



Brookside Primary School
Learn Together - Achieve Together

Teaching of Geography at Brookside Primary School



**The intent, implementation and impact for the
learning of Literacy at Brookside Primary School**

Why is Geography important at Brookside Primary School?

- Geography will foster pupils' curiosity and fascination of the world and its people.
- Pupils will have the knowledge about diverse places, people, resources and natural and human environments.
- Pupils will have a deep understanding of the Earth's key physical and human processes.
- Pupils growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes.
- Pupils will develop local, national and international knowledge of the world, including their defining physical and human characteristics.
- Pupils will learn about their local area and town and how it has changed over time.
- They will develop their knowledge and understanding of different countries in the world such as China and Africa.

What are the key knowledge concepts in Geography at Brookside Primary School?

Location Knowledge	Place Knowledge	Human Geography
Continents and oceans Four countries and capital cities of the United Kingdom and its surrounding seas World's countries, focusing on Europe and North and South America Counties and cities of the United Kingdom, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	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 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	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Physical Geography	Geographical Skills	Fieldwork
Seasonal and daily weather patterns in the United Kingdom the Equator and the North and South Poles Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Effectively 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. Effectively use digital/computer mapping to locate countries and describe features studied Effectively use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use the 8 points of a compass, 4 and 6-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 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 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. Effectively 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

What are the key Geography subject skills?

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does Brookside Primary School ensure progression in our key knowledge and concepts in Geography?

- Curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge taught builds on prior learning and is therefore more in depth
- Increasing complexity of subject specific language and precision is expected
- Children are able to make comparisons between local, regional, national and international localities that have been studied
- Knowledge organisers show precise knowledge and vocabulary that children will learn in each topic
- Children to develop their knowledge and understanding using a range of sources including maps, atlases, globes, digital/ computer mapping to locate places, countries, continents and describe features
- Pupils can demonstrate their knowledge and understanding as geographer through a TASC project
- Pupils have robust knowledge and can therefore talk about a range of diverse places and people using subject specific vocabulary
- Children have excellent knowledge of key geographical vocabulary and can confidently apply it in the correct context.
- Pupils have a growing knowledge about the world and a deep understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.
- Pupils will communicate geographical information in a variety of ways, including through maps, numerical and quantities skills and writing at length.

How do we know our children have made progress?

End points FS

Children can

- Talk about things that are the same or different in relation to places and objects
- Talk about the features of their own immediate environment and how they may vary from one another
- Use words to express their opinion i.e. busy, quiet, pollution
- Use sources such as maps, atlases, non-fiction books, photographs, globes and talking to people to help them to find out information
- Develop their opinion about the natural and built environments
- Talk about places that they have visited
- Use appropriate words i.e. town, village, road, houses, flats to make distinctions in their observations

End point Key Stage 1

Children can

- Name and locate the world's seven continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries in the United Kingdom
- Understand similarities and differences of a small area of the UK and contrasting non-European country
- Identify seasonal and daily weather patterns in the UK
- Locate hot and cold areas of the world
- Use basic geographical vocabulary to refer to key human and physical features
- Use world maps, atlases and globes
- Use simple compass directions and positional language

End point Key Stage 2

Children can

- Locate the world's countries, continents, oceans using a range of sources
- Locate and name characteristics of a range of the world's most significant human and physical features
- Name and locate counties and cities of the UK including key topographical features (i.e. hills, mountains, coasts)
- Talk about land-use patterns and understand how these aspects have changed over time
- Identify the position and significance of different key points around the globe (latitude, longitude, equator, hemispheres, Arctic and Antarctic Circle)
- Understand geographical similarities and differences of a UK region, region of a European country and a region within North or South America
- Describe key aspects of physical and human geography
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features that have been studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and wider world
- Use field work to observe, measure, record and present human and physical features in the local area using a range of methods i.e. sketch maps, plans, graphs, digital technologies

Subject content and overview - Pupils should be taught to:

	Spring Term	
	Our World	
	Year A	Year B
Snowy Year 1/2	The UK	The UK
Tawny Year 2/3	China	Kenya
Barn Year 3/4	The UK (Coast and Rivers)	Brazil (Rivers and Rainforest)
Eagle Year 4/5	Europe (Mountains and Rivers)	Europe (Volcanos and Rivers)
Bay Year 5/6	North America (Earthquakes and Volcanos)	South America (Desert and Mountains)

For the autumn and summer term, the whole school focus is on history.

How well do Children learn Geography at Brookside Primary School?

End of Year Assessments 2019/20

ALL pupils

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						

Boys

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						

Girls

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						

Pupil Premium

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						



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Pupil Voice in Geography

What have you learnt about in subject so far this year?

Do you like learning about subject?

How can we make subject better at our school?

Do you think subject is important?

Do you think subject is important for your future?

How well do they learn	Date/s	Evidence
Pupil Voice		
Lesson Observations		
Children's Work		
End of Year Assessments		