

Our Lady's Bishop Eton Primary School



GEOGRAPHY HANDBOOK

INTENT: GEOGRAPHY CURRICULUM

All of our children will have consistent access to a well planned sequential Geography curriculum which will:

- Inspire them with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- Teach specific geographical vocabulary
- Teach specific geographical knowledge about:
 - Diverse places, people and resources
 - Natural and human environments
 - The Earth's key physical and human processes
 - The interaction between physical and human processes
 - The formation and use of landscapes and environments
 - How the Earth's features at different scales are shaped, interconnected and change over time
- Teach the specific geographical skills of
 - **Resource interpretation** : using maps, photographs, diagrams, cartoons, images, statistics, keys, graphs, text, models, internet, speeches, surveys, films, TV, video clips and GIS to explain geographic information.
 - **Resource construction**: presenting:
 - Spatial data using sketch and precise maps
 - Statistical data using graphs and tables
 - Visual data including photographs, pictures, cartoons and multi-media
 - Complex presentations including multiple forms of data combined.
- **Communication**
 - Present geographic information in a variety of forms such as essays, paragraphs, poems, visuals, models, films, PowerPoint presentations, speeches, games, puzzles, blogs and graphic organisers.

IMPLEMENTATION: CITIZEN OF THE WORLD CURRICULUM

Our schools Citizen of the World Curriculum includes: Art & Design, Computing, Design & Technology, Geography, History, ICT, Modern Foreign Languages and Music. All of these subjects are maintained as valued and high profile aspects of our curriculum provision and this is evidenced through the class and whole school displays of our children's work in these areas.

Citizen of the World History Curriculum Planning:

- Ensures that the teaching of all of the above subjects follows both the Early Years Foundation Stage and the National Curriculum programmes of study
- Ensures the teaching process supports emotional and intellectual engagement, motivation, skills progress, memory and recall
- Maximizes cross curricular links whilst ensuring the development of subject specific vocabulary, knowledge and skills
- Ensures curriculum enrichment and makes links to extra-curricular activities where appropriate

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our Citizen of the World Art curriculum

IMPLEMENTATION: POLICY

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.

STRATEGIES: In order to achieve our aims our school provides:

On site facilities:

- Outdoor learning environments
- Globes, maps, atlases and computer programmes to aid learning
- Vegetable patch

Off site facilities:

- Calderstones Park
- Liverpool Docks/waterfront
- Liverpool City Centre

Equipment/Resources

The school maintains a range of resources for geography – globes, maps, atlases, iPads/computers, photographs, diagrams and clipboards and pens for completing fieldwork.

Curriculum Provision

Reception: Continuous provision – Understanding the World

Y1– Y6: 60 minute geography lesson per week (alternates with History termly)

Children follow the school's scheme of work and are continuously assessed against clear learning objectives.

Extra-Curricular Provision

The school provides pupils with the opportunity to be part of the Eco-Council and gardening club; both of which are designed to allow pupils to make a positive contribution to our school environment and the community whilst enhancing their geographical knowledge.

Additional examples of our commitment to geography include:

School trips, talks from visitors, whole school initiatives (Walk to school Wednesday, Big Clean Up, recycling and gardening)

Continuing Professional Development

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of geography in school.

Reporting

Verbal reports to parents take place twice a year at Parent's Evening.

Written reports are provided annually.

- **All staff are continuously trained so as to ensure that geography is taught to a high standard**
- **This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, including school, and class libraries, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning**
- **Staff plan and deliver high quality geography lessons**
- **Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate**
- **Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment**
- **Strong parent partnerships and home/school systems contribute the quality of our provision**

IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National Geography Curriculum and is responsive to local influences.

In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

In Reception we work within the EYFS 0-5 Curriculum which has its own distinct identity. It sets developmental stages leading to the Early Learning Goals with high expectations within a play based curriculum. The Reception Curriculum is planned around providing every child with opportunities to learn and develop through planned, purposeful play, exploration and problem solving in order to develop characteristics of effective learning and the skills required for learning as they continue to explore the Citizens of the World Curriculum.

All areas are delivered through a balance of adult-led and child-initiated activities. Knowledge, skills and key vocabulary are taught through a mixture of cross-curricular Literacy topics and enhanced continuous provision. A great emphasis is put on experiential learning and learning through discovery, led by the child him/herself where possible.

Understanding the world will include exploring, investigating, using computers, discovering the living world, people and nature around them, experiencing other cultures and beliefs and thinking about different life events.

Children love to ask “why?” as they begin to work out the reasons for things changing, seasons, weather and animal behaviour. They are working out connections and differences between people and the environment and how they fit into it. Children enjoy finding out about their own family history and how their family celebrates. This encourages their natural sense of wonder and curiosity about the world around us.

| Geography Long Term Planning | | | | | | |
|---|--|----------|-----------------------|----------|-------------------------------|----------|
| RECEPTION | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Understanding the World – continuous provision throughout the year | | | | | |
| KEY STAGE 1 | Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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. | | | | | |
| YEAR 1 | Our Local Area | | Liverpool | | United Kingdom | |
| Weather – on going Seasonal Change – on going | | | | | | |
| YEAR 2 | Climate and Weather | | 7 Continents | | Is everywhere like here? | |
| KEY STAGE 2 | 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. | | | | | |
| YEAR 3 | Volcanoes | | Europe | | Rainforests | |
| YEAR 4 | Rivers | | UK Settlement | | Natural Resource Distribution | |
| YEAR 5 | Mountains | | South America: Brazil | | Global Trade | |
| YEAR 6 | Earthquakes | | North America: USA | | Global Warming | |
| Aspects of Outdoor Adventure and Problem Solving Activities are delivered across all terms through Residential, Away Day and Curriculum activities | | | | | | |

IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of Geography.

| Year 1 | Year 2 | Year 3/4 | Year 5 | Year 6 Year 5 + |
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| LOCATION KNOWLEDGE | | | | |
| <ul style="list-style-type: none"> Name, locate and identify characteristics of the local area and local town. Name and locate major cities and the four countries of the United Kingdom. | <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Identify continents, oceans and Compare other areas of the world with familiar locations such as the United Kingdom. | <ul style="list-style-type: none"> Locate and name the continents on a World Map. Locate the main countries of Europe including Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. | <ul style="list-style-type: none"> Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare different regions in one country: rural/urban lifestyles and issues. Locate and name the main counties | <ul style="list-style-type: none"> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how |

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| | | <ul style="list-style-type: none"> Identify longest rivers in the world, largest deserts. Linking with history, compare land use maps of UK from the past and present. Make comparisons with the UK. Identify the position and significance of Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn. On a world map, locate areas such as desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Liverpool. | <ul style="list-style-type: none"> and cities in England. Identify the position and significance of latitude/longitude, hemispheres, the tropics and the Greenwich Meridian. Making links with science, time zones, night and day. | <ul style="list-style-type: none"> land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. |
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PLACE KNOWLEDGE

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| <ul style="list-style-type: none"> 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 city or non-European country. | <ul style="list-style-type: none"> 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 concentrating on islands and sea sides. | <ul style="list-style-type: none"> Compare a region of the UK with a region in Europe. 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. | <ul style="list-style-type: none"> Compare a region in UK with a region in South America with significant differences and similarities. | <ul style="list-style-type: none"> Compare a region in UK with a region in North or South America with significant differences and similarities. Understand some of the reasons for similarities and differences. |
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HUMAN AND PHYSICAL GEOGRAPHY

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| <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Identify 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: forest, | <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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. | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including Rivers and the water cycle, volcanoes and plate tectonics linking to Science: rock types. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? <p>Describe and understand key aspects of:</p> | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and global trade. Human geography including global trade and resources. | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including earthquakes, plate tectonics and the ring of fire. Distribution of natural resources focussing on energy and environmental impacts of human exploitation of such resources. Global warming and how human activity is |
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| <ul style="list-style-type: none"> hill, mountain, soil, valley, vegetation. key human features, including: city, town, village, factory, farm, house, office. | <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts within the Rainforest topic. Types of settlements in modern Britain: villages, towns, cities. Understand the fair/unfair distribution of resources (Fairtrade). | <ul style="list-style-type: none"> Fair/unfair distribution of resources (Fairtrade). The climate zones and varied biomes within South America: Brazil. | <ul style="list-style-type: none"> influencing our changing world. The varied biomes within the USA. |
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GEOGRAPHICAL SKILLS AND FIELDWORK

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| <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. 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. 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. | <ul style="list-style-type: none"> 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 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. | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record 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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IMPLEMENTATION: VOCABULARY

The following table lists some of the important geographical vocabulary which will help pupils develop an understanding of the world and its processes, as well as the physical and human characteristics in place. Language is introduced sequentially and allows pupils to develop their understanding of geographic concepts and accurately vocalise such knowledge.

| Year Group | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---------------------------------------|--|--|--|---|---|
| Key Vocabulary (Autumn) | Map North East South West | Hot Cold Equator North pole South pole | Dormant Active Extinct Mountains Volcano | Evaporation Condensation Rainfall Precipitation Flow | Gradient OS map Hill mountain plateau | Plate boundary Plate tectonics Constructive Destructive Transform |

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|------------|-----------------|----------------|-----------------|----------------|---------------|
| City | Weather | Plates | Upper course | valley | Convection |
| Shop | Seasons | Plate boundary | Middle course | contour | current |
| Vegetation | Autumn | Core | Lower course | gradient | Mantle |
| House | Winter | Mantle | Source | Convection | Crust |
| Office | Spring | Crust | Spring | current | Focus |
| Soil | Summer | Magma | Tributary | plates | Epicentre |
| Weather | Degrees Celsius | Mantle | steep land | Boundaries | Seismic waves |
| Season | Cliff | Converge | turbulent water | Crust | Magnitude |
| Hill | Mountain | Divergent | V shaped river | Converge | Biome |
| Farm | Hill | Convection | valleys | Fold mountain, | Pollution |
| River | Vegetation | current | Meanders | Fault block | Renewable |
| Ocean | Factory | Shield | Oxbow lakes | mountain | Non-renewable |
| Sea | Farm | Composite | Lakes | Dome | |
| Mountain | Office | chamber | Erosion | mountain | |
| | House | Conduit/pipe | Mouth | | |
| | Population | Lava | Estuary | | |
| | | Ash | Delta | | |
| | | Eruption | Precipitation | | |
| | | tourism | Flood plain | | |
| | | Geothermal | | | |
| | | energy | | | |
| | | Farming | | | |
| | | Lahars | | | |

IMPLEMENTATION: ASSESSMENT

Pupils are encouraged to develop geographical skills in lessons and are challenged by a curriculum which allows a local and global understanding of our lives and the processes within it. We have high expectations of our learners and pupils are assessed regularly during lessons and following a unit of work. There is an expectation that a significant percentage of our children will exceed the end of Key Stage expectations in Geography.

| EYFS | KS1 | KS2 |
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| <ul style="list-style-type: none"> ♣ Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions ♣ Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. ♣ Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes | <p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> ♣ 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 <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> ♣ 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 <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> ♣ 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: <ul style="list-style-type: none"> ♣ 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 <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | <p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> ♣ 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) <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> ♣ 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 <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> ♣ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of |

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| | <p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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. | <p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> ♣ 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. <p>Children exceeding expectations will also:</p> <ul style="list-style-type: none"> • Solve non-routine problems • Appraise • Explain concepts • Hypothesise • Investigate • Cite evidence • Design • Create • Prove |
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IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our geography Curriculum contributes to the spiritual, moral, social and cultural development of our children.

| Spiritual Development | Moral Development | Social Development | Cultural Development |
|---|---|---|---|
| <ul style="list-style-type: none"> • Respect for self and others • Increasing ability to reflect • Empathy, Concern & Compassion • Expressive & creative development • Awareness and understanding of their own and others beliefs • Ability to think in terms of the whole • Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism • Courage and persistence in the defence of their aims, values, principles and beliefs • Appreciation of the intangible • Understanding of feelings and emotions and their likely impact • Respect for insight as well as knowledge and reason | <ul style="list-style-type: none"> • Ability to distinguish right from wrong • Confidence to act consistently in accordance with their own principles • Respect for others' needs, interests and feelings as well as their own • Desire to explore their own and others' views • A commitment to personal values in areas which are considered right by some and wrong by others • Ability to make responsible and reasoned judgements on moral dilemmas • Ability to think through consequences of their own and others' actions • Considerate style of life • Understanding of the need to review and reassess their values, codes and principles in the light of experience | <ul style="list-style-type: none"> • Works successfully as a member of a group or team • Appreciates the right and responsibilities of individuals within the wider social setting • Takes advice offered by those in authority or counselling roles • Participates in activities relevant to the community • Exercises responsibility • Resolves conflict • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus • Reflects on their own contribution to society • Relates well to other peoples' social skills and personal qualities • Understands the notion of interdependence in an increasingly complex society | <ul style="list-style-type: none"> • Appreciation of the diversity and interdependence of cultures • Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • Ability to recognise and understand their own cultural assumptions and values • Understanding of the influences which have shaped their own cultural heritage • Understanding of the dynamic, evolutionary nature of cultures • Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the rights of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience |

IMPLEMENTATION: EXTRA CURRICULAR

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community. Some of our clubs relating to geography are run by external providers and take place after school but we also run clubs at lunchtime. Clubs are available for both KS1 and KS2 children. The list of clubs is ever changing but generally includes:

- Eco-Council
- Gardening Club
- Spanish Club

IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Evolve and Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

IMPLEMENTATION: STAFF DEVELOPMENT

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

IMPACT: OUR CHILDREN BECOME CITIZENS OF THE WORLD

