Geography Overview – coverage and sequencing summary

Barlow Hall's rationale behind the geography curriculum design:

Our Intent

Studying geography develops children's knowledge and understanding of what is around them in the local area, in Manchester, in Britain and globally. They will develop, through studies on different scales, a sense of both space and place. Children in Barlow Hall will know how places, processes, people and cultures are connected, how they are similar and how they are different. This will support an understanding and knowledge in the next stages of their education and throughout their lives.

Geography provides Barlow Hall children with knowledge and vocabulary to describe the features of the environment and the processes that shape it. Children will understand the spatial layout and organisation of the world and recognise patterns and relationships in a wide range of locations and environments. They will understand how human and physical aspects of the world are connected and how they can have an impact on one another. They will use a wide range of sources and experiences to learn about the geography of our planet. The development of map work and fieldwork skills will be integral to their understanding. Children at Barlow Hall will gain an understanding of the importance of looking after our planet and the dangers that can arise from not doing so.

By the end of primary school, Barlow Hall children will know and understand:

Physical geography: weather patterns and climates, climate zones, vegetation zones, biomes, natural disasters,river features, coastal features and the water cycle.
Human Geography: types of settlement and economic activity, distribution of natural resources and trade.
Environmental geography: natural resources around the world and how people can harm or protect the environment.
Locational knowledge: general geographical knowledge and vocabulary regarding position and significance (including time zones, equator, latitude, longitude, continents and oceans).
Place knowledge: local studies, UK regional studies, European and non-European studies - including a study of regions on each of the continents.
Skills: Enquiry, mapping (including symbols and key use), compass directions, grid references, fieldwork and the development of geographical vocabulary.

Our Implementation

The geography curriculum has been designed to ensure that units, lessons and tasks deliver our curriculum intention. Our curriculum is split into three strands:

-Our Home (focusing on the geography of our local area and the United Kingdom)
-Our World (focusing on understanding space and place of the continents on Earth)
-Our Planet (focusing on environmental issues and physical processes of our planet

Our geography curriculum has our thinking concepts: Analyse and Interpret; Continuity and Change;, Similarities and Differences; Perspectives; Inter-Relationships and Cause and Effect at its core.

Children at Barlow Hall study geography every term. Our curriculum planning outlines the intended essential knowledge and associated thinking concepts for each geography unit taught across the school. The design and sequencing of our curriculum aims to build meaningful schemata for our children by creating connections and links within and across year groups, revisiting key concepts and progressively building upon previously acquired knowledge and skills within the subject. Within geography units, lessons and tasks build upon one another to develop learning that is meaningful and purposeful. Retrieval is embedded in our planning and delivery to enable children to know and remember more in geography.

Our Impact

We want to foster an enjoyment and interest in geography at Barlow Hall and this has come across strongly in pupil voice feedback. The knowledge and skills the children develop and the progress they make is evidenced in the depth and detail of pupil discussion during pupil voice activities and is supported in the evidence gained in book scrutinies carried out across the year.

By the end of Key Stage 2, children have a good grasp of the locational knowledge of key aspects of our world and are able to talk about a wide range of human and physical features, processes and issues on our planet. They are able to use a wide range of sources to compare, contrast, analyse and infer about life in different places and have a sound understanding of the geography of their own surroundings. They have developed key geographical skills such as enquiry, collecting and presenting data and map skills that are essential for future learning.

EYFS	**Understanding the World** **Early Learning Goal - People and Places** • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. **Early Learning Goal - The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
	Our Home	**Our World**	**Our Planet**
Nursery	*Use place vocabulary: near, far, wood, park, field, river. *Journeys: going to places including school. Discussing what they see / pass on their way to school. *Know how buildings, transport and people are linked together through small world play and stories.	*Know there are different places and countries in the world- link this to people's families and identities. *Use photographs to know some differences between different places in the world. This can also be done through sharing stories.	*Weather and season knowledge and how the weather links to what children wear learned through experience.
Reception	*Know where they live. *Name and describe some of the local features and what people do there. *Begin to explore and map the school's environment.	*Know other places that they have visited e.g. been on holiday, have family members living in, have previously lived in. *Begin to name and locate the places on a world map and learn about different areas of the world through stories and play.	*Explore the natural world around them using investigation and exploration of the school site. *Know how to look after our school and habitats on our school site.

	Autumn 2	Spring 2	Summer 2
	Our Home	**Our World**	**Our Planet**
Year 1	**Our School** ***Intended Outcomes*** *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 *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features *Devise a simple map; and use and construct basic symbols in a key *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Antarctica** ***Intended Outcomes*** *Name and locate the seven continents and five oceans of the world *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *Study another area of the world and look at the discovery work of a famous geographical explorer *Use geographical vocabulary to name and discuss key physical features of an environment *Be introduced to simple compass directions (North, South, East and West) *Use world maps, atlases and globes to identify the location of different places	**Weather in Britain and around the world** ***Intended Outcomes*** *Name and locate the seven continents and five oceans of the world *Identify seasonal and daily weather patterns in the UK *Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *Understand geographical similarities and differences through studying the weather in different locations *Gather simple data about a geographical question (linked to weather) - use simple fieldwork to answer it. *Use world maps, atlases and globes to identify the United Kingdom and its countries
Year 2	**The United Kingdom** ***Intended Outcomes*** *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *Become familiar with their own location - understanding its key human and physical aspects *Use geographical vocabulary to name and discuss human and physical features * Use simple compass directions (North, South, East and West) *Use world maps, atlases and globes to identify the UK and its countries. *Use a simple picture map to move around the school or local area. *Draw a simple map of a real place and begin to understand the need for a key *Use aerial photographs to recognise landmarks and basic human and physical features.	**Australia** ***Intended Outcomes*** *Name and locate the four countries of the UK *Name the capital cities of the countries of the UK *Name and locate the seven continents and five oceans of the world *Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Australia). *Become familiar with their own location - understanding its key human and physical aspects *Use geographical vocabulary to name and discuss key human and physical features. *Begin to know the four main compass directions (North, South, East and West) *Use world maps, atlases and globes to identify the United Kingdom and its countries. *Use aerial photographs to recognise landmarks and basic human and physical features.	**Recycling and Our Local Environment** ***Intended Outcomes*** *Become familiar with their own location - understanding its key human and physical aspects *Understand the impact humans can have on the environment *Follow directions and use language associated (Up, down, left/right, forwards/backwards, near, far, forwards and backwards) *Be introduced to simple compass directions (North, South, East and West) *Use a simple picture map to move around the school or local area, following a route. *Draw a simple map of a real place e.g. school grounds. *Gather simple data about a geographical question using observation or simple fieldwork.

Year 3	**A Mile From Our School** ***Intended Outcomes*** *Continue to develop geographical vocabulary and understanding of physical and human features when studying different locations *Use compass directions (NSEW) to give directions and introduce 8 compass points. *Use 4 figure grid reference coordinates to locate features on a map *Follow a route on a large scale map *Know some basic symbols and use keys to build their knowledge of the UK and the wider world	**Africa** ***Intended Outcomes*** *Recap the naming and locating of the seven continents and five oceans of the world *Locate some major countries, cities and landmarks from other continents around the world. *Know about different cultures and ways of life that may differ from our own and understand how the environment and lifestyles interact with one another. *Describe and understand different biomes. *Continue to develop geographical vocabulary and understanding of human and physical features when studying different locations *Use atlases, maps and digital technologies to understand more about different locations and look at features.	**Protecting Life on Land and Below Water** ***Intended Outcomes*** *Locate areas of similar environmental regions around the world e.g. rainforests, deserts etc. *Identify the location and significance of the Equator and understand what the Northern and Southern Hemispheres are *Understand the impact of deforestation on the planet and the plight of endangered species around the world *To know reasons that deforestation occurs *Use atlases, maps and digital technologies to understand more about different locations and look at features
Year 4	**Comparison between Chorlton and Peak District** ***Intended Outcomes*** *Name and locate major cities and counties surrounding Manchester *Know some different geographical regions in the UK and their key human and physical characteristics *Compare their own location with a contrasting location elsewhere in the region (Peak District), exploring significant similarities and differences *Know different types of land-use in urban and rural environments. *Continue to develop geographical vocabulary and understanding of human features when studying different locations	**Europe** ***Intended Outcomes*** *Locate and name some countries within Europe and some of their capital cities *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 *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Locate the world's countries, using maps with a focus on Europe *To understand tourism as a form of economic activity.	**Natural Disasters** ***Intended Outcomes*** *Understand how volcanoes and earthquakes are formed with reference to plate tectonics and areas of significance like the 'Ring of Fire' *Know the impact these natural events can have on people in areas where they occur *Know about the significance of plate tectonics and fault lines and their link to natural disasters * Continue to develop geographical vocabulary and understanding of physical features when studying different locations * Use atlases, maps and digital technologies to understand more about different locations and look at features

Year 5	**UK Counties and Cities** ***Intended Outcomes*** *Name and locate counties and cities of the United Kingdom, geographical regions *Identify human and physical characteristics of different cities and regions *Know key topographical features (including mountains, coasts and rivers), *Study land-use patterns and understand how these have changed over time *Use the eight points of a compass, six figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world	**Asia** ***Intended Outcomes*** *Recap the naming and locating of the seven continents and five oceans of the world *Locate some major countries, cities and landmarks from other continents of the world *Understand the concept of longitude and latitude, the Greenwich Meridian and Equator - link this to impact on climate and time zones *Compare the UK with a region in another country with significant differences and similarities, understanding some of the reasons for similarities and differences. *Select maps for a specific purpose based on scale and style. *Draw a sketch map using symbols and a key *Use atlases, maps and digital technologies to understand more about different locations	**Climate Change, Pollution and Renewable energy** ***Intended Outcomes*** *Know about different climate zones around the world and what characterises the different zones *Understand the impact of pollution and human activity on climate change around the world and understand the importance of the Ozone layer *Know some of the main potential effects of climate change *Know ways of obtaining energy including renewable sources
Year 6	**Comparison between Chorlton and Scottish Island** ***Intended Outcomes*** *Know more geographical regions in the UK and their key human and physical characteristics. *Understand different land-uses in locations and how these may change *Compare their own location with a contrasting location elsewhere in the UK (Scottish island), exploring significant similarities and differences and how the human and physical aspects of the locations interact and impact. *Know different settlement types and discuss some of their features. *Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers in the context of locations studied. *Use 6 figure grid reference co-ordinates to locate features on a map. *Use/recognise OS map symbols.	**South America** ***Intended Outcomes*** *Locate areas of similar environmental regions around the world e.g. rainforests, deserts, islands etc. *Identify the location and significance of the Equator ,the Tropics and understand what the Northern and Southern Hemispheres are * Study another area of the world (South America) and look at key physical and human features of the location *Understand the concept of longitude and latitude, the Greenwich Meridian and Equator - link this to impact on climate and time zones. *Describe and understand different vegetation belts and geographical regions. *Continue to develop geographical vocabulary and understanding of physical and human features when studying different locations *Use atlases, maps and digital technologies to understand more about different locations and look at features *Understand and use compass directions to give directions including 8 compass points.	**Rivers *(Including local study of River Mersey and Chorlton Meadows)* and the Water Cycle** ***Intended Outcomes*** *Name and locate the longest rivers and highest mountains in both the UK and the world. *Understand and discuss the water cycle and how it can impact life in different locations. *Know key features of rivers and their surrounding areas/features using local fieldwork *Gather data to match a geographical question, present the data and analyse/interpret findings from it. *Use 6 figure grid reference co-ordinates to locate features on a map. *Follow a simple route on an OS map. *Draw detailed sketch maps using symbols and a key