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Children in Reception explore
the world in our outdoor
provision





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Geography - Intent

At Beckstone Primary School, we aim to provide a high-quality geography education through a 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.

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 the people, culture and communities in it.

Children are encouraged to be geographers by:

Describing their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.

Explaining 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.

Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Knowing 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.



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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



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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.

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.



OUR TWO YEAR CYCLE OF SUBJECT KNOWLEDGE



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| EYFS | Year A | Year B | Year A | Year B | Year A | Year B | |
|--|--|---|---|--|---|--|---|
| <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</p> <p>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> | <p>Continents, oceans, countries and capital cities of UK and seas</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Connection</p> | <p>Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order Environment, Culture Time, Pattern</p> | <p>Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, place, map skills and fieldwork</p> | <p>Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment, Pattern</p> | <p>World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p> | <p>Comparison study of North America, Europe and UK</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Connection Economic, Order Pattern, Remoteness</p> | |
| | <p>Hot and cold locations</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Environment Culture</p> | <p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Connection</p> | <p>UK Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Environment, Region Landscape</p> | <p>Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Position Diversity, Time</p> | <p>4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location Absolute position Scale Settlement</p> | <p>Physical processes</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Time, Location, Process Connection, Environment System</p> | |
| | <p>Local area map work skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Patterns</p> | <p>Local area map work skills and introduction to scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Pattern, Similar</p> | <p>Revisit Human and physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Place, Culture Connection, Interdependence</p> | <p>Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p> | <p>Revisit World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p> | <p>Settlements and relationships</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Proximity Landscape, Interdependence Lived space</p> <p>PLACE KNOWLEDGE</p> <p>Location, Connection Economic, Order Pattern, Remoteness</p> | |
| | | | <p>Compare an alternative non-European locality (Village in a rainforest)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Remoteness</p> | <p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p> | <p>Revisit Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p> | <p>OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p> | <p>Maps and orienteering</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Proximity Scale, Connection, Pattern</p> |
| | | | | | <p>Map skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Scale, Proximity</p> | | |



EYFS – KS1 Geography Provision

| Specific Area of Learning Understanding the World | ELG 14 People, Culture and Communities | How this is achieved in EYFS | Key Vocabulary to be developed in EYFS | Geography KS1 |
|--|--|---|--|--|
| | ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. 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. | <ul style="list-style-type: none"> Looking at where we live and talking about <u>features</u> we see on the way to school, (Shops, roads, parks, etc...) Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural Learning London is the capital city Learning about oceans Locating land and sea on maps, Naming features of the world around us (farms, beach, woodland etc) Using our Literary Curriculum to make links to Africa Bringing Rain to <u>Kapiti</u> Plain and The Magic Paintbrush Knowing where different animals come from and traditions linked to different countries Michael Recycles Story – Effect of humans on the planet | <ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth | <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. <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>Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations</p> |
| | ELG 15 The Natural World <ul style="list-style-type: none"> Exploring the Natural World around them, making observations and drawing 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 <u>has been read</u> to them in class. | | | |

KS1 and KS2 Provision



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KS1 and KS2 Geography Provision

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|--|--|--|--|---|
| KS1 YA | Hot and Cold locations | Fieldwork and Mapping | | Fieldwork and map skills | | REVISIT Continents, oceans/ countries and capitals of the |
| KS1 YB | | Study human and physical geography in local area | Study human and physical geog of a small area of the UK and a contrasting country | | Continents, oceans/ countries and capitals of the UK | Comparison of a non-European location with a small area of the UK |
| LKS2 YA | Fieldwork and Map Skills | | | | OS Skills and Fieldwork | Longitude and Latitude |
| LKS2 YB | Counties and regions of the UK | REVISIT UK Study | Geography Map skills Environmental regions of Europe, Russia, North and South America | Water Cycle | Rivers | |
| UKS2 YA | | REVISIT locations and biomes | Study and compare places: region in the UK, Europe and North America | Physical processes: earthquakes, mountains and volcanoes | REVISIT & elaborate on Rivers Orienteering and mapwork Skills | Human geography – economic, settlement and trade links |
| UKS2 YB | Location of countries of the world, including biomes | Map skills – Four and Six Figure Grid References | | REVISIT locations and biomes | REVISIT Countries, counties and regions of the United Kingdom | Ordnance Survey (OS) map skills and fieldwork |

