

Brompton and Sawdon CP Whole School Geography Curriculum

Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school Geography curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver **(and go beyond)** the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's Geography curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).

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KS1 Geography

<p style="text-align: center;">Intent - What is taught? (Objectives) Beyond?</p>	<p style="text-align: center;">Implementation – When, How, Where and Why?</p>
<p><u>Locational Knowledge</u></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><u>Place Knowledge</u></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><u>Human and physical geography</u></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: 	<p><u>Class 1 – Year 1</u></p> <p><u>Locational Knowledge</u></p> <p>Where possible, children in Year 1 are taught locational knowledge through topic. For example:</p> <ul style="list-style-type: none"> • During ‘Walking with Dinosaurs’, we explore where in the world Dinosaurs lived using world maps, atlases and google maps. Children are able to identify where in the world fossils have been found, focusing also on the fossils which have been found along our local coastlines. • ‘We are going on a safari’ encourages children to become familiar with wild animals across the world - specifically identifying Tigers in Asia and Lions in Africa. • ‘Deep Blue Sea/Land Ahoy’ introduces children to the oceans and sea creatures/fish that are native to these oceans. • Countries, seas and cities are also taught during stand-alone lessons to children using visual maps and aids. For example, children colour code the United Kingdom into 4 countries and learn their names, they label Capital Cities. • Children use their Home Diaries to share information about places they visit with their families during the school

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- 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
- 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.

holidays. We look at photos and find these places on a map. This includes places such as London, Spain and Edinburgh.

Place Knowledge and Human/Physical Geography

Children explore similarities and differences between locations through topics.

- ‘Springwatch in Brompton’ allows children to explore our local area. Using geographical vocabulary to describe the human features we find/see when exploring our locality such as village, farm, house, church.
- Children compare their locality to other places through topics such as ‘Chocolate’. We explore the story of chocolate and where the Cocoa Pods grow. The children explore questions such as ‘Why doesn’t cocoa grow in Brompton?’ which encourages them to identify the differences in human and physical geography.
- Children use a range of geographical vocabulary in response to stimuli within the classroom. Each half term we change the classroom to reflect an exciting new topic. This includes having a ‘beach’ on the small world table, as well as farms, rainforests and deserts for safari. Children are modelled geographical language when interacting with these learning areas.

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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

Geography Skills and Fieldwork

Children are provided with the foundations of geographical fieldwork and skills through the introduction of basic mapping and symbols. For example:

- During the 'Land Ahoy' topic, children create a simple treasure map using compass directions and directional language.
- They explore mapping, fieldwork and observational skills during Forest Schools - identifying human and physical geography, as well as creating simple tracking/routes that can be followed as part of forest games.

Class 2 - Year 2

Locational Knowledge

Using maps (including Google Earth and Google Maps) to identify the four countries and capital cities of the United Kingdom. Outdoor activity of drawing United Kingdom with chalk and children to find the relevant country and relevant surrounding sea.

Creating a Union Jack flag and understanding the relevant countries associated with the colours.

Place Knowledge and Human/Physical Geography

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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
- 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

Students study the similarities and contrasts of life in a Kenyan village and life for a child from Scarborough. Then they write about a day in the life of a Kenyan child to demonstrate their understanding.

Develop understanding of weather patterns by creating a virtual weather map of the United Kingdom and recording a weather report for a fictional land (Cloudy with a Chance of Meatballs set of lessons). Also understand weather in other countries (and those that are hottest and coldest) as part of Around the World topic.

Students learn about the Hemispheres, the Equator, the Tropics of Cancer and Capricorn and their positions in the world as part of the 'Around the World' topic. As part of this students learn about the Arctic Circle and Antarctica (currently with a presentation from Chair of Governors, Bill Ford, who went on an expedition to the Arctic Circle). Students get to try on and use equipment from an expedition. They also learn about the different time zones around the world including Prime/Greenwich Meridian.

Geography Skills and Fieldwork

Geographical skills taught as part of topic (Around the World), identifying countries, continents and oceans (as well as the

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<p>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>	<p>relevant areas of the United Kingdom) on a map, globe and in atlases.</p> <p>Specific teaching of compass directions, using an acronym to embed learning (Never Eat Shredded Wheat), children can then follow maps, including routes and features (introduce Ordnance Survey symbols to aid understanding). This is linked to positional language as part of the Maths Curriculum.</p> <p>Extensive use of Google Earth to visualise local area and put into perspective its relation to the wider world. Children devise fictional and real place maps and integrate Ordnance Survey symbols.</p> <p>Local excavation dig enables children to study the grounds of the school and its surrounding areas with the use of, and understanding of, historical and modern maps. This is also developed by regular walks around the village and identifying key geographical places of interest, the church, the butts, the local stream and the Forest Schools area.</p>
<p><u>IMPACT:</u></p> <ul style="list-style-type: none"> • 	<p><u>FUTURE FOCI (to inform action plan or SIP):</u></p>

KS2 Geography

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<p style="text-align: center;">Intent - What is taught? (Objectives) Beyond?</p>	<p style="text-align: center;">Implementation – When, How, Where and Why?</p>
<p><u>Year 3, 4, 5 and 6 Students will:</u></p> <p><u>Locational Knowledge</u></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><u>Place Knowledge</u></p>	<p><u>Class 2 - Year 3</u></p> <p><u>Locational Knowledge</u></p> <p>Students develop map reading skills by creating own maps e.g. as part of Cloudy with a Chance of Meatballs challenge and developing maps of local areas such as Brompton village. Students design a map of the local area to inform and attract tourist to the locality based on the design criteria of map making including OS symbols.</p> <p>Included as part of topic work, Around the World, is Barnaby the Bear going to a different country every day and discussing and re-visiting these countries and their characteristics including the understanding of continents and oceans.</p> <p><u>Place Knowledge and Human/Physical Geography</u></p> <p>Students gain an understanding of geographical language as part of Forest Schools and as part of school trip to Scarborough beach, where they record and present information gathered about their finding using mathematical data capture, such as graphs, tables and Venn diagrams. This learning is then embedded in the classroom with written recounts of the trip and ‘What I Have Learnt’ writing exercises.</p>

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- 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

Students study Modern Europe by investigating key European physical features, research a European capital city and examine the weather from each of Europe's climate zones. Focus is on cities, towns, villages, hamlets from different European countries, comparing the way of life (urban/rural).

The key aspects of volcanoes are taught in depth as part of the topic of Tectonic Plates and Volcanoes, which also includes the formation of mountains and how earthquakes occur. This also is linked to Computing as the students use search engines to research the key volcanic sites in the world.

Geography Skills and Fieldwork

Expanding teaching of compass directions, using an acronym to embed learning (Never Eat Shredded Wheat) and developing the points between (NW, SW, SE and NE), putting into context of using these points around the United Kingdom and the world as a whole.

Students develop their understanding of maps and the world around us by sketching maps, developing plans and graphs, and using computing skills to aid their work.

Class 3 - Year 4, 5 & 6

Locational Knowledge

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of methods, including sketch maps, plans and graphs, and digital technologies.

- Locational knowledge taught alongside maps/atlasses (incl. Google Maps). Locational knowledge is also taught with interactive quizzing using <https://lizardpoint.com/geography/>, where students have to memorise the location of different countries around the World, especially European countries, and counties/cities in the UK. This is also used to teach the position and significance of key geographical components of Earth. (This is also done alongside Science unit: Space, where appropriate – e.g. time zones (night and day) are used to secure students' understanding of The Sun and how it provides light in changing seasons.
- Knowledge of the different locations are taught in relative topics. For example, a study of North and South America is conducted during 'The Americas' topic, where students focus on key physical and human characteristics; environmental regions and the effect this has on land-use. For instance, during 'The Americas', students look at the sites Mayans used for their settlements based on land use and the protection these areas provided. Students also compare different regions/states in USA

Place Knowledge and Human/Physical Geography

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- There are multiple opportunities for students to compare areas of the UK (typically, North Yorkshire) to other regions around the World:
- For example, as part of their 'Ancient Greek' and 'Ancient Roman' learning, students compare Britain to Mediterranean locations, in terms of physical geography and the impact this can have on human geography
- In 'The Americas' topic, students compare different regions of North and South America to one another and to the UK, in terms of physical (especially climate zones) and human geography (especially types of settlement and natural resources, including the origin of food).
- As part of 'Space' topic, students look at the human geography of countries (Russia, USA, China) at the forefront of space exploration and how their human geography has allowed them to do this.
- As part of History learning, students also have multiple opportunities to learn about the impact different eras/dynasties/people had on the World, from a geographical point of view, for instance:
- The effects of The Vikings on Europe, in terms of trade links and settlement (especially in Britain – York/Jorvik), to help develop the understanding that Vikings were traders, as well as invaders.

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- The impact Romans had on Britain, in terms of developing internal trade links (through Roman roads) and exporting of raw materials (copper, gold, iron, led, etc.)
- Science overlaps with other elements of the geography curriculum too, for example 'Water Cycle' is taught as part of States of Matter science unit.

Geographical Skills and Fieldwork

The local area is used to teach students geographical and fieldwork skills, including the use of Forest Schools. For example:

- As part of 'Brompton & Beyond' topic, students analyse the changes of the human geography over the last 200 years in Brompton, based on Ordnance Survey maps and other primary sources provided by Scarborough Museums Trust.
- As part of 'Vikings' topic, students look at local areas place names and the effect of the Vikings on this, including the unusual 'corridor' in East Riding, where Vikings seemingly missed or didn't change place names.
- Students look at human geography of local area through 'map art' – noting, using Ordnance Survey maps, the purpose of buildings/settlements and highlighting the key geographical features of the local area.

Peat Rigg Residential Visit is used to explicitly teach:

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	<ul style="list-style-type: none"> • Use of maps, incl. symbols and keys and use of compasses (up to eight points), during orienteering, scavenger hunt and geocaching activities, allowing practical application of these skills. <p>In units of work (listed previously), students become familiar with using atlases, maps, globes and, especially, computer mapping.</p> <p>Geography ‘short’ units (TTS) are used to reinforce areas of the curriculum, especially where they don’t naturally tie into other curricular learning, for example:</p> <ul style="list-style-type: none"> • Biome investigators (research-based task on this geographical feature/term) • Operation Pinpoint (using grid references and geographical skills to locate specific point in the World). • Treasure Hunt (using directional knowledge/language and skills, incl. the use of compass and grid reference, to follow directions on a map to ‘treasure’)
<p><u>Year 6 students at Greater Depth will (key stage 3):</u></p> <ul style="list-style-type: none"> • To be determined, once above is very secure. 	
<p><u>IMPACT:</u></p>	<p><u>FUTURE FOCI (to inform action plan or SIP):</u></p>

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