



Geography

Intent:

At Blackford CofE Primary School, we are **GEOGRAPHERS!** We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our aim is that, through the teaching of Geography at Blackford, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Implementation:

- At Blackford CofE Primary School, Geography is taught for half a term every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum.
- Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. In-depth fieldwork opportunities are greatly amplified through out bespoke local area units where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.
- At the start of each unit children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.
- Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document.



- To support teaching, staff access a range of resources and planning including CUSP material and access to Digimaps. Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. These are done through regular discussions with the geography lead, whole-school moderation, staff meetings, and CPD where available.
- In geography lessons, children are given clear success criteria in order to achieve the Learning Intention with different elements of independence. Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it. Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson

Impact:

The impact of this geography curriculum design, will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Blackford CofE Primary School, reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and their work. Upon leaving Blackford CofE Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey.

EYFS:

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Geography is effectively taught through their wider curriculum lessons and through their enhanced learning provision and environment. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Year EYFS	Knowledge and Understanding of the world Year A (2024-25)		
	- Explore 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 has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Use of maps and primary sources to study their local environment and the wider world		
Year 1	Year B (2025-26)		
	<i>Continents, oceans, countries of the UK</i>	<i>Capital cities of the UK Seas around the UK Hot and cold places</i>	<i>Hot and cold places (cont) Mapping and fieldwork</i>
Knowledge	- naming and locating the world's seven continents and five oceans - using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans	- knowing and naming the oceans and seas surrounding the United Kingdom - naming, locating and identifying the four countries and capital cities of the United Kingdom - identifying the characteristics of the four countries and capital cities of the United Kingdom - locating the Equator, North and South Poles	- knowing and explaining seasonal and daily weather patterns - locating the Equator, North and South Poles - locating and name hot and cold places in the world - using geographical vocabulary to refer to physical features: (Y1/2): beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal - using geographical vocabulary to refer to human features: (Y1/2) : city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum

Year 2/3	Year A (2024-25)		
	<i>Human and Physical Features – local area study</i> <i>Compare a small part of the UK to a non-European location – London and Nairobi</i>	<i>Compare a small part of the UK to a non-European location – London and Nairobi</i> <i>Fieldwork and Map skills</i>	<i>Fieldwork and map skills continued</i> <i>Compare a different non-European location to our locality – Amazon Rainforest</i>

Knowledge	- identifying and locating their school and locality (Y2) - using geographical vocabulary to refer to human features: (Y1/2) o city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum - using geographical vocabulary to refer to physical features: (Y1/2) o beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal - knowing where England and London are located (Y2) - knowing and explaining the main human and physical features of London (Y2) - knowing and explaining where Kenya and Nairobi are located (Y2) - knowing and explaining the main human and physical features of Nairobi (Y2) - knowing and explaining the similarities and differences of these two places (Y2) - using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2) - making a simple map using basic symbols in a key - using 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	- knowing and explaining the main human and physical features of London (Y2) - knowing and explaining where Kenya and Nairobi are located (Y2) - knowing and explaining the main human and physical features of Nairobi (Y2) - knowing and explaining the similarities and differences of these two places (Y2) - using 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 - using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2) - knowing and using 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 - making a simple map using basic symbols in a key	knowing and using 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 identifying and locating the location of a non-European countries knowing and describing key physical geography features knowing and explaining the similarities and differences of these two place
	Year B (2025-26)		
	Fieldwork – Human and physical features OS maps and Scale	UK Study	Revisit human and physical features
	identifying land-use patterns and know how some of these aspects have changed over time	naming and locating counties and cities of the United Kingdom, geographical regions and their	knowing and describing key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4)



	• knowing and describing key physical geography features • knowing and describing key human geography features • knowing and explaining how places are shaped by human and physical features • using 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, such as Digimap for Schools. • skilfully using 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 •	- identifying human and physical characteristics, key topographical features • explaining what regions, counties and cities are like in the United Kingdom • knowing and explaining how places are shaped by human and physical features • knowing and explaining how physical features shape a place and the reason that human features are there • making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied	• knowing and describing key human geography features: region, county, capital city, city, settlement, recreation, harbour, (Y3/4) • knowing and explaining how places are shaped by human and physical features • knowing and explaining how physical features shape a place and the reason that human features are there
Year 4/5/6	Year A (2024-25)		
	<i>Rivers</i> <i>Map skills and Environmental regions</i>	Map skills and environmental regions (cont) Water Cycle	Longitude and Latitude
Knowledge	• knowing and explaining about places that are built around rivers • using 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, such as Digimap for Schools. • knowing and describing key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle • knowing and describing key human geography features: region, county, capital city, city, settlement, recreation, harbour, • making choices when using maps, atlases, globes and digital/computer mapping through Digimap for	• knowing and describing key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle • knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar • explaining the similarities and differences between places across the world • skilfully using 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	• identify and explain 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) • knowing about significant individuals, such as Wladimir Köppen who first identified major climate types • making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied



	Schools to locate countries and describe features studied		
	• knowing and locating environmental regions, key physical and human characteristics, countries and major cities		
	Year B (2025-26)		
	<i>World Countries, biomes and environmental regions</i>	<i>4&6 figure grid references</i>	<i>OS maps and Fieldwork</i>
	• identifying and explaining world biomes by building on prior knowledge of environmental regions • knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities • knowing and describing key physical geography features and processes o climate zones, vegetation belts, earthquakes, mountains and volcanoes • making choices to maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied	• accurately using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world • making choices to maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied	• accurately using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world • using 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, such as Digimap for Schools.
	Year C (2026-27)		
	<i>Physical processes – earthquakes, mountains and volcanoes</i>	<i>Settlements</i> <i>UK, Europe and North America comparison study</i>	<i>UK, Europe and North America comparison study (Cont)</i> <i>OS maps and Fieldwork (Orienteering)</i>
	• knowing and explaining where major tectonic plates are located • knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities • making choices to maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied	• knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America • knowing and explaining that places are shaped by their location, physical and human features • knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism • knowing and describing key human geography features: types of settlement and land use,	• knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America • using 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, such as Digimap for Schools.



		economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
--	--	---	--