fieldwork and map skills	Compare a different non-European location to our locality - Amazon Rainforest
Year 3	Fieldwork – human and physical features		UK Study - revisit		OS maps and scale	Revisit human and physical features
Year 4	Rivers	Longitude and Latitude	Longitude and Latitude	Water cycle	Rivers	Map skills
Year 5	World countries – biomes and environmental regions		4 and 6 figure grid references		Ordnance Survey maps and field work	
Year 6	Comparison study – UK, Europe and North or South America Lake District/Poland/ Jamaica		Physical processes: Earthquakes, mountains and volcanoes		Settlements Maps and orienteering	

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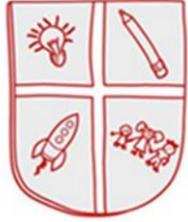
SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY						
Locational knowledge	Place knowledge		Human and physical geography		Geographical skills and fieldwork	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</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 the seasons and changing states of matter.</p>	Continents, oceans, countries and capital cities of UK and seas LOCATIONAL KNOWLEDGE Location, Order Connection	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, place, map skills and fieldwork	Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System PLACE KNOWLEDGE Location, Environment, Pattern	World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic	Physical processes Earthquakes, mountains and volcanoes HUMAN AND PHYSICAL GEOGRAPHY Time, Location, Process Connection, Environment System
	Hot and cold locations HUMAN AND PHYSICAL GEOGRAPHY Location, Environment Culture	Comparison of a non-European location with small area of UK (London and Nairobi) PLACE KNOWLEDGE Location, Environment Culture, Connection	UK Study LOCATIONAL KNOWLEDGE Location, Order Environment, Region Landscape	Latitude and longitude LOCATIONAL KNOWLEDGE Location, Position Diversity, Time	4 and 6 figure grid references GEOGRAPHICAL SKILLS AND FIELDWORK Location Absolute position Scale Settlement	Settlements and relationships HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity Landscape, Interdependence Lived space PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness
	Local area map work skills GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern	Local area map work skills and Introduction to scale GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar	Revisit Human and physical geography HUMAN AND PHYSICAL GEOGRAPHY Location, Place, Culture Connection, Interdependence	Water cycle HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection Interaction, Landscape Process, Cycle	Revisit World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic	Comparison study of North America, Europe and UK PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness
		Compare an alternative non-European locality (Village in a rainforest) PLACE KNOWLEDGE Location, Environment Culture, Remoteness	OS maps and scale GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Revisit Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System Map skills - environmental regions GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	OS maps and fieldwork GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Maps and orienteering GEOGRAPHICAL SKILLS AND FIELDWORK Location, Proximity Scale, Connection, Pattern



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Geography National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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	 Introduce					
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				 Introduce		
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			 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		
Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map						
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.						 Introduce



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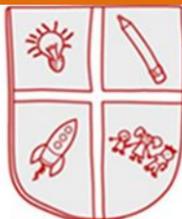
Early Years

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 whilst 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.

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EYFS to Key Stage 1

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Geography Progression from ELG to KS1

	ELG 14 People, Culture and Communities	How is this achieved in Early Years	Geography Key Stage 1
Specific Area of Learning Understanding the World	<p>ELG:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions and stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school. (shops, roads, parks etc) Exploring the school grounds and the village to look at features of the environment. Discussing where extended family members live on a map. Discussing the location of places visited by the children, including holiday destinations and locating them on a map. Exploring Christmas traditions from around the world. Discussing features of cities – man made versus natural. (Naughty Bus and the Train Ride) Learning London is the capital city (What the Ladybird Heard on Holiday) Locating land and sea on a map/globe. (Theme- Are we there yet?) Naming features of the world around us. (woodland, beach, river, town, farm) (The Journey) Human impact on the planet (Here we Are/Somebody Swallowed Stanley) Looking at where different animals come from, locating on a map and talking about habitats. Talking about places Ping the Panda visits whilst with the children. Creating our own maps – pirate treasure maps, maps of farms, Bear Hunt. Discussing locations/environments in the stories we share. 	<p>Human and Physical features</p> <p>Knowledge of the United Kingdom</p> <p>Continents and Oceans</p>
	<p>ELG 15 The Natural World</p> <ul style="list-style-type: none"> Exploring the natural world around them, making observations and drawings pictures of animals and plants. 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. 		

Inclusivity and SEND Pupils



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At Barrow we ensure that our Geography Curriculum is fully inclusive and caters for a wide variety of learning needs. Our goal is to create a learning environment where all students, regardless of ability or background, can fully participate, engage with, and benefit from geographical learning.

We may do this in the following ways...

Visual and Practical Learning

- **Use of visuals:** We use a variety of maps, images, diagrams, and videos. These help students who may struggle with written or verbal information to understand geographical concepts. For example, use colored maps to show countries, climate zones, or landforms. Physical models or 3D maps can also aid in the understanding of landscapes and geographical features.
- **Hands-on learning:** We engage students with tactile resources like large floor maps, sand trays for creating landforms, or natural objects like rocks, leaves, and water to demonstrate environmental processes, such activities can support sensory learning, which can be crucial for some SEND pupils.
- **Use of multimedia:** For students with varying levels of literacy, we may use video clips, audio recordings, songs and interactive apps to explain geographical concepts.

Sensory and Environmental Adaptations

- **Provide sensory-friendly spaces:** We aim to provide a quiet learning environment where pupils can focus on learning and reduce distractions.
- **Adapt physical spaces:** When necessary we ensure that the learning environment is accessible to students with physical disabilities by using large print, ensuring accessibility of classroom layout for wheelchair users, or making sure there are easy-to-reach maps and resources.

Clear Communication and Scaffolding

- **Simplified language:** We use clear, simple language when introducing complex concepts. Give explicit instructions with step-by-step guidance.
- **Pre-teach key vocabulary:** Before a lesson we may, introduce new geographical terms or concepts (like “equator,” “climate,” “settlement”) using pictures and real-world examples. Knowledge notes and working walls can be accessed by all children.
- **Sentence starters:** For students who have difficulty expressing themselves, we may provide sentence starters or prompts (e.g., “The weather in [location] is...” or “People live near rivers because...”). This helps with structuring their responses and reducing anxiety around communication.
- **Chunking tasks:** Breaking down tasks into smaller, manageable chunks. For example, instead of asking students to complete an entire project in one go, divide it into smaller steps (e.g., researching a specific region, drawing a map, writing a short summary).

SEND

Inclusivity and SEND Pupils



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Supportive Technologies

- **Assistive technologies:** **Google Earth** for interactive learning can also make geography more engaging and accessible.
- **Interactive whiteboards and tablets:** These tools can provide additional support, allowing students to interact with digital maps, engage in group discussions, and explore geographical concepts in a more dynamic way.

Incorporating Multiple Learning Styles

- **Auditory learners:** We use storytelling & songs to convey geographical concepts. We encourage pupils to listen to different types of music, stories, or radio broadcasts from various regions around the world to explore the cultural aspects of geography.
- **Kinesthetic learners:** We provide physical activities, such as acting out the water cycle or creating models of landforms, to engage students through movement and hands-on learning.
- **Visual learners:** Use charts & diagrams to visually present geographical concepts. Creating a visual timeline for processes like the water cycle or migration patterns to support better understanding.

Personalized Support

- **One-on-one support:** Using adults to support identified pupils who need extra help with completing tasks or understanding the material.
- **Peer support:** Flexible partner of pupils to ensure maximum engagement and understanding.
- **Flexible timelines:** Allow students extra time to process information or complete tasks, especially for those with processing difficulties or those who may need more time for writing or speaking tasks.

SEND

Inclusivity and SEND Pupils



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.Celebrating Diversity and Culture

- **Inclusive content:** Our curriculum reflects a diverse range of countries, cultures, and environments. We teach geography in a way that is inclusive of various ethnicities, abilities, genders, and socioeconomic backgrounds. Ensuring all pupils feel seen and valued within the curriculum.
- **Adapt global learning:** When learning about global geography, we include local, accessible examples that might resonate more with SEND pupils (e.g., local landmarks, familiar neighborhoods, or regional case studies).

Assessment and Feedback

- **Formative assessment:** We use regular, low-stakes assessments (such as quizzes, observational notes, or student reflections) to gauge how well students are grasping geographical concepts. These can be verbal, pictorial, or practical assessments rather than relying solely on written work.
- **Personalized feedback:** We offer constructive feedback tailored to each student's individual needs. Focus on progress rather than perfection, and praise their effort to boost confidence and motivation.

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