



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

### **Geography Intent Statement**

Planet Earth is an amazing place which is full of awe and wonder. At Bishop Lonsdale, we provide our pupils a wide range of opportunities to explore and develop a keen interest in our planet, both in their local area and across the world. Furthermore, we also provide our pupils with the opportunity to develop transferable life skills, such as map reading and comparing places, which they will use later in their everyday lives. Through our big ideas, pupils will develop their knowledge and skills in the following four areas.

#### **Locational Knowledge**

Locational knowledge is being able to locate key features or places, both locally and globally. At Bishop Lonsdale, pupils will use a variety of resources such as maps, globes and atlases to learn and locate places and geographical features and compare locations. Pupils will learn about the seven continents of the world and locate where they are. Furthermore, pupils will learn and locate a range of countries in different continents and identify their capital city and other geographical features are. Pupils will also study about the UK and identify the countries, capital cities, counties, towns, rivers and other geographical features. In addition, pupils will also learn how to locate places using lines of latitude, lines of longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic Circles, Antarctic Circles, Prime Meridian and Time Zones.

#### **Human and Physical Geography**

Human geography is understanding and identifying objects and things which have been made by humans for a given purpose. Physical geography is understanding and identifying something that is naturally made and has not been affected by humans. At Bishop Lonsdale, pupils will learn what the difference is between human geography and physical geography and will identify both types in the local environment around them and in the wider world. Pupils will learn that human geography and physical geography can be used to describe a place or a significant place (for example, monuments, landmarks, cliffs, mountains, volcanoes). For Human geography, pupils will learn how some man-made things can have an impact on their local environment and the wider world (for example, littering, climate change, transport, weather and land use). Pupils will also learn that some materials are man-made in order to make a human feature (buildings, shops, places of worship). For physical geography, pupils will learn about what places and materials are naturally made (for example, rocks, fossils, cliffs, beaches, volcanoes, earthquakes). Pupils will also learn and describe how places around the world have different climates which can affect how land is used in different parts of the world. Furthermore, pupils will also learn what factors are impacting on our environment and how we can become more sustainable to help protect our planet.

#### **Place Knowledge**

Place knowledge is being able to compare geographical features (human geography and physical geography) between one place and another. At Bishop Lonsdale, pupils will use their knowledge of human features and physical features to study and compare two places. Pupils will also use their knowledge of the UK and compare it to contrasting non-European country. Pupils will also describe the similarities and differences between continents and compare climates between two differing regions.

### **Geographical Skills and Fieldwork**

At Bishop Lonsdale, we are fortunate to have lots of space to conduct a range of investigations. Pupils will have the opportunity to head outside to complete investigations or have access to a range of resources which they can use to record data and identify patterns. To support this, pupils will learn how to record data using tally charts, pictograms and tables and understand that this is a way of creating a primary resource. Pupils will also learn how to record and identify patterns using secondary resources from reports, surveys, maps, books and research. Furthermore, pupils will also conduct geographical enquiries around key questions and will learn how to write conclusions and be able to compare conclusions that they have made. Pupils will also ask and answer their own geographical question. This means pupils will record, analyse and present their data, draw their own conclusions and identify any unexplained anomalies or variations. Throughout their time at school, pupils will also learn how to read maps using directional language. Pupils will also learn that maps contain symbols, a key and that they can use a four-figure grid reference, a six-figure grid reference, contour lines, lines of latitude, lines of longitude to find or locate a place or a geographical feature.

Geography is a huge part of our everyday lives and we hope that all pupils leave us critically analysing the world around them and having the skill set to find and locate places around the world. We also hope that all pupils leave us with a keen interest in all areas of geography, including the world which surrounds them.

### **Implementation**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Our Wonderful World		Bright Lights, Big City			Our Wonderful World
2	Let's Explore the World		Coastline			Let's Explore the World
3	One Planet, Our World		Rocks, Relics and Rumbles			One Planet, Our World
4	Interconnected World		Misty Mountain, Winding River			Interconnected World
5	Investigating Our World		Sow, Grow and Farm			Investigating Our World
6	Our Changing World		Frozen Kingdoms			Our Changing World

At Bishop Lonsdale, we follow the 'Cornerstones Curriculum 22' to help ensure that pupils have the opportunity to gain a deeper level of knowledge and understanding, as well as developing skill competencies in Geography. This curriculum provides us with a thematic approach where the geography projects are all linked to the Main Project for the term. All of the geography projects are aligned to cover the National Curriculum statements for Geography. The projects taught by each year group can be found in the table below.

In EYFS, Nursery and Reception also follow a thematic approach. Pupils are provided with a range of continuous provisions which help pupils to develop an understanding about the world around them. All of the provisions are planned and delivered towards meeting the Development Matters statements and the Early Learning Goals.

### **What is taught in Geography?**

In EYFS, Nursery and Reception teachers plan and deliver provisions which supports pupils to achieve the following Early Learning Goals:

Understanding the World – Past and Present,  
Understanding the World – People, Culture and Communities,  
Understanding the World – The Natural World.

These provisions are all based around developing pupils' knowledge of the world around them, as well as developing their curiosity and own interests in the world that they live in.

In KS1 and KS2, teachers plan and deliver lessons which focus on ensuring that all of the National Curriculum statements for Geography are met. These statements can be found below.

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### **Pupils should be taught to:**

##### **Locational knowledge**

Name and locate the world's seven continents and five oceans.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

##### **Place knowledge**

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

##### **Human and physical geography**

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

##### **Geographical skills and fieldwork**

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

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.

### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Pupils should be taught to:**

#### **Locational knowledge**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- 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; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

#### **Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### **Human and physical geography**

Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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.

#### **Geographical skills and fieldwork**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- 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.

#### **Impact**

At Bishop Lonsdale, the impact of teaching Geography fosters a love and enthusiasm for the subject. Pupil voice provides evidence that pupils are able to talk with confidence and

enthusiasm about what they have learnt in geography using subject specific vocabulary. Pupil voice also demonstrates that many pupils enjoy geography and are able to recall their learning over time. Book scrutinies demonstrate that geography is taught at an age appropriate standard across each year group with some opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Assessment and book scrutinies ensure pupils can demonstrate knowledge and understanding, use key vocabulary and are covering all skills in the Bishop Lonsdale skills progression grid.

**Our plan is to ensure that:**

- All of our pupils leave us with a keen interest in our planet,
- They have developed competency in a range of transferable life skills, and to have the skills to critically analyse the world around them.