



Bredbury Green Primary School: Rationale Behind The Geography Curriculum

Map Skills to be taught each year, using the Royal Geographical Society lessons as a basis to ensure coherence. These can be found here: <https://www.rgs.org/schools/resources-for-schools/map-skills>. Fieldwork is to be completed regularly to ensure that children are developing their geographical skills and disciplinary knowledge, as defined in the National Curriculum. Additionally, children will be expected to show their findings in a variety of ways, including writing at length. In units where this is essential, it has been written in the left hand box in orange.

	What we teach? (Minimum Requirement From NC)	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class 	<p>Developing geographical vocabulary in Nursery: Me, immediate family members, house, flat, home, road, street, school, nursery, community, map, differences, similarities, countries, world, country, environment, natural, describe</p> <p>Developing geographical vocabulary in Reception: Map, globe, location, natural, environment, similarities, differences, countries, world, environment, natural, earth, observe, maps, explore, describe, route, England, Stockport, Bredbury Green</p>	
Year 1 Autumn	<p>Locational knowledge SIGNIFICANCE and APPRECIATION PROCESSES</p> <ul style="list-style-type: none"> Children will be able to name the 7 continents and 5 oceans. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Name 7 continents and 5 oceans Compare weather in two different places over a period of time Understand what the Equator, North and South Poles are. 	<ul style="list-style-type: none"> This learning will follow on from their learning of immediate environment using knowledge from observation (EY P,C&C). In EY, children may have looked at maps to explain some similarities and differences between life in this country and another (EY, P,C&C). In Y2, children will build on this knowledge by extending their understanding of human and physical features along with understanding different types of maps. 	Asia Africa North America South America Antartica Europe Australia Continents Oceans Pacific Atlantic Indian Arctic Southern Season/weather Hot Cold Rain Sun Different Comparison Spring Summer Autumn Winter Equator North South
Year 1 Spring	<p>Geographical Skills and Fieldwork STRUCTURES/CAUSE AND EFFECT ENVIRONMENT</p> <ul style="list-style-type: none"> 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. 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 Name 3 human and 3 physical features of Bredbury Identify features of Bredbury from an aerial map Create their own map of Bredbury Green Primary School using basic symbols in a key 	<ul style="list-style-type: none"> In EY, children may have looked at maps to explain some similarities and differences between life in this country and another (EY, P,C&C). This will follow on from their learning in Autumn (Y1), where they have looked at their immediate locality and then this fits into the wider UK map. In Y2, they will locate continents and oceans on a map and prior knowledge of them will support this. This will also provide them with prior information about migration when reading 'The Colour of Home' in Y2. 	Map Symbols Key Globe Atlas Human Physical
Year 1 Summer	<p>Place Knowledge POWER/INFLUENCE PLACE</p> <ul style="list-style-type: none"> Name four countries of the UK Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map Know and name the four countries of the UK Identify North, East, South and West on a Map Identify human and physical features of Bredbury 	<ul style="list-style-type: none"> In reception and nursery, pupils will have knowledge and understanding of the natural environment and all living things. Pupils will know different countries and talk about the differences they have experienced. This will follow on from their learning in Spring (Y1) where pupils learnt about key human and physical features of the surrounding environment. In year 2, pupils will understand the differences between a small area in the United Kingdom and a small area in a non-European country. 	Capital North South East West England Northern Ireland Scotland Wales Mountain

<p>Year 2 Autumn</p>	<p>Contrasting Place Study – Washington DC STRUCTURES/APPRECIATION PLACE</p> <ul style="list-style-type: none"> 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. 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 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 How the US is made up Washington DC and its physical features Comparison to Stockport 	<ul style="list-style-type: none"> Builds upon Year 1 where children explored the local area through simple fieldwork and observational skills and learnt about human and physical features. Prepares for Year 3 where children explore settlements and consider how human and physical geography impacts on this. 	<p>Continent South and North America State Map/ping Aerial Birds-eye view Beach Cliff Coast Island Seas/Oceans Compass Key</p>
<p>Year 2 Spring</p>	<p>Locational Knowledge –UK Capitals SIGNIFICANCE/POWER PLACE</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Know what a capital city is and name the UK capitals Name the surrounding seas of the UK Locational and directional language after making a map 	<ul style="list-style-type: none"> Builds upon knowledge of the four countries of the UK from Year 1. Prepares children for Year 3 where they explore places beyond the UK. 	<p>North South East West Locality Continents Oceans Capital cities Compass Maps Route Plot</p>
<p>Year 3 Autumn</p>	<p>Biomes INFLUENCE/CAUSE AND EFFECT ENVIRONMENT</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied Identify and name the different land and aquatic biomes Locate different biomes using a globe or atlas Look at a local temperate deciduous forest, the main biome in the UK 	<ul style="list-style-type: none"> Builds upon - KS1 children will have learnt about the 7 continents and the oceans. Prepares for – Year 5 Unit on biomes and vegetation belts with an in depth study of the Amazon Rainforest. 	<p>Earthquakes Fault lines tectonic plates settlement trading</p>
<p>Year 3 Spring</p>	<p>Volcanoes POWER/STRUCTURES PROCESSES</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through human and physical geography of a region of the UK. Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes To know how a volcano is formed and why it erupts To name and locate the features of a volcano and why there are no active volcanoes in the UK. Understand how settlements, agriculture and trade are affected in the areas around a volcano. 	<ul style="list-style-type: none"> Builds upon – understanding of the different continents and oceans formed in KS1 and their knowledge of biomes from the Autumn Term. Children will understand that different places have different climates. Prepares for – Knowledge of tectonic plates to support study of earthquakes. Will also prepare for an in depth study of Iceland in Year 6. 	<p>Volcano Eruption Cone Magma Chamber Crater Vent Slope Tectonic plate Crust Mantle Outer core Inner core</p>
<p>Year 3 Summer Writing at Length</p>	<p>Earthquakes SIGNIFICANCE/CAUSE AND EFFECT PROCESSES</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes Understand what an earthquake is, why it happens and how it is measured Understand how settlements, agriculture and trade are affected by earthquakes Compare earthquakes in Alaska and California, discussing their effects on the area 	<ul style="list-style-type: none"> Builds upon – knowledge of geographical processes developed in the unit on volcanoes. Prepares for – in depth study of Iceland in Year 6 	<p>Aftershock Epicentre Fault line Foreshock Mainshock Magnitude Richter scale Tectonic plates Tremor tsunami</p>

Year 3 Fieldwork	<p>FIELDWORK</p> <ul style="list-style-type: none"> • Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies • Local walk around Bredbury to measure and record indicators of trade in the area • Children to measure how many people enter a shop in an hour/how many lorries or company vehicles pass them within an hour • Present their findings in a graph 	<ul style="list-style-type: none"> • Builds on – mapping skills undertaken in KS1 and their knowledge of the local area developed in earlier years • Prepares for – fieldwork to the river Goyt (local river) where they will have to measure and record data in Year 4 	<p>Observe Measure Record Trade Skill Present Bar graph Axis Label</p>
Year 4 Autumn	<p>Mountains SIGNIFICANCE/CAUSE AND EFFECT PLACE</p> <ul style="list-style-type: none"> • Human geography including: types of settlement and land use and trade links • Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes • Understand features of UK mountains (Snowdon, Kinder Scout, Ben Nevis) and how they are formed • Understand the climate and weather changes that are found on mountains and how this can affect trade, settlements and agriculture • Understand how cartographers present mountains on topographical maps 	<ul style="list-style-type: none"> • Builds on - knowledge of villages and farms to extend geographical vocabulary further from these simple words in KS1. Also builds on knowledge of geographical processes in Year 3. • Prepares for – in depth study of mountains and rivers of the UK in Year 5, as well as study of Iceland in Year 6 	<p>Altitude Ascend Base Climate Contour Crevice Decline Expedition Face Fissure Fold Incline Mountain range Peak Ridge Plateau Slope Tectonic plate Summit Valley</p>
Year 4 Spring Writing at Length	<p>Rivers POWER/APPRECIATION PLACE</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics – coastlines and rivers. • Describe and understand key aspects of physical geography including: rivers and the water cycle • Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied • Identify the key features of rivers and how they are formed • Understand how trade, settlements and agriculture are affected by rivers • In depth study of the Amazon River, drawing comparisons to local rivers (Goyt and Mersey) and the River Nile 	<ul style="list-style-type: none"> • Builds on – knowledge of the local area developed in KS1 and Year 3 when conducting fieldwork and discussing biomes • Prepares for – Year 5 mountains and rivers of the UK unit, which will consolidate and apply knowledge gained in Year 4 and 3 to a single study of the UK. Additionally prepares for the in depth study of the Amazon rainforest in Year 5. 	<p>Biomes Coastlines Vegetation belts Flood plains Distribution Source Meander Erosion Delta Tributaries Water cycle Natural resources minerals</p>
Year 4 Fieldwork	<p>FIELDWORK</p> <ul style="list-style-type: none"> • Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies • Local walk to the river Goyt to measure the current and flow of the river using the ‘table tennis ball experiment’ • Children to locate the features of the river Goyt • Use an ordnance survey map to identify and label features of the river Goyt 	<ul style="list-style-type: none"> • Builds on – KS1 knowledge of the local area and Year 3 fieldwork within Bredbury, as well as knowledge gained in their study of rivers • Prepares for – study of the amazon river, study of rivers and mountains of the UK, the use of ordnance survey maps to orienteer in Year 6. 	<p>Biomes Coastlines Vegetation belts Flood plains Distribution Source Meander Erosion Delta Tributaries Water cycle Natural resources Minerals Observe Measure Record Trade Skill Present Bar graph Axis Label</p>

<p>Year 5 Autumn (Short Unit)</p>	<p>The Globe INFLUENCE/CAUSE AND EFFECT PLACE</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use appropriate vocabulary to discuss locations on the Earth's surface e.g. Northern Hemisphere, Southern Hemisphere, equator Identify these key features on a globe and within an atlas Understand the different biomes and climates on Earth and associate these with the locations studied e.g. equator 	<ul style="list-style-type: none"> Builds on – knowledge of the concept of place built throughout KS1 and through teaching of mountains and rivers, as well as knowledge of biomes from Y3 and Y4. Prepares for – Understanding the regions of the UK and the mountains and rivers within them, as well as studies in Science 	<p>Latitude Longitude Equator Tropic Hemisphere Arctic Circle Antarctic Circle Prime Meridian Greenwich Meridian Biome Climate Trade Civilisation</p>
<p>Year 5 Spring</p>	<p>Mountains and Rivers of the UK SIGNIFICANCE/APPRECIATION PLACE</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a European Country Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name the mountain ranges and rivers found in the UK and identify them on a map (e.g. Eryri, river Severn) Name and locate different regions of the UK Understand how settlements, trade and agriculture is affected by mountains and rivers in the UK, and how this has changed over time 	<ul style="list-style-type: none"> Builds on- studies of mountains and rivers in Year 4, as well as current understanding of mapping skills, settlements, trade and agriculture. Prepares for – Comparing the mountain ranges and rivers of the UK to mountain ranges and rivers in a contrasting European country (Iceland) in Year 6 	<p>Region County Trade Distribution Economy Cheshire Stockport Greater Manchester Lancashire Yorkshire REVISIT VOCABULARY FROM MOUNTAINS AND RIVERS IN YEAR 4</p>
<p>Year 5 Summer Writing at Length</p>	<p>Biomes and Vegetation Belts (The Amazon Rainforest) INFLUENCE/POWER ENVIRONMENT</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America Name and locate counties and cities of the UK, their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Name and understand the differences between layers of the Amazon rainforest Name and understand different types of vegetation belts and what they impact Understand how settlements, trade and agriculture is affected in the Amazon Rainforest, including by the Amazon River 	<ul style="list-style-type: none"> Builds on – knowledge of biomes, settlements, trade and agriculture studied throughout KS1 and KS2. Also draws upon knowledge gained in Year 4 when learning about the Amazon River. Prepares for - KS3 objective: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities 	<p>Emergent Canopy Understory Forest Floor Forest Grassland Tundra Desert Ice sheet</p>
<p>Year 6 Autumn</p>	<p>Iceland In Depth APPRECIATION/STRUCTURES PROCESSES</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within a contrasting European country Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Understand the process behind the formation and effects of Iceland's volcanoes and earthquakes, and how biomes and climate affect these 	<ul style="list-style-type: none"> Builds on – knowledge of geographical processes (such as tectonic plates, earthquakes and mountain formation) studied throughout Key Stage 2, as well as knowledge revisited about trade, settlements, agriculture, biomes and climate. Also builds upon existing knowledge of Europe. Prepares for KS3 objective: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts 	<p>Vatna Glacier Volcano Gulf Stream Tectonic Plates Geysers Geothermal Waterfalls Arora Borealis</p>

	<ul style="list-style-type: none"> Understand how trade, settlements and agriculture are affected by geographical processes found in Iceland Use digital mapping to create a map of these key features in Iceland and compare to the UK 		
Year 6 Summer Writing at Length	The Galapagos Islands SIGNIFICANCE/POWER ENVIRONMENT <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Understand how the Galapagos Islands were formed Understand and name the biomes, vegetation belts, climate zones and ecosystems found in the Galapagos Islands Understand why settlements, trade and agriculture are so different to the UK 	<ul style="list-style-type: none"> Builds upon all prior knowledge gained in 'Environment', 'Processes' and 'Place' over their course of study. Prepares for KS3 objective: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities 	Vegetation belts Flora Fauna Latitude Species Discovery Biome
Year 6 Residential	Fieldwork CAUSE AND EFFECT/STRUCTURES <ul style="list-style-type: none"> Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies 	<ul style="list-style-type: none"> Builds upon all geographical mapping knowledge learnt throughout their time in primary school. Prepares for fieldwork objectives in KS3: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. 	Ordnance Survey Map Coordinates Grid reference