



Geography

Geography Curriculum Intent:

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:

Impact: When children leave Barley Croft they will be able to:

- Name locate and identify the four countries and capital cities of United Kingdom and its surrounding seas.
- 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.
- 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.
- 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.
- Describe and understand key aspects of Physical Geography e.g. climate zones, biomes and vegetation belts, rivers, mountains volcanoes and earthquakes and water cycle.
- 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.
- Use maps , atlases , globes and digital and computer mapping to locate countries
- Use the eight points of a compass and 6 figure grid reference
- Use fieldwork to make observations.

Geography Progression & Skills Map	EYFS F1	EYFS F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFSP & Dev.			Key Stage 1 Pupils should be taught:		Key Stage 2 Pupils should be taught:			

Matters & National Curriculum							
Geographical and fieldwork	Understanding the world: The World To comment and ask questions about aspects of their familiar world, such as the place where they live and their school. <i>For example: My house has a ...</i> <i>Where is the...?</i> -To comment and ask questions about aspects of their familiar world, such as the natural world (park). <i>For example: There is a... Is there a...?</i> -To talk about some of the things they have observed, such as plants, animals, natural and found objects. <i>For example: I saw a...</i> <i>I liked the...</i> • To develop an understanding of growth, decay and changes over time. Litter in the school. -To show care and concern for living things and the environment. -To talk about how things work (roads). Personal, Social and emotional development: Making Relationships: Initiates conversations, attends to and takes account of what others say.	<i>I can ask simple geographical questions. For example: Basic retrieval questions: Where is...? Where was...? What was? (Autumn A)</i> <i>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. (Autumn A)</i> <i>I can use simple maps of the local area. (Autumn A)</i> <i>I can use simple compass directions</i>	<i>I can ask simple geographical questions. For example: More enquiry based questions: How can I find...?Why can I? (Autumn A)</i> <i>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries of any other locations studied. (Autumn A)</i> <i>I can use world maps, atlases and globes to identify the continents and oceans studied of the world.</i> <i>I can use aerial photographs and plan perspectives to recognise landmarks and</i>	I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? I can communicate findings in appropriate ways. <i>Who Made Britain? Describe Iron Age hillforts.</i> I can use and interpret maps, globes, atlases and digital mapping (using zoom) to find countries and key features. <i>Mayans Locating world's countries – focus</i>	I can plan the steps for an enquiry through asking questions throughout a unit. <i>Who Made Britain? Hillforts – protection, defence etc. Invaders – Vikings settling etc.</i> I can ask geographical questions that consider “How it is changing?” <i>Invaders - coast</i> I can understand and use geographical terms such as volcanoes and earthquakes. <i>Mayans</i> I can use four-figure grid references, symbols and key	I can generate my own enquiry questions to answer. I can ask questions that consider how things are linked. “Is the ____ the same as ____?” I can understand use the terms valley, erosion, headland, I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>How do we find our way – Autumn A. Used maps and atlases to locate, countries and continents.</i>	I can generate my own enquiry question to investigate I can ask questions about people’s opinions. “What do you feel about this place? Why do you think this? Do you think the people like living in that area? Why?” <i>How do we find our way? Autumn A- comparing different places around the world and identifying why people have chosen to live in certain places. I.e., by the river.</i> I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. meander,

	Explains own knowledge and understanding, and asks appropriate questions of others.	(North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Autumn B)	basic human and physical features; devise a simple map; and use and construct basic symbols in a key. (Autumn B)	on North and South America I can use the 8 points of a compass. Who Made Britain? Map of the playground. I can make more detailed fieldwork sketches. Invaders – Bradgate Park trip – sketch landscape I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. Invaders – aerial views of the coast to link to erosion. I can recognise that different people hold different views about an issue and can begin to understand some	to build my knowledge of the United Kingdom and the wider world. Who Made Britain? Map of the playground. I can make maps using keys (from ordnance survey). (where the features are in the correct place) Who Made Britain? Map of the playground.	I can use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. How do we find our way – Autumn A . Used ordnance maps to locate in local areas using grid references. I can draw accurate maps with more complex keys from ordnance survey and know that not everything can be shown. How do we find our way? Autumn A Produced their own maps of the local area. Using OS symbols.	floodplain, location, industry, transport, settlement, water cycle, climate zones, biomes and vegetation belts and the water cycle. How do we find our way? Autumn A – using geographical vocabulary across the topic = hemisphere, biomes, vegetation belt. Why is the rainforest important to me? Summer A– trade links, fair trade, natural resources. I can use maps, charts etc. to support decision making about the location of places e.g. new bypass. How do we find our way? Autumn A – why people
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				of the reasons why. (PSHE link) Invaders – Vikings invading from the coast – coastal erosion		I can explore features on OS maps using 6 figure grid references. How do we find our way? Autumn A– used OS maps, located places locally and nationally. I can measure straight line distances using the right scale	chose to settle by the river soar or Nile. I 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. Who writes history? Autumn B
Geographical and fieldwork vocabulary	<i>Atlas</i> <i>Globe</i> <i>Treasure map</i>	North, South, East and West) near and far; left and right, Compass Map (freehand) Weather, seasons, months, spring summer autumn winter, night day	Aerial photographs/plans Birds eye view, perspective Map with symbols Key	8 point compass Digital maps Fieldwork Sketches, sketch map, orienteering, landscape	Four figure grid reference Northings Eastings Ordnance survey symbols meander, floodplain, location, industry, transport,	six figure grid reference ordnance survey maps Tsunami, Floods, Fluvial, Pluvial, Plumbing, Landsides, Wildfire, Sink holes, Hurricanes,	urban, rural, sustainability, tributary, trade links. Budget, Source, Meander, Course, Features, Tourist, attraction

		longer shorter Rain hail sunny cloudy partly wind frost warm cold change			settlement, water cycle. climate zones, biomes and the water cycle. Scale Richter Core Magma Tundra, temperate forests, rainforest, tropical grassland, temperate grassland Volcanoes, Tectonic plates, eruption (cloud), Magma, Lava, Vents, Outer core, Inner core, Crust, Mantle,	Coastal erosion, deposition, valley, headland, arch, stack, stump, Avalanche, Slab, Powder, Falls, Topples, Slides, Spreads, Flows, Drought, Global warming, Desert, Deforestation, Wildfires, Tornadoes, Fujita scale,	
Place knowledge	-I can name things in my home and classroom. -I can name wildlife and things in a park. Personal, Social and Emotional Development: Self confidence and Self Awareness •Confident to talk to other children when playing, and will communicate freely about own home and community.	I can describe places I know. I can talk about where I live with added detail. Is it in a city or village...	I can name, describe and compare places I know. I can compare two places and describe their similarities and differences.	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. Mayans - America	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	I can 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;	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America and South America.

					Invaders – UK I can understand why there are similarities and differences between places. Invaders Who Made Britain? Mayans	and understand how some of these aspects have changed over time. How do we find our way? Autumn A - Why is the rainforest important to me? Summer A Who writes history? Autumn B- Do the Ancient Greeks live on? Summer B - All the above = Locating, continents, countries and cities on maps. Human and physical features I can show I know about the wider context of places - region, county. How do we find our way? Autumn A – local to international history study about Richard iii, where people	Why is the rainforest important to me? Summer A – comparisons between rainforest and local woods. Different lifestyles of tribes and how they use their resources. I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. Is there a dark side to the moon? Autumn B – space exploration and Nasa?
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						settle along the rivers.	
Place knowledge vocabulary		City, town, village, factory, farm, house, office, port, harbour and shop near and far; left and right north, south, east, west	Human/physical feature, grounds, environment Landmarks Compare, similarities, Differences contrasts	Region East Midlands Northern Hemisphere Southern Hemisphere		County Leicestershire Districts: Leicester, Blaby, Charnwood, Melton, Hinckley and Bosworth, Harborough, Rutland, North West Leicestershire Volcanoes, Tectonic plates, eruption (cloud), Magma, Lava, Vents, Outer core, Inner core, Crust, Mantle, Conduit, Chamber, Earthquakes, Mercalli Intensity, seismograph, epicentre, Richter scale, Tsunami, Floods, Fluvial, Pluvial, Plumbing, Landsides, Wildfire, Sink holes, Hurricanes, Coastal erosion, deposition, valley, headland, arch, stack, stump, Avalanche, Slab, Powder, Falls,	Climate zones, Equator,

						Topples, Slides, Spreads, Flows, Drought, Global warming, Desert, Deforestation, Wildfires, Tornadoes, Fujita scale,	
Location knowledge	Understanding the world: The World / People and Communities They talk about the features of their own immediate environment and how environments might vary from one another. -To know about similarities and differences in relation to places and living things. <i>A park in comparison to the school.</i> -To know about similarities and differences in relation to places, objects, materials and living things. <i>Over time-litter and habitats.</i> -To look closely at similarities, differences, patterns and change. -To know about similarities and differences in relation to places, objects, materials and living things.	I can name and identify the four countries of the United Kingdom. (<i>Autumn A</i>) I can name, locate of the seas surrounding the United Kingdom. (Summer B) I can name and place the world's seven continents.	I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom. I can identify characteristics of the seas surrounding the United Kingdom. (Summer B) I can name and place the world's seven continents and five oceans.	Consolidation of continents and oceans. Mayans – locating countries to include continents & oceans I can explain about the physical features of coasts and begin to understand erosion and deposition. Invaders – coastal erosion	I can explain how the locality is set within a wider geographical context. (Leicestershire). Invaders I can show where countries are within Europe, including Russia. Invaders I can show I know the location of: capital cities and counties of the U.K and European Union countries with high populations. Invaders I can show I know features nearby and beyond the UK.	I can recognise the different shapes of countries and continents. How do we find our way? Autumn A - I can understand how humans affect the environment. I can explain about changes to the World environment. I can understand why people seek to manage and sustain their environment. Why is the rainforest important to me? Summer A	I can identify the physical characteristics and key topographical features of the countries within North America. Is there a dark side to the moon? Autumn B - I can identify the position and significance of, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and time zones. Why is the rainforest important to me? Summer A

					Mayans Invaders I can recognise that people have differing quality of life living in different locations and environment Mayans – America / current comparison	Who writes history? Autumn B- Do the Ancient Greeks live on? Summer B - I can describe where a variety of places are in relation to physical and human features. How do we find our way? Autumn A - Why is the rainforest important to me? Summer A Who writes history? Autumn B- Do the Ancient Greeks live on? Summer B - I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and	Who writes history? Autumn B- Do the Ancient Greeks live on? Summer B -
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						Southern Hemisphere. Why is the rainforest important to me? Summer A Who writes history? Autumn B- Do the Ancient Greeks live on? Summer B - I can identify and describe the significance of day and night. Is there a dark side to the moon? Autumn B	
Locational vocabulary	insects, bee, honey, honeycomb, hive, ladybird, worm, leaves, stem, flowers, petals park, tree, grass and field, caterpillar, butterfly, egg, cocoon, chrysalis, chick, hen, lamb, sheep, litter, rubbish, bin, recycle food, good, bad, taste: sweet, sour, salty, atlas, globe, planet	Countries, England, Northern Ireland, Scotland, Wales	Capital cities, London, Belfast, Edinburgh, Cardiff English Channel, North Sea, Irish Sea, Atlantic Ocean Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean Continents, Asia, Europe, Africa, North America, South America,	Environment Recycle, Upcycle, Waste Recyclable, Plastic, Non-recyclable, Climate, Pollution, Impact, Decay	Population European countries European capitals Quality of life	Latitude, longitude Sun, Earth, rotation Volcanoes, Tectonic plates, eruption (cloud), Magma, Lava, Vents, Outer core, Inner core, Crust, Mantle, Conduit, Chamber, Earthquakes, Mercalli Intensity,	State, avenue Tropics of cancer, Tropics of Capricorn, prime/Greenwich meridian time zones, Erode, transport, deposit

		Asia Africa North America South America Australia Antarctic Europe North pole, south pole	Australia and Antarctica. North pole, south pole Northern Hemisphere Southern Hemisphere			seismograph, epicentre, Richter scale, Tsunami, Floods, Fluvial, Pluvial, Plumbing, Landsides, Wildfire, Sink holes, Hurricanes, Coastal erosion, deposition, valley, headland, arch, stack, stump, Avalanche, Slab, Powder, Falls, Topples, Slides, Spreads, Flows, Drought, Global warming, Desert, Deforestation	
Human and physical	Understanding the world: The World I can use the vocabulary: home and school. -I can use the vocabulary: park, tree, grass, flowers and field. -I can use the vocabulary: road and street.	I can identify seasonal and daily weather patterns in the United Kingdom. (Autumn A and B) I can locate the equator on a world map and locate hot and cold areas of the world. (Autumn A)	I can talk about the different climates in different parts of the world. (Autumn A) I can use the equator and its location in relation the North and South Poles and understand about the climate in different parts of the world. (Autumn A)	I can show I know the physical and human features of my locality (Leicester). Invaders I can explain about key natural resources e.g. water in the locality. Mayans I can show some sense of how	I can describe and understand key aspects of 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. Invaders	I can describe human features of UK regions, cities and /or counties. How do we find our way? Autumn A- OS maps to find human and physical features. Looked at why did people settle around Leicester (why was the	I can understand the effect of landscape features on the development of a locality. How do we find our way? Autumn A- OS maps to find human and physical features. Looked at why did people settle around Leicester (why was the River Soar key for settlers?) Why the

		I can use basic geographical vocabulary to refer to human and physical features. (<i>Autumn B</i>)	I can understand geographical similarities and differences through studying the human and physical features (<i>Autumn B</i>)	places relate to each other. Invaders Who Made Britain? Mayans?	Who Made Britain? Mayans?	River Soar key for settlers?) I can describe how people have been affected by changes in the environment.	Egyptians settled around the Niles. Why the rainforest is important for me? Summer A – how the tribes use the resources in the rainforest.
Human and physical vocabulary	See above In addition: street, roads, maps, road signs, traffic, traffic lights, bus, car, bike and walk, rocks, woodland, seaside, stones home, school, bungalow, terraced house, apartment, flat, tower block, corridor, hallway, dinner hall, dining room, kitchen, bedroom, living room, classroom, road, garden, drive way. house, family, street, map 'Where do I live?', school, class, friends, mum, dad, brother, sister, baby, grandma/dad, pets...	beach, cliff, coast, forest, hill, season and weather Man made city, town, village, factory, farm, house, office, port, harbour and shop. Equator, hot, cold, north pole, south pole. spring, summer, autumn, winter season	mountain, sea, ocean, river, soil, valley, vegetation, Human/physical feature, grounds, environment North Pole, South Pole Equator Temperature, polar , arctic, temperate, Mediterranean, tropical, arid, desert	Recycle, Upcycle, Waste Recyclable, Plastic, Non-recyclable, Climate, Pollution, Impact, Decay Land use, natural resources, population	Settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals and water.		
	EYFS:						

	Communication and Language: Understanding: Beginning to understand 'why' and 'how' questions. They answer 'how' and 'why' questions about their experiences Speaking: Uses talk to connect ideas, explain what is happening. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. They use past, present and future forms accurately when talking.						
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