

Frizinghall Primary School Geography Curriculum Intent, Implementation and Impact

Intent

At Frizinghall Primary School, the geography curriculum is based on the Geography National Curriculum and the EYFS Framework.

Geography education provides the foundations for understanding the world through the development of a body of key foundational knowledge and concepts.

Geography aims to ensure that all pupils:

- develop geographical knowledge and conceptual understanding through an understanding of place, space and environment.
- engender the excitement and critical thinking about the world that will equip young people to make their own way in the ever changing world around them

The Frizinghall Geography Curriculum is underpinned by: the whole school SCARF values, the use of dialogic teaching in order to develop geographical enquiry and good questioning. It is enhanced by meaningful experiences, including visits, visitors, relevant links to the activity passports as well as active learning opportunities such as orienteering.

The teaching of Geography at Frizinghall Primary School should equip children with geographical skills, a knowledge of the world around them and the ability to ask perceptive questions, think critically and analyse evidence.

Implementation

Each year group follows a curriculum map, which includes geography driven themes and opportunities to develop geographical knowledge and skills within other theme units. This provides the context of the learning, links with English and dialogic talk and the experiences to be covered through each theme. (See the Whole School Curriculum Map) Geography has been mapped across the school to ensure that children have the opportunity to revisit and consolidate past learning and look forward to future learning, through common geographical threads e.g. place knowledge, (See appendix 1) and staff have an understanding of how geographical strands build on each other (See Appendix 2)

Geographical knowledge and subject-specific skills are set out in long-term plans, ensuring coverage of and progression in the National Curriculum. (See Year Group LTP) Geography is mapped so that knowledge and skills are developed through and across phases, as is vocabulary progression. (See appendix 3 and 4)

Themes, which include geography, contain the specific geographical knowledge and skills to be developed and are used by teachers to map the theme learning journey. The learning journey is sequenced and adapted by the teacher to meet the needs and build on the interests of the class. This plan is shared with parents and children at the beginning of the theme.

In line with the Teaching and Learning Policy, in geography teachers will:

- make use of previous learning assessment sheets before starting each theme in order to inform planning as well as entice children to remember previous knowledge.
- Use a range of strategies such as outdoor learning, WOW starters, debates, questioning, online research and many more in order to ensure that all children are actively engaged in the lesson;
- Use knowledge organisers so that children have access to key knowledge, language and meanings to understand geography and to use these skills across the curriculum.
- Identify subject-specific vocabulary through knowledge organisers and visual displays at the beginning of themes. These key words are revisited in lessons and knowledge quizzes. (See appendix 2)
- Ground learning in both Geography lessons and during other lessons and discussions to its place in the world through use of a world map permanently displayed in the classroom.
- Provide a selection of atlases and geographical books in class so that children will have constant access to a wide variety of subject-specific knowledge through reading.
- Use fieldwork and practical learning in lessons to engage and inspire.
- Create a geography display which will focus on key geographical knowledge and skills, vocabulary, questions and examples of children's work.
- Use the class Big Book to showcase whole class work as well as new geographical learning in the subject.
- Use the 'progression in skills' document to ensure that geographical skills are appropriate to the needs of all groups of children.
- Ensure each lesson begins with a clearly articulated purpose relating to both knowledge and skills.
- link geography lessons to real-life situations and problems.
- Encourage children to ask and answer geographically valid questions using subject-specific vocabulary.
- Assess learning and use this to help pupils move on to the next stage.

Assessment

The knowledge and skills developed through each geography theme are tracked on the geography AfL grid for Key Stages 1 and 2.

These are completed termly and enable:

- teachers to identify gaps and areas of weakness and adjust future plans accordingly.
- the geography leader to identify groups/cohorts where achievement is not as expected and through this to work with teachers to resolve problems/issues
- themes and long term plans to be reviewed annually
- teachers to measure and assess skills and knowledge from each geography theme.

In EYFS learning is tracked against a developmental stages document culminating in assessment against the Early Learning goals at the end of reception and recorded on Tapestry (an online learning journal). The overall achievement is then tracked for each child.

Impact

Children will learn lessons from geography that will impact the way they view the world and decisions they make in their daily lives.

The impact will be that children will know more, remember more and understand more about Geography and the world around them. They will not only remember geographical information and understand geographical processes but start to apply this knowledge to the world that they know about through their own lives, and events that they hear and read about.

We will use a range of strategies to monitor the impact of the geography curriculum. These include: work scrutiny, pupil and teacher discussions, data analysis and observations. We will consider the impact on progress against the knowledge and skills objectives, the aims of the geography curriculum, pupil's readiness for the next stage of learning and whole school priorities. This information will feed into school self-evaluation, areas for further development and curriculum review.

We believe that by offering the right learning tools to our children we will impact their life long learning and their futures.

Appendix 1

Frizinghall Primary School Year Geography Development Overview							
Nursery	Getting to know you	If you need a friend	If you are afraid of the dark	A long and winding road	Giants	A garden adventure	
Reception	Once upon a time (Vocabulary about places. Simple maps from stories)	Let's all celebrate! (Weather and seasons)	Adventure in Space (maps and journeys)	Animals big and small (different habitats)	See our plants grow Health Heroes	Off on an adventure (drawing maps of different places. Vocabulary)	
Year 1	Ourselves Place study - Frizinghall	What do we do in winter? (Links to EYFS passport activity – spot the seasons) Physical geography - Weather	Are we nearly there yet? (Links to: EYFS – Ahoy there pirate) Place study – Saltaire Mapwork – locational knowledge – UK countries and cities.	Famous Bradfordians (Link to local area place knowledge) Mapwork – locational knowledge – UK countries and cities.	Will it grow?		
Year 2	Explorers Mapwork – compass directions	What do we do in winter? (Link to Year 1 – What do we do in winter?) Physical geography - Weather	The Animal Kingdom	The Great Fire of London Mapwork – locational knowledge – UK countries and cities.	Africa Place study Frizinghall / Africa (Link to Yr 1 – Ourselves)		
Year 3	The Ancient Greek Legacy Mapwork – location - Greece	May the force be with you	Dem bones, dem bones.	Settlement (Frizinghall, Bingley and Connoly) Mapwork – fieldwork skills Place study – Connolley / Myrtle Park / Frizinghall	Plant Life (Links to: Y1 Will it grow? Y5 If you go down to the woods today)	Switch it on (Links to: Y6 Game Designer, The light at the end of the tunnel)	How much has our local area changed? Mapwork – Locate countries and cities of UK and characteristics

				(Link to Yr 1 – Ourselves , Yr 2 - Africa)			
Year 4	Natural Disasters Physical geography – Earthquakes, Volcanoes, Water Cycle	Good vibrations	Roaming Romans Mapwork – locational knowledge – European countries	"Past the teeth and over the gums: look out, stomach, here it comes."	Planet in Danger Physical geography – climate zones, biomes, vegetation belts, rivers, mountains	The Battle of Britain Mapwork – locational knowledge – European countries	
Year 5	The wonders of Ancient Egypt Mapwork- Locational Knowledge – Egypt / River Nile	Could you be a crime scene investigator?	Blast Off!	Anglo Saxon and Viking Invasion Mapwork- Locational Knowledge - European Countries Landuse and patterns	If you go down to the woods today... Place study – Heaton Woods / the Amazon Rainforest (Link to Yr 1 – Ourselves , Yr 2 – Africa, Yr 3 Linking Project)		
Year 6	Game Designer (Links to Y4 Switch it on)	Destination Dilemma– contrasting European locality (Link to Yr 1 – Ourselves , Yr 2 – Africa, Yr 3 Linking Project, Yr 5 – If you go down to the woods today)	Blood	Have we always looked like this?	The light at the end of the tunnel	Islamic Civilisation	

Appendix 2

	Locational Knowledge	Place Knowledge	Human and Physical Geography
KS 1	World's continents and oceans, countries and capitals of the UK and seas.	Small area of UK and contrasting area in non EU	Season and Weather (UK), hot + cold, N + S Poles. Geographical vocabulary.
KS 2	World's countries, Europe and N + S America, UK's counties, cities and features, Latitude and Longitude, Equator, Tropics, Arctic and Antarctic circles.	UK region, EU region and region within North or South America	Physical geography – Climate, Biomes, Rivers and Mountains, Volcanoes, Earthquakes, Water Cycles. Human Geography – Settlement, Land Use, Economic and Trade, Natural resources. Describe

Appendix 3

Progression in Geography Skills across Key Stages 1 and 2

	Locational Knowledge
Year 1	<ul style="list-style-type: none"> ● Can use world maps, UK maps and globes to locate and name the 4 countries that make up the United Kingdom. ● Can use world maps, UK maps and globes to name and locate the the main towns and cities in the U.K. (including the 4 capital cities and Bradford) ● Can talk about characteristics of areas of the United Kingdom using geographical vocabulary.
Year 2	<ul style="list-style-type: none"> ● Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles on a map or a globe. ● Can name and locate the world's seven continents and five oceans. ● Can find the U.K. on a world map. ● Can find Bradford on a map of the U.K. and a map of the world. ● Can find area of Africa on a world map or globe.
Year 3	<ul style="list-style-type: none"> ● Can name and locate a number of countries on a world map or globe including the UK and Greece. ● Can name and locate counties and cities of the United Kingdom geographical regions on a map. ● Can describe the identifying human and physical characteristics of the countries and cities of the UK. and understand how some of these aspects have changed over time using geographical vocabulary. ● Can name and describe key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the main areas of the U.K and understand how some of these aspects have changed over time using geographical vocabulary.
Year 4	<ul style="list-style-type: none"> ● Can locate the tropic of Cancer, The tropic of Capricorn, The Equator, the North and South Poles on a world map, atlas or globe. ● Can locate the British Isles and major countries and cities in Europe on a world map, atlas or globe. ● Can locate the major active and dormant volcanoes on a map, atlas or globe. ● Can locate the main earthquake regions on a map, atlas or globe.
Year 5	<ul style="list-style-type: none"> ● Can name and locate countries and geographical regions of the UK and describe some of their identifying human and physical characteristics. ● Can name and locate the major cities of the UK on a map and talk about some of their major features and characteristics. ● Can name and locate the major coastal areas of the U.K. ● Can name and locate key land-use patterns in the U.K.; and understand how some of these aspects have changed over time ● Can 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 ● Can name and locate the main countries and major cities of Europe (including Russia) on a map or atlas. ● Can name and locate the U.S.A. and Canada and their major cities on a map or atlas. ● Can name and locate the main countries of South America and their major cities on a map or atlas. ● Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Can identify the position and significance of lines of latitude and longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, ● Can identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, ● Can identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)

Year 6	<ul style="list-style-type: none"> ● Can 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 ● Can name and locate the major hills and mountains of the U.K. ● Can name and locate many of the world's most famous mountain regions on a map or atlas. ● Can name and locate the major rivers of the U.K. ● Can name and locate many of the world's major rivers on a map or atlas. ● Can begin to recognise climate zones and the climate of a given country according to its location on a map.
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Geographical Skills and Fieldwork	
Year 1	<ul style="list-style-type: none"> ● Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ● Can draw a simple map: and use basic symbols in a key. ● Can use simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of its surrounding environment.
Year 2	<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 ● Can label a diagram or photograph using geographical words. ● Use simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of its surrounding environment.
Year 3	<ul style="list-style-type: none"> ● Use fieldwork to observe, measure and 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. ● Can use maps and atlases appropriately by using contents and indexes ● Can accurately plot N,S,E,W on a map. ● Can begin to use 4 figure grid reference accurately. ● Can use some basic O.S. symbols.
Year 4	<ul style="list-style-type: none"> ● Use four figure grid references to read and investigate maps. (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● Use six figure grid references to read and investigate (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● Use the eight points of a compass, symbols and a key to build knowledge of the United Kingdom and the wider world ● Can label the same features on an aerial photograph as on a map.
Year 5	<ul style="list-style-type: none"> ● Can collect information about a place from a variety of sources and use it to write a report. ● Can map land use. ● Can ask geographical questions about places and find possible answers. ● Can make detailed sketches and plans. ● Can 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

Year 6	<ul style="list-style-type: none"> ● Can confidently explain scale and use maps with a range of scales. ● Can choose the best ways to collect information needed and decide on the most appropriate units of measure, ● Can use O.S. and other maps to answer questions. ● Can use maps, aerial photos, plans and web resources to describe what a locality might be like.
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Geographical Questions	
Year 1	<ul style="list-style-type: none"> ● Can ask and answer geographical questions i.e. What is this place like, Who or what would I see here? What do people do here? ● Can say what they like and dislike about Frizinghall.
Year 2	<ul style="list-style-type: none"> ● Can find out about Frizinghall and area of Africa by using different sources of evidence. ● Can find out about Frizinghall and area of Africa by asking good questions. ● Can say what they do and don't like about different places.
Year 3	<ul style="list-style-type: none"> ● Answer simple questions about places and people. ● Ask simple questions about places and people. ● Can use the correct geographical vocabulary to describe a place and what happens there.
Year 4	
Year 5	<ul style="list-style-type: none"> ● Can explain why many cities in the world are situated by rivers. ● Can ask and answer Geographical questions about land use in Egypt and the importance of the River Nile and how this has changed over time. ● Can give an extended description of the physical features of different places around the world (Heaton woods and the Amazon Rainforest) ● Can give an extended description of the human features of different places around the world (Heaton woods and the Amazon Rainforest)
Year 6	<ul style="list-style-type: none"> ● Can describe how some places are similar and others are different in relation to their human characteristics. ● Can describe how some places are similar and others are different in relation to their physical characteristics.

Human and Physical Geography	
Year 1	<ul style="list-style-type: none"> ● Use geographical vocabulary to describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ● 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
Year 2	<ul style="list-style-type: none"> ● Identify seasonal and daily weather patterns in the United Kingdom. ● Can explain what clothes they would wear in different seasons ● Can tell something about the people who live in hot and cold places. ● Can explain what they might wear if they lived in a very hot or a very cold place.
Year 3	<ul style="list-style-type: none"> ● Explain the differences between the physical/natural and human/made features of places. ● Can confidently describe the human features of a place.

	<ul style="list-style-type: none"> ● Can confidently describe the physical features of a place. ● Can explain why a place is like it is.
Year 4	<ul style="list-style-type: none"> ● Can describe how volcanoes are created. ● Can describe the physical features and processes of a volcano. ● Can describe the impact volcanoes have on people's lives. ● Can describe how earthquakes are created. ● Can describe the main physical features and processes of an earthquake. ● Can describe the impact earthquakes have on people's lives. ● Can describe how the water cycle works. ● Can explain why water is such a valuable commodity.
Year 5	<ul style="list-style-type: none"> ● Can identify and describe land-use and patterns. ● Can explain how land-use patterns, human and physical characteristics have changed over time. ● Can describe the main features of villages, towns and cities. ● Can describe the differences between cities, towns and villages. ● Can describe why people and business are attracted to cities (including trade links) ● Can explain why people may choose to live in a village or a city. ● Explain key aspects of human geography including the distribution of natural resources including energy, food, minerals and water. ● Can explain key aspects of climate zones, biomes and vegetation belts. ● Can explain key physical geography aspects of rivers, mountains.
Year 6	<ul style="list-style-type: none"> ● Can give an extended description of the human features of different places around the world (focus on London and Paris) ● Can give an extended description of the physical features of different places around the world (focus on London and Paris)

	Place Knowledge
Year 1	
Year 2	<ul style="list-style-type: none"> ● Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom and a small area in a contrasting non-European country. ● Can describe the key features of places using geographical vocabulary.
Year 3	<ul style="list-style-type: none"> ●
Year 4	<ul style="list-style-type: none"> ●
Year 5	<ul style="list-style-type: none"> ● Can describe how some places are similar and some are different in relation to human characteristics (Heaton woods and an area of the Amazonian Rainforest in Brazil) ● Can describe how some places are similar and some are different in relation to physical characteristics (Heaton woods and an area of the Amazonian Rainforest in Brazil)
Year 6	<ul style="list-style-type: none"> ● Can describe how some places are similar and some are different in relation to human characteristics (London and Paris)

- Can describe how some places are similar and some are different in relation to physical characteristics (London and Paris)

Appendix 4

Geographical Vocabulary

EYFS / KS1 Geography Vocabulary List

Reception		
forwards	map	teacher
backwards	school	caretaker
above	playground	Head Teacher
under	house	cleaner
over	building	Police Officer
wide		doctor
narrow		dentist
long		
short		
Year 1		
map	beach	season / seasons
aerial view	cliff	weather
	coast	summer
	sea	winter
	ocean	autumn
	forest	spring
	hill	wind
	mountain	snow
plan	river	rain
globe	soil	hail
journey	valley	fog
travel	vegetation	wet

street		dry
church	city	hot
zebra crossing	town	cold
traffic lights	village	
bridge	factory	England
	farm	Scotland
transport	house	Northern Ireland
lorry	office	Eire / Ireland
bus	port	Wales
car	harbour	London
train	shop	Edinburgh
		Cardiff
		Belfast
		Dublin
		Irish Sea
		North Sea
		English Channel

Year 2

North	landscape	Equator
South	environment	North Pole
East	desert	South Pole
West		Europe
behind	map	Africa
location	atlas	Asia
route	globe	North America
near		South America
far	Frizinghall	Australia
left	Bradford	Antarctica
right	West Yorkshire	Pacific Ocean
larger	The Gambia	Atlantic Ocean
smaller		Indian ocean
local	seasonal	Arctic Ocean
distant	daily	Southern Ocean
address		

key		
junction		
roundabout		
tunnel		

Lower KS2 Geography Vocabulary List

Year 3		
Map	relief map	World
fieldwork	political map	country
sketch	settlement	Europe
diagram	community	
	landscape	weather
		environment
cliff	valley	
ocean	vegetation	county
port		region
harbour	distribution	physical geography
factory	import	human geography
office	export	local
industry	native/ indigenous	locate
polar	productivity	
	natural resources	
	man-made materials	
	trade	
Year 4		
compass	natural disaster	river
North	tectonic plates	valley
South	magma	lake
East	subterranean	ox-bow lake

West	volcano	spring [water]
North East	earthquake	flood plain
South West	mountain	meander
South East	climate/ weather	surface
North West	climate zones	sea level
satellite	vegetation belts	tributary
	biomes	delta
soil	warm	confluence
peat	humid	mouth
loam	tropical	source
clay	arid	coastal
weathering	water cycle	inland
erosion [within weathering]	evaporation	weathering/erosion
	precipitation	transportation
distance	condensation	deposition
scale	ground water	transport [carry]
grid reference		
contour	hemisphere	
height	tropical	
	polar	

Upper KS2 Geography Vocabulary List

Year 5		
longitude	grid reference	landscape
latitude	contour lines / contours	terrain
equator	scale [maps]	features
hemisphere		natural
Greenwich/Prime Meridian	deforestation	population

Time zone	naturalised	products
Northern hemisphere	indigenous	industrial
Southern hemisphere	immigrant	continent
Tropic of Capricorn	renewable	sub-continent
Tropic of Cancer	population	development
Arctic	conservation	irrigation
Antarctic	pollution	industry
tropical	canopy [trees]	tourist
equatorial	sustainable	
Year 6		
migrate	survey	urban
disperse	questionnaire	rural
sustainability	Ordnance Survey	settlement patterns
natural disaster	distance	land use
natural resources	scale	congestion
	grid reference	pollution
	symbols	export
	minutes[location]	import
		location
		greenhouse
		polytunnel
		intensive farming
		arable farming
		market gardening
		mixed farming
		organic farming
		hydroponics
		allotment

