



Geography Curriculum

Blackmore Primary School

	<p><u>Curriculum Intent</u> At Blackmore Primary School, we aim to provide an engaging and balanced curriculum which nurtures and embraces children’s interests and potential.</p> <p>We inspire them to become life-long learners with the skills to prepare them for their futures.</p> <p>Our geography scheme covers four strands- locational knowledge, place knowledge, human & physical geography and geographical skills & fieldwork.</p>	<p><u>Key resources</u></p> <p>Kapow Scheme Non-fiction texts KS1 and KS2 atlas’ Annotated world map and globes Google Earth Key vocabulary Sentence stems</p>	<p>Subject Leader Miss Mills</p> 
<p>Our Place in Our World</p>	<p>Broaden Horizons Explore Diversity Positive Change</p>		
<p>Life Skills & Attitudes</p>	<p>Communication Self-directed, engage Making Connections</p>		
<p>Ambition & Possibilities</p>	<p>Future Aspirations Opportunities and Careers Everything Is Possible</p>		

Suggested monitoring schedule	Autumn	Spring	Summer
Book Look	3 4 5 6	EYFS 1 2	
Drop ins		3 4 5 6	EYFS 1 2
Pupil Voice	3 4 5 6		EYFS 1 2

Geography Curriculum Progression EYFS / KS1

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What do I know about me?	Why are there so many leaves on the floor?	Why is it always so cold in the winter?	Is the big bad wolf always bad?	Where do all minibeasts live?	What happened to Jack's beans?

Our scheme of learning covers the National Curriculum. By the end of KS1, the children would have learnt:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
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	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	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	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.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	History Unit	History Unit	What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.	History Unit

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the	History Unit	Why is our world wonderful? Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique	History Unit	History Unit	What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn

	North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.		about the natural habitats in their locality and using fieldwork to investigate and present this.			about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
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Geography Curriculum Progression KS2

Our scheme of learning covers the National Curriculum. By the end of KS2, the children would have learnt to:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>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</p> <p>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</p> <p>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>	<p>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>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> -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 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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>

Lower Key Stage 2 (LKS2)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	History Unit	<p>Why do people live near volcanoes?</p> <p>Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>	History Unit	<p>Who lives in Antarctica?</p> <p>Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p>	History Unit	<p>Are all settlements the same?</p> <p>Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They make land use comparisons with India to find key similarities and differences between these contrasting areas.</p>

Year 4	History Unit	<p>Why are rainforests important to us?</p> <p>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p>	History Unit	<p>Where does our food come from?</p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p>	History Unit	<p>What are rivers and how are they formed?</p> <p>Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.</p>
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Upper Key Stage 2 (UKS2)						
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	History Unit	History Unit	<p>What is life like in the Alps?</p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p>	<p>Why do oceans matter?</p> <p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p>	<p>Would you like to live in the desert?</p> <p>Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.</p>	History Unit

Year 6	<p>Why does population change?</p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p>	History Unit	<p>Where does our energy come from?</p> <p>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p>	History Unit	History Unit	<p>How could we make our local area more environmentally friendly?</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.</p>
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