

Geography at Barley Croft



Intent – Why?

“I wish the world was twice as big, and half of it was still unexplored” – David Attenborough

At Barley Croft we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Barley Croft Primary School and also to their further education and beyond.

Implementation – How?

Geography is delivered through our REAL project approach. REAL projects are the means by which we bring the National Curriculum and Barley Croft curriculum alive. It stands for 'Rigorous, Engaging, Authentic Learning' and we place importance on each of those elements in order to run a successful curriculum project. Each project culminates in a final product or event which showcases their learning. Children can talk about what scientific skills they have learnt within the project and how these have been used in the final outcome.

All skills are taught progressively during a two-year cycle and this is monitored at regular intervals throughout the year. Children are taught the knowledge and skills they need as part of REAL project lessons. It is made explicit to the children what they are learning. This builds on their previous knowledge and skills and how this contributes to the project. Children are assessed throughout the project using a range of methods and this is captured at two points in the year.



5 by 25

- To name, know location of some famous natural features of the landscape such as rainforests, deserts, polar regions, salt flats, mountain ranges, rivers, lakes and waterfalls
- To know where places are on map or have a general idea both in UK and around the world including their capital cities.
- To name and know the location of both man-made and natural landscapes/ buildings such as the Taj Mahal, pyramids, Great Wall, Eiffel Tower, Grand Canyon, Great Barrier Reef, Victoria falls.
- To know how the natural environment varies worldwide and how this inevitably gives different life experiences/ expectations/ priorities/ skills to different groups and communities- e.g people that live in the city and people that live in rainforests.
- To be able to plan a journey using a map and to follow a map in order to find a location or reach a destination (local and abroad) or to plan a holiday using different forms of travel using personal interests.

Impact – What?

When children leave Barley Croft they will be able to;

1. Name and locate the world's seven continents and five oceans.
2. Name locate and identify the four countries and capital cities of United Kingdom and its surrounding seas.
3. Locate the world's countries using maps to focus on Europe, North America and South America identifying human and physical characteristics, key topographical features and understand how these have changed over time.
4. Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones.
5. Identify seasonal and daily weather patterns in UK and location of hot and cold countries in relation to Equator and the north and south poles.
6. Describe and understand key aspects of Physical Geography e.g. climate zones, biomes and vegetation belts, rivers, mountains volcanoes and earthquakes and water cycle.
7. Describe and understand key aspects of Human Geography e.g. settlements and land use, trade links, factories, distribution of natural resources including energy, food and water.
8. Use maps, atlases, globes and digital and computer mapping to locate countries
9. Use the eight points of a compass and 6 figure grid reference
10. Use fieldwork to make observations.