



***“You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of people and places. In other words, learn about geography.”
(Michael Palin)***

Curriculum Learning Guide

Geography



How is Geography taught at Low Ash?



Curriculum Intent

What do we want to achieve with our Geography curriculum?

At Low Ash, our aim is to turn each and every child into a curious and enthusiastic geographer, opening them up to the diversity of the world around them. We aim to provide children with a multitude of knowledge, understanding and vocabulary so that they can not only be aware of things that happen in the world but so that they can also describe it using the correct vocabulary and have a deep understanding behind it. By providing the children with a high-quality understanding of key geography skills, facts and processes, we enable them to then make links and connections, so that they can be used in lots of different situations. For example, using geographical language and skills in other subjects, such as the 8 points of a compass or knowledge of continents when discussing a place visited or where a book they are reading is set.

We strive to make Geography enjoyable for learners, providing them with practical, hands-on lessons and fieldtrips so they can use their skills and see geography first hand. By providing all learners with the chance to 'get out and about' and explore both their local and wider surroundings, we aim to develop a love and respect for the world and help to spark their curiosity and awe. This in turn will then encourage and inspire them to continue developing and deepening their geography knowledge and understanding due to their underlying interest of the subject.

Implementation

How will this be achieved?

Years 1 -6 are taught discrete Geography lessons in 3 half terms of the year.

Each Geography topic has an overarching key enquiry question which is then broken down into smaller questions answered each lesson. For example, the Year 2 topic 'Poles Apart- what is the difference between the North and South Poles?' is broken down into smaller steps such as: 'Can you live at the North or South Pole?' This helps to structure learning and allows the lessons to be a series of smaller, in depth studies. At the end of the unit the pupils would then link their knowledge to answer the overall enquiry question.

We start the children's Geography learning by looking at the Geography local and familiar to them and then build up to looking at the wider world as they move up through school. In Early Years, the children start their Geography understanding by looking at their local environment, such as their homes and places immediately around them. In Year 1 this progresses to looking at the wider local area, such as Wrose and then the UK. In Year 2, the children use their basic understanding of 'where they fit in the world' to help them study countries that are hot or cold and look at the reasons behind this. In Key Stage 2, the children deepen their understanding of places of the world and make links and comparisons between these and the UK as well as looking at environmental issues such as global warming. Our aim in building up Geography knowledge and skills in this way is to allow children to realise and know their place in the world on both a localised scale but also a wider scale and allows them to make well thought out decisions on how they personally want to impact the world. By learning about things such as tourism in the Yorkshire Dales or rivers, the children gain an understanding about how they can affect the world around them and thus they can make well thought out decisions in the future.



Our Geography curriculum is enhanced by a range of field studies. We ensure these trips are both meaningful and fun so that the children can deepen their understanding whilst also securing their love of the subject through exciting and engaging ways. Some trips taken include: a trip to a Yorkshire seaside town, a trip to the Yorkshire Dales and a trip to Ingleborough.

Impact

What will outcomes for learners be?

Learners will:

- Have a good understanding of the places in their local area
- Have a good understanding about different countries around the world
- Understand how they can affect the world on both a local and global scale
- Be able to balance facts and opinions to be able to produce well thought out conversations
- Gain key skills, such as map reading, to aid and support their Geography fact knowledge



Knowledge and Understanding of the World

Nursery	<p>Changes over time: What's happening?</p> <ul style="list-style-type: none"> - woods - weather - hot and cold <p>Holidays Where have you been on holiday? understanding the world (know there are different countries in the world)</p> <p>Learning through books, songs, discussions and play</p>			
Reception	<p>Know about the world around them and notice differences. Know the difference between man-made vs. natural Key Skills: Talks about or responds to what they are seeing or experiencing in the natural world. -Able to share things they know about, including the places which are familiar to them (park/shops/school) -Responds to experiences and explorations of why things happen and how things work in the natural and man-made world -Looks closely at similarities, differences, patterns and change in own environment (including weather and seasons) and that of others. -Knows about similarities and differences in relation to places</p> <p>All about me: Fieldwork – What is our school environment and local area like? Looking at the local area, woodlands & maps - transport (Wrose Road, shops & building) - transport (train, air, cars and garages, boats)</p> <p>Africa Contrasting localities understanding the world</p>			
	Locational Knowledge	Place Knowledge	Human & Physical Geography	Skills and Fieldwork
Year 1	Use directional language to talk about where things are and to give basic directions. (next to, near, far, in front, behind etc.) (OYE) (UKBT)	Describe areas they are in and identify key buildings and features (OYE) (UKBT) (noisy, quiet, cramped, lots of space, tree, hill, factory, school, shop etc.)	Talk about and record daily weather (inc. rainfall.) (OYE) (UKBT)	Point to and identify the same areas of school on a map, aerial photo and in person. (OYE)

	<p>Point to the UK on a map of the world (UKBT)</p> <p>Recognise the shape of the UK both on and off a map (UKBT)</p> <p>Roughly point to Bradford on a map of the UK. (OYE) (UKBT)</p> <p>Name the 4 countries of the UK and their capital cities. (UKBT)</p> <p>Identify and locate the 4 countries on the UK on a map. (UKBT)</p> <p>Name and locate the seas surrounding the UK. (UKBT)</p>	<p>Begin to make simple comparisons to where they live and other places- saying what is similar and different. (OYE) (UKBT)</p>	<p>Begin to identify seasonal weather patterns in the UK (OYE) (UKBT)</p> <p>Be able to identify whether something is a human or physical feature. (OYE) (UKBT)</p> <p>Identify both human and physical features in school, Wrose and Bradford. (OYE)</p> <p>Find out about and talk about places they have not visited- being able to talk about simple human and physical features. (UKBT)</p>	<p>Point to and identify key features of Wrose on a map (OYE) (Wrose Bull, Low Ash Primary, a house, a green space, water, street, road etc.)</p> <p>Create a simple map of the classroom, school & Wrose Road (OYE)</p> <p>Add a few <u>standard</u> symbols to a map they have created or been given. (OYE)</p> <p>Use compass points to describe routes on a map (N,S,W,E) (OYE) (UKBT)</p> <p>Draw simple 'bird's eye' view maps (OYE)</p>
Year 2	<p>Be able to identify the UK in an atlas, globe and on a map. (PDU) (PA) (PBTS)</p> <p>Be able to identify Yorkshire, Bradford and Yorkshire's East coast on a map. (PBTS)</p> <p>Be able to identify Australia in an atlas/ globe and on a map. (PDU)</p>	<p>To compare Wrose/ Bradford to Sydney. Understanding and talking about the similarities and differences of the two places (human and physical. Inc. talking about how the weather is different) (PDU)</p> <p>Have a basic understanding on the difference between villages, towns and cities. (PDU)</p>	<p>Give their own opinions on places and say why they think this. (Using the correct vocab and identifying human and physical features to justify their answer.) (PDU) (PBTS)</p> <p>Talk about ways a locality can be improved (using the correct vocab and links to human and physical features to help explain their reasons.) (PDU) (PBTS)</p>	<p>Use compass points (N, S, E, W) when describing where the places studied are in relation to each other. (example: Filey is east of Bradford.) (PDU) (PA) (PBTS)</p> <p>To be able to point on a map which way you would travel to get from Bradford to the different places studied. (PDU) (PA) (PBTS)</p>

	<p>Be able to identify the North and South Poles in an atlas, globe and on a map. (PA)</p> <p>Identify the equator on a map. (PA)</p> <p>Name and locate the 7 continents and 5 oceans of the world. (PDU) (PA)</p> <p>To have a basic understanding of the difference between a sea and an ocean. (PBTS)</p>	<p>To be able to talk about the best way to travel to different places studied. (Example, 'You can drive to Filey' 'You need to get an airplane to Australia.')</p> <p>To be able to explain in their own words why people don't live at the poles (linking to weather & equator)</p>	<p>Use their knowledge of the equator and the North/South poles to identify hot and cold areas of the world.</p> <p>To use their knowledge of hot and cold areas of the world to help them predict the weather in the different countries studied.</p> <p>To be able to describe some of the physical features you would expect to find at the poles (icebergs etc.- could link to animals) If possible, make links to how the weather forms these</p> <p>To identify both human and physical features in Bradford and Sydney.</p> <p>To be able to identify physical features unique to seaside places. (cliffs, beaches etc.)</p> <p>To know what a coastline is and some of the features you would expect to find there.</p> <p>To talk about what human features they would expect to</p>	<p>To be able to use compass points and language such as 'near, far'</p> <p>To use photos and aerial photos to identify landmarks in Sydney. (Great Barrier Reef, Sydney Opera house etc.)</p>
--	---	---	---	--

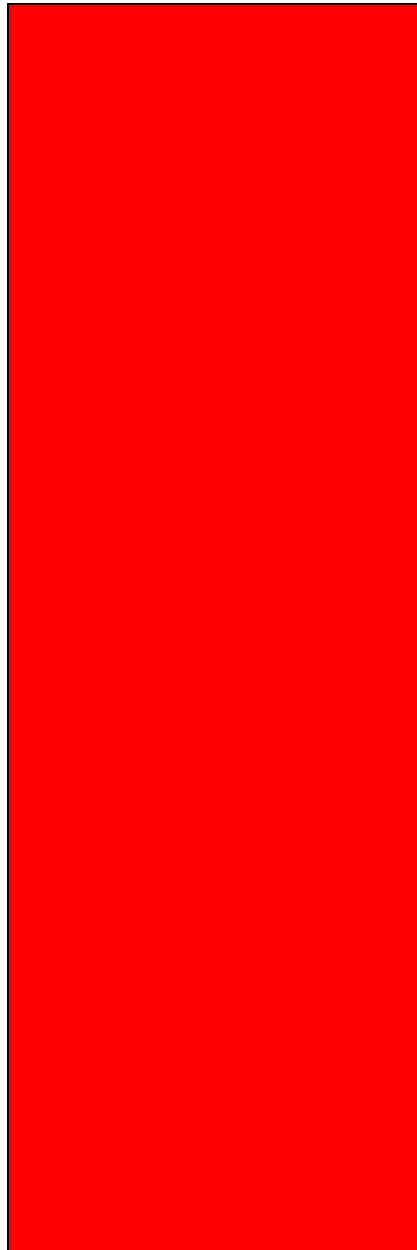
			<p>see in a seaside town and briefly explain why. (PBTs)</p> <p>To explain the main features of a hot and cold place. (PA)</p> <p>To know about the people who live or work in the poles. (PA)</p>	
Year 3	<p>Use maps, atlases and globes to locate & describe countries with volcano and earthquakes. (ME)</p> <p>To know the different types of settlements and how land use can change throughout these. e.g city, town, village, hamlet. (done by comparing settlements in YDNP to other local areas e.g Bradford.) (DD)</p> <p>Locate The Yorkshire Dales National Park on a map. (DD)</p> <p>Locate some of the towns/ villages studied on a UK map/ OS map. (DD)</p>	<p>To explain how land use and appearance can change over time. (ME) (DD)</p> <p>Name some of the famous volcanos around the world and locate these on maps/globes and atlases. (Inc. the ring of fire.) (ME)</p> <p>To understand geographical similarities and differences through studying YDNP. (DD)</p> <p>To be able to name some of the places in the YDNP. (Skipton, Burnsel, Bolton Abbey etc.) (DD)</p> <p>To describe the main features of a village. (DD)</p> <p>To describe the main differences between cities and villages. (DD)</p> <p>To identify positives and negatives about living in a</p>	<p>Describe the physical features of the *Yorkshire Dales National Park. (DD) (valley, tarns, hills, caves, waterfalls)</p> <p>Describe the Human features of the *YDNP (DD) (tourism, village, farm)</p> <p>Explain why the YDNP is so popular with tourists. (DD)</p> <p>Describe and understand how volcanos are formed. (physical) (including knowing the difference between active, dormant and extinct) (ME)</p> <p>Describe what volcanos look like. (physical) (ME)</p> <p>Describe and explain what happens when a volcano erupts and how this can change the land. (physical) (ME)</p>	<p>Use maps and digital computer mapping to locate the Yorkshire Dales national park (DD)</p> <p>Use aerial photographs and OS maps to describe land use and identify any patterns. (DD)</p> <p>Interpret a small area on an OS map e.g Burnsel and explain what it shows us. (Using standard map symbols and key to explain what's there etc.) (DD)</p> <p>Locate places on a map using four figure grid references. (DD)</p> <p>Describe the location of places in the *YDNP in relation to each other using 8 points of the compass. (DD)</p> <p>Use fieldwork to observe, record and present human</p>

		<p>village and to give their personal opinion. (DD)</p>	<p>Describe and explain what happens when a volcano erupts and the affect this can have on humans and their land use. (human) <i>(e.g not building near volcanos/ volcanic ash causing disruption to crops and planes etc./ earthquakes destroying buildings etc.)</i> (ME)</p> <p>Describe and understand how earthquakes happen. (physical) (ME)</p> <p>To understand that some earthquakes can be stronger than others and look at how they are measured. (ME)</p> <p>Understand the earth is made up of tectonic plates and plate boundaries and the role these have in causing earthquakes and volcanos. (ME)</p> <p>Describe and explain the affects earthquakes can have on humans and their land use. (ME)</p> <p>Describe and explain how earthquakes can change the land. (ME)</p>	<p>and physical features in the YDNP. (DD)</p> <p>Use sketch maps, plans, graphs and digital technology to record their findings from fieldwork done in the YDNP. (DD)</p> <p>Gather information on a village in the YDNP through fieldwork carried out there (survey, gathering rainfall, litter count etc.) and represent this data appropriately (e.g graphs.) (DD)</p>
--	--	---	--	--

			<p>To know some of the ways humans have adapted to live with earthquakes and volcanos (<i>buildings allow movements/ monitoring for signs of earthquakes and volcanic eruptions for early warning etc.</i>) (ME)</p> <p>To suggest ways a locality can be improved. (DD)</p>	
<p>Year 4</p>	<p>Name and locate some well-known European countries using maps, atlases and globes. Including Russia, which is partially in Europe (FS) (WM)</p> <p>Name and locate some of the capital cities in Europe. (Focus on the ones near the Med) (FS)</p> <p>Name and locate some of the popular tourist destinations in the Mediterranean (Kos, Mallorca etc.) (FS)</p> <p>To know some of the different ways to travel to Mediterranean countries and roughly how long this would take. (FS)</p>	<p>Explain how the lives of people living in the Mediterranean would be different from their own. (FS)</p> <p>Understand geographical similarities and differences between a European country (one situated in the Med) and the UK. (Comparing an area such as Bradford to an area such as Bologna or Rome.) (FS)</p> <p>Locate and name popular UK coastlines. (WM)</p> <p>To understand that rivers lead to the sea and give UK example. (WM)</p>	<p>Describe and compare physical and human features in a locality (inc weather) (comparing Bradford to the Med) (FS)</p> <p>Briefly look at climate zones in relation to explaining and describing the weather in Europe and the Mediterranean. (FS)</p> <p>Explain why many settlements are usually situated near rivers- giving examples. (WM)</p> <p>Explain how the water cycle works. (WM)</p> <p>Explain why water is such a valuable resource. (WM)</p>	<p>Use maps and atlases appropriately by using contents and indices (FS) (WM)</p> <p>Use sketch maps, plans, graphs and digital technology to record their findings from fieldwork. (WM)</p> <p>Observe, record and measure the physical features of the river Wharf (or other local river). (WM)</p> <p>Draw a graph to show the changing river levels. (WM)</p> <p>Identify rivers, coastlines, mountains and hills on maps (including OS maps.) (WM)</p>

	<p>To know and understand that some of the countries in the Mediterranean can have a different time to the UK. (FS)</p> <p>Begin to identify position and significance of the equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles. (use this to help explain the weather in the med.) (FS)</p> <p>Name and locate 4 local rivers (Aire, Wharf, Ouse, Calder) - and begin to identify which coastal area and sea they join (WM)</p> <p>Name and locate some UK rivers (Thames, Trent, Great Ouse, Mersey, Tyne, Avon) - and begin to identify which coastal area and sea the join (WM)</p> <p>Name and locate the 5 longest rivers in the world. (WM)</p> <p>Name, locate and describe UK mountains/ mountain ranges (WM)</p> <p>Name, locate and describe</p>		<p>Explain how water can change the landscape (rivers and coast) (WM)</p> <p>Describe parts of a river (mouth, source etc.) (WM)</p> <p>Identify meanders on maps and photos (inc. aerial) and explain how they are formed. (Talking about erosion and deposition of rivers.) (WM)</p> <p>Discuss the impact (advantages and disadvantages) of damming rivers (link to renewable and non-renewable energy) (WM)</p> <p>To know some of the key features of a mountains and the basics of how they are formed. (WM)</p> <p>Describe how humans live alongside mountains & coasts (eg. tourism, avalanches etc.) (WM)</p> <p>Describe how humans use rivers across the world (leisure, transport, food and energy) (WM)</p> <p>Talk about why rivers flood and how this affects humans-giving examples from the</p>	
--	--	--	---	--

	<p>European mountains/ mountain ranges (WM)</p> <p>Name, locate and describe world mountains/ mountain ranges (WM)</p> <p>Identify commonly known, local hills and other more commonly known hills across the UK (WM)</p>		<p>local area & Egypt river Nile. (WM)</p> <p>Look at how water is unequally distributed around the world and some of the effects on this on the landscape (deserts) and human geog. (droughts) (WM)</p> <p>Know the difference between hills and mountains (WM)</p> <p>Name some features of a coastline and explain how some coastal features are formed (sea arch etc.) (WM)</p> <p>Explain how humans try to stop coastal erosion (WM)</p>	
Year 5	<p>Use maps, atlases and globes to locate areas of interest such as the South American Rainforests and the Polar regions. SW</p> <p>Identify position and significance of Arctic and Antarctic circles SW</p> <p>Say which hemisphere areas of study are in and their relation to the equator (e.g where is the rainforests etc.) SW GART</p>	<p>To know some local (UK) examples of how humans are negatively impacting the environment. SW</p> <p>To know some local (UK) examples of how humans are positively impacting the environment. SW</p> <p>To know some examples of how North America is similar and different to the UK (comparing the two)</p>	<p>Describe and compare biomes of the world (possible focus on Rainforests?) SW</p> <p>Describe how climate variation has an effect on vegetation SW</p> <p>Explain how human activity has caused an environment to change for the worst SW</p> <p>To look at the reasons for and against deforestation and suggest ways a more environmentally friendly</p>	<p>Guide own research using different means of finding information (books, internet etc.) in order to answer their own questions on their topic. SW</p> <p>Ask appropriate geographical questions linked to their topic. SW</p> <p>To find different views about an environmental issue. What is their view?</p>

	<p>To know and give some examples of the different climates in the USA and to understand the reasons behind why one country has such a vast variety of weather (link to equator etc. – eg deserts to the south and extreme snowfall to the north) GART</p>	<p>To understand the sheer size of the USA in relation to UK (fly between states etc) GART</p>	<p>approach could be taken. SW</p>	<p>Using the 8 points of a compass to give information about where places are in relation to each other (eg. New York is North of Florida) GART</p>
	<p>Locate America and some of it's states and main cities (e.g New York) on a map, globe, atlas. GART</p>	<p>To know that USA is made up of 50 states and be able to name some GART</p>	<p>To look at the effects of deforestation in the South American Rainforests- including the loss of animal's habitats such as orangutans. SW</p> <p>Explain how human activity has caused an environment to change for the better. SW</p>	<p>Use maps, atlases & digital computer mapping (e.g google earth) to locate places in America. GART</p>
		<p>To know the causes and effects of global warming on the earth (including looking at key places such as the Poles (melting of ice) SW</p>	<p>To know some ways they can help to counteract global warming (turning lights off, walking for short journeys etc) SW</p>	
		<p>To explain how people are trying to manage their environment.</p>	<p>To look at some key people who are trying to combat global warming, their reasons for this and how they are trying to do this (e.g Greta Thunberg) SW</p>	



			<p>Describe & understand the aspects of physical features: SW -biomes -vegetation belts -climate zones</p> <p>Looking at some of the key human features in USA (New York, Disney, Statue of Liberty) GART</p> <p>Looking at some of the key physical features in USA (Rockie mountains, Grand Canyon) GART</p> <p>To look at what the Route 66 is and why it's so popular with tourists. GART</p> <p>To compare the USA to the UK and say some similarities and differences GART</p>	
<p>Year 6</p>	<p>locate Bradford, West Yorkshire, England and the UK on a variety of maps. (Ptch)</p> <p>describe the position of the UK on the earth. (Ptch)</p> <p>name and locate some European countries and their capitals. (Ptch)</p>	<p>Explain that the UK is split up into counties, what these are and to name and locate some of them. (Ptch)</p> <p>name the main regions of Europe (Ptch)</p> <p>To understand that they may identify home as a series of 'zones': Europe, UK, England, North West,</p>	<p>describe the climate and biomes in the UK (Ptch)</p> <p>Describe Europe - climate, land type, land use, population, size etc (Ptch)</p> <p>name some of Europe's seas, rivers and mountains (Ptch)</p>	<p>locate major cities in the UK and describe their distribution in relation to each other using the 8 points of a compass (Ptch)</p> <p>Use 6 figure grid references to locate and describe features/ places on a map of a UK area/ town. (Ptch)</p>

	<p>name and locate some countries linked to WW2 and the UK (Germany, India etc.) (Ptch)</p> <p>Name and locate UK cities (Nottingham, Manchester, Liverpool, Leeds etc.) (Ptch)</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries & describe some features of these. (Ptch)</p> <p>Identify the position and significance of latitude and longitude. (GT) - link to how this can help trade</p> <p>Identify the position and significance of the equator, Northern/ Southern hemisphere and the tropics of Cancer and Capricorn. - link to how the weather/ climate these cause can effect what a country can export and has to import. (GT)</p> <p>Identify the position and significance of the Prime/ Greenwich meridian & time zones (including day & night) - link this to trade and any given effects. (GT)</p>	<p>Yorkshire, West Yorkshire, Bradford, Shipley, Wrose (Ptch)</p> <p>Use maps, atlases, globes and digital maps to locate and name some African and Asian countries on a map and say what trade links they have to the UK. (E.g Kenya & China) (GT)</p> <p>Use maps, atlases, globes and digital maps to locate countries in Europe (including Russia), North and South America and say what trade links they have to the UK (e.g. Bananas) (GT)</p> <p>To look at how places are all linked by a trade 'web' both national and global (GT)</p>	<p>locate major European ports and airports and the channel tunnel (Ptch)</p> <p>Look at how countries (including the UK) have changed over time (since WW2) - both physical and human (Ptch)</p> <p>Look at how land use has changed over time (since WW2.) (Ptch)</p> <p>Explain the difference in land use across the UK now (e.g built up London compared to countryside areas like Skipton.) (Ptch)</p> <p>Look at different types of settlements in the UK (villages, hamlets, ports) and give advantages and disadvantages of living in them (for both now and linking to WW2: children from cities being evacuated to villages/ port use etc.) (Ptch)</p> <p>To understand the vocabulary emigration and immigration (link to WW2 evacuees) (Ptch)</p> <p>Describe and understand the aspects of climate zones and</p>	<p>Use map symbols and keys (including OS map) to interpret areas of the UK (Ptch)</p> <p>Plan a journey to another part of the UK using a map. Giving accurate measurements and talking about how long this journey will take. (Ptch)</p> <p>Use maps, atlases, globes and computer mapping to locate countries & describe features studied. (GT)</p>
--	--	---	--	--

			<p>how it effects trade, imports and exports. (GT)</p> <p>Describe and understand the aspects of economic activity, including trade links. (GT)</p> <p>Describe and understand the aspects of the distribution of natural resources (inc. energy, food, minerals and water.) (GT) - can be linked to the need for trade etc.</p> <p>To understand what 'Fairtrade' is and why it is needed. (GT)</p> <p>To understand different places have different things to offer to trade and the reasons behind this (linking to human and physical features of the country) (GT)</p>	
--	--	--	---	--