



Geography Curriculum Statement

Intent

At Beechwood we aspire to grow children into confident global citizens who know who they are and where they belong and have a sense of curiosity and fascination about the world and the people within it. We use 'Oddizzi' to allow technology to immerse children in the real world and give them the opportunity to expand their horizons and be part of a bigger community. At Beechwood Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world and therefore we strive to ensure we have a knowledge rich, yet hands on investigative, approach to ensure the children leave here with a passion for learning about the world they belong to. We know that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world so we encourage children to use the knowledge they have learnt to support them in answering 'What if Questions' to prepare them in answering questions they may come across later in their education.

Implementation

At Beechwood Primary School we use 'Oddizzi' as the spine of our planning as this allows technology to transport children to different parts of the world, virtually sit on the shoulders of geographers researching, walk in the footsteps of a different community and much more. We believe in the power of seeing and experiencing and therefore Oddizzi is a fantastic enhancement to our curriculum.

At Beechwood we grow children who have a love for reading and therefore all units of geography have a range of text to support the children's learning and grow their desire to learn more. We also know that all children learn differently and therefore provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children, checked by the teacher and consolidated as necessary.

School Vision

Explore, Discover, Achieve

Explore – We want our children to ask questions about the planet they live on, to wonder about its composition, its landscapes and its waters. We want them to discover more about the British Isles, Europe and the rest of the world through the use of atlases and digital maps. We will use factual texts as well as visual aids to understand all of the above, and we will encourage children to compare and contrast how various geographies differ across the globe.

Discover – We want Beechwood children to recognise and understand the relationship people have with the environments they live in, to discover the physical properties of the Earth's surface as well the societies that inhabit it. We want them to understand the impact humans have on the Earth and vice versa, and to understand the distinction between physical geography and human geography.

Achieve – Beechwood children should be able to articulate the key principles and questions described above. We want them to understand, in a geographical sense, the UK’s place in the world and to be able to write and speak expressively in line with the curriculum outcomes. We want them to be excited to learn about Geography at Beechwood because it will help them to understand better the planet they live on.

Curriculum coverage

| Year | Autumn | Spring | Summer |
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| EYFS | <p>Children can say where they live and understand that Beechwood and their home is located in Woodley.</p> <p>Children can say where they live and understand that Beechwood and their home is located in Woodley.</p> <p>Children can recognise name features of their immediate environment (making their way around school).</p> <p>Children to share their experiences of local features of our community, e.g. Woodford park, Lidl's or the library.</p> <p>To discover more about where they live - Scavenger hunt around Woodley town centre to discover the amenities in the local area.</p> <p>To create maps of their route to school</p> <p>To create maps of Woodley.</p> | <p>Name and locate England and the UK on a map.</p> <p>Understand that there are other countries in the world.</p> <p>Explore different countries (Italy, Nigeria, China) through images, video clips, shared texts and other resources and compare to life in the UK</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another. E.g. Animals which live in hot places- African animals</p> <p>Identify the location of hot climates in the world.</p> <p>To look at maps, atlases, google maps to find countries – England/UK, China, Nigeria, Italy</p> | <p>Name and locate England and the UK on a map - revisit</p> <p>Name and identify some seas and oceans</p> <p>Look at maps and atlases to find seas and oceans</p> |
| 1 | <p>To discover the differences between Woodley and Sydney.</p> <p>To explore the geographical features of Woodley including the precinct, parks and houses.</p> <p>To discover the different types of homes in Woodley.</p> | <p>To introduce the four countries of the UK. To identify England on a map of the UK and name the capital city.</p> <p>To identify Wales on a map of the UK and name the capital city.</p> <p>To identify Scotland on a map of the UK and name the capital city.</p> | <p>To locate and name the 7 continents.</p> <p>To locate and name the 5 oceans.</p> <p>To use maps to find the continents and oceans of the world.</p> |

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| | <p>To explore different climates and discuss the poles.</p> <p>To explore seasonal changes.</p> <p>To achieve an accurate thermometer reading.</p> | | |
| 2 | <p>To name the four countries of the UK and the capital cities.</p> <p>Use maps to identify the UK and its countries.</p> | <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p>Study and compare a non European country to England/ Woodley</p> <p>understand geographical similarities and differences through studying the human and physical geography</p> | <p>use simple compass directions and to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks</p> <p>devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the school and grounds and the key human and physical features of its surrounding environment.</p> |
| 3 | | <p>To locate forests of the world.</p> <p>To identify the tropics and equator and describe its effects.</p> <p>To identify layers of the rainforest.</p> <p>To compare two forests.</p> <p>To discover the effects of deforestation.</p> <p>To use coordinates to locate the world's forests.</p> | <p>To locate Greece on a map.</p> <p>To name some rivers, mountains and landmarks in Greece.</p> <p>To understand Geographical similarities and differences between England and Greece.</p> <p>To use a map, globe, atlas or digital map to locate landmarks and places in Greece.</p> |
| 4 | <p>To explore similarities and differences between locations around the world.</p> <p>To discover the range of the world's biomes.</p> | <p>To give examples of physical and human change in the local area</p> <p>To know and use the 8 compass points</p> | <p>To know and locate counties and cities of the United Kingdom.</p> |

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| | <p>To explore how physical features, climate and wildlife vary between biomes.</p> | <p>Use 4-figure grid references to identify locations.</p> <p>To use maps, atlases, and digital/computer mapping to find desired information.</p> <p>To interpret a range of maps and aerial photographs, including recognising change.</p> <p>To communicate geographical information through sketch maps and digital technology.</p> | <p>To explore geographical regions and their identifying physical characteristics.</p> <p>To know key hills, mountains, coasts and rivers in The UK.</p> |
| 5 | <p>To discover the location the world's countries in relation to investigating food miles.</p> <p>To explore the geographical similarities and differences of locations of renewable energy source in the UK.</p> <p>To achieve and understand the 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.</p> <p>To discover, through the use of atlases and Digi maps, the locations of countries with relation to food miles.</p> <p>To achieve an understanding of how to use 4 figure grid references.</p> | <p>Use the index in an atlas to find rivers.</p> <p>Describe the place in which the source of a river is found.</p> <p>Give the location of one major dam.</p> <p>To understand the location of the River Thames</p> <p>To 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 in the context of rivers</p> | <p>I can find countries in Europe and North and South America on a map. I can find cities in the UK and identify some of their features.</p> <p>I can describe changes in land use over time.</p> <p>I can find information in an atlas using the index and simple coordinates. I can use a key to describe features on an Ordnance Survey Map. I can use an 8 point compass to describe routes on a map. I can use 4 and 6 figure grid references to locate places on a map. I can plan a journey using grid references.</p> |
| 6 | <p>To discover the position and significance of global features</p> <p>To compare and contrast biomes</p> | <p>Locate countries on a world map; use a key to compare average carbon emissions per person.</p> | |

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| | <p>To discover vegetation belts with a focus on the cocoa belt</p> <p>To create a geographical report on the physical geography of the cocoa bean</p> | <p>Consider my existing knowledge/understanding of climate change. ·</p> <p>Understand what the greenhouse effect and climate change are. ·</p> <p>Identify natural and human causes of climate change.</p> <p>To identify some of the impacts of climate change. ·</p> <p>To describe in detail how a plant or animal species is being impacted by climate change.</p> <p>To consider what humans need to thrive. ·</p> <p>To identify ways in which children’s rights are being affected by climate change. ·</p> <p>To act in role to build empathy and understand that some people are being impacted by climate change more than others.</p> <p>To explain some different ways in which people are taking climate action. ·</p> <p>To identify some ‘green’ careers.</p> <p>To select from and use a wide range of tools and materials to construct a model of a climate-friendly school.</p> | |
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Impact

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork. *For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2. Through our planning and implementation, we aim to grow children’s subject vocabulary through learning the definitions of key words to link to each lesson.*

The impact and measure of this is to ensure that children at Beechwood Primary are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future.

Monitoring and evaluation

Learning walks, collecting of Topic books and pupil surveys will all form part of monitoring. Evidence will be collected from each year group and collated by Subject lead specialist. Each year group will plan lessons that facilitate the learning of new skills and the development of existing learned techniques. Thorough planning will allow cross-curricular links and support the extended use of vocabulary across the curriculum. Pupil voice is important to ensure that an awareness of successes, challenges and further opportunities are appreciated.

Early Years Foundation Stage in Beechwood

The EYFS framework is organised across seven areas of learning rather than subject areas. The most relevant aspects of Geography are from the areas of learning of Mathematics and Understanding the World.

Specifically at Beechwood, children in EYFS are encouraged to:

- Look at and talk about where they live
- Learn that they live in (Woodley) which is in England
- Talk about different places that they visit eg. The park, the beach, the farm and can talk similarities and differences
- Explore maps and make their own maps (often linked to a story)
- Listen to stories which are set in different places, particularly different countries
- Explore different places through varying topics
- Have on display a large map of the world on which link flags, land, sea plus other places of interest

Other relevant documents