

Our Geography Curriculum

Intent

Geography is, by nature, an investigative subject that provides answers to questions about physical and human aspects and processes of the world. At Bushbury Hill Primary, our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places - both in Britain and abroad - to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Bushbury and Wolverhampton, so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Implementation

Geography at Bushbury Hill Primary is taught in topics throughout the year. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical Geography, with accuracy and confidence. Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics throughout each year group across the school.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is carefully planned and implemented to enable children to achieve the Early Learning Goals (ELGs). Through the *Understanding the World* goal children learn about their immediate environment, recognise places on maps and aerial photos, make their own maps and explore and contrast other places through images, video and stories. ELG objectives with geography content are mapped against Key Stage 1 objectives to ensure teaching is sequential throughout the school, building upon the children's prior learning.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different

starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross-curricular outcomes in Geography are specifically planned for, where appropriate. The local area is also utilised and teachers plan for opportunities to learn outside the classroom

Key Stage One

Year One

What can I find around my school? This topic builds on the foundational knowledge introduced through the Early Years Curriculum. Pupils study their immediate local area, developing their geographical skills and finding key physical and human features and how they impact on the local area.

Where in the world is Barnaby Bear? Going further afield, pupils are then introduced to contrasting locations around the world. They begin to look at similarities and differences between their local area.

Year Two

Would you like to live in the Caribbean? Continuing on from the work developed in Year One, pupils start to further develop their place and locational knowledge by looking at a number of islands in the Caribbean, and start to consider whether they'd rather live there or in the UK. Pupils will look at some of the decisions that influenced the Windrush generation to make that move. They will also consider some of the human and physical processes that influence where a person lives.

How can we survive whatever the weather? During this topic, pupils will begin to develop their understanding of human and physical processes by starting to identify and understand seasonal and daily weather patterns in the United Kingdom.

Key Stage Two

Year Three

What is wonderful about Wolverhampton? Building on the work completed in Year One about the local area, pupils further develop their geographical skills by using a range of maps and aerial photographs to recognise landmarks and basic human and physical features.

Oh, I do like to be beside the seaside! Pupils study the human and physical processes associated with coastal features. They start to explain coastal erosion and the impact on the landscape they are studying, thus developing their place and locational knowledge.

Year Four

Why is it good to be Green? Through this topic, pupils develop their locational knowledge by concentrating on the impact of pollution and global warming on the oceans and seas of the world, but in particular carrying out a case study of the Great

Barrier Reef. Pupils will start to understand how their behaviour impacts on the local environment, and what positive changes they can make.

Around the world in 80 days! Pupils to develop their locational and place knowledge focusing on key physical and human characteristics as well as being able to identify key countries and cities on a range of maps/ atlases and globes. Pupils will also start to give 4 figure grid references and identify time zones and understand the concept of Greenwich Meridian.

Year Five

Could you survive in the jungle? Pupils will study a region in South America, thus developing their place knowledge. They will explore the human geography of this area, considering amongst other things: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Where are our football teams from? During this topic, pupils develop their locational knowledge by being able to name and locate counties and cities in the United Kingdom. They will look at trends and patterns, and identify how land use has changed over time.

Year Six

I'm a Year six pupil ... GET ME OUT OF HERE! Pupils will build upon their geographical skills taught in Year 4 to give four and six figure grid references using Ordnance Survey (OS) maps. Pupils will also be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

How does the world get angry? Building on the knowledge and skills across the key stage, pupils will develop their knowledge and understanding of physical geography by looking at climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

Impact

Our Geography curriculum ensures that children leave Bushbury Hill:

- Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required.
- Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding.
- Knowing how their actions affect the local environment and the sustainability of the Earth's resources.

- Knowing how their actions support the continued award of Eco-School's **Green Flag Award**.