



# New Brighton Primary School Curriculum 2022-2023



**Intent:** At New Brighton Primary Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place location and our environment. Geography gives pupils the opportunity to learn about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At New Brighton primary school we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

**Implementation:** The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines.

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

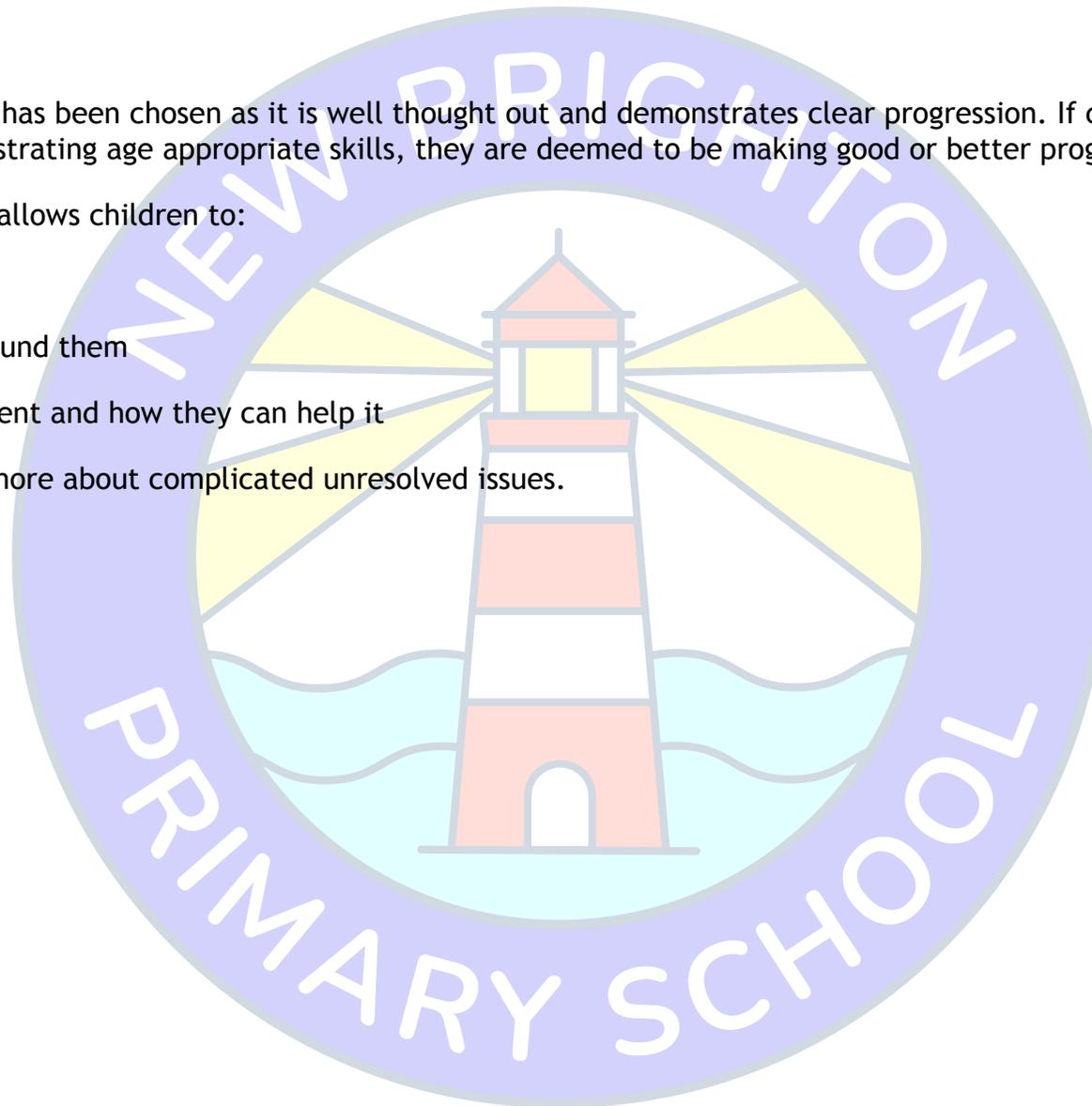
During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

**Impact:**

Our Geography curriculum has been chosen as it is well thought out and demonstrates clear progression. If children are keeping up with the curriculum and demonstrating age appropriate skills, they are deemed to be making good or better progress.

Our geography curriculum allows children to:

- . become explores
- . understand the world around them
- . understand the environment and how they can help it
- . allows children to think more about complicated unresolved issues.





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## **Key Skills: EYFS**

Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.

Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.

Begin to notice and talk about the different places around the world, including oceans and seas.

Describe how the weather, plants and animals of one place is different to another using simple geographical terms.

Discuss how the local environment has changed over time using photographs and first-hand experiences.

Make and use simple maps in their play to represent places and journeys, real and imagined.

Take photographs, draw simple picture maps and collect simple data during fieldwork activities.

## **Vocabulary.**

Maps, weather, world, oceans, animals, places

## **Key Skills: YR1**

Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
Collect simple data during fieldwork activities.
Describe ways to protect natural environments, such as woodlands, hedgerows and meadows
Draw or read a simple picture map.
Identify features and landmarks on an aerial photograph or plan perspective.
Identify the characteristics of a settlement.
Locate hot and cold areas of the world in relation to the equator
Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
Name and locate the world's seven continents and five oceans on a world map.
Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
Identify patterns in daily and seasonal weather.
Name and describe the purpose of human features and landmarks.
Name important buildings and places and explain their importance.
<b><u>Vocabulary.</u></b>
Maps, compass points, North, East, South, West, left, right, equator, hemisphere, continents, countries, capital cities, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.



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## **Key Skills: YR2**

Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.

Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).

Describe how an environment has or might change over time.

Describe the size, location and function of a local industry.

Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

Describe, in simple terms, the effects of erosion.

Draw or read a range of simple maps that use symbols and a key.

Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.

Study aerial photographs to describe the features and characteristics of an area of land.

Use geographical vocabulary to describe how and why people use a range of human features.

Use simple compass directions to describe the location of features or a route on a map.

**Vocabulary.**

Maps, globes, atlases, human and physical features, erosion, tourism

**Key Skills: YR3**

Classify, compare and contrast different types of geographical feature.

Describe how a significant geographical activity has changed a landscape in the short or long term.

Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).

Describe the parts of a volcano or earthquake.

Explain the physical processes that cause earthquakes and volcanic eruptions.

Locate significant places using latitude and longitude.

Name and describe properties of the Earth's four layers.

Name and describe the types, appearance and properties of rocks.

Use the eight points of a compass to locate a geographical feature or place on a map.

Name and locate significant volcanoes and plate boundaries and explain why they are important.

**Vocabulary.**

Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps



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### **Key Skills: YR4**

Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.

Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.

Describe altitudinal zonation on mountains.

Describe and compare aspects of physical features.

Describe and explain the transportation of materials by rivers.

Describe the properties of different types of soil.

Explain how the physical processes of a river, sea or ocean have changed a landscape over time.

Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.

Identify the topography of an area of the UK using contour lines on a map.

Identify, describe and explain the formation of different mountain types.

Name, locate and explain the importance of significant mountains or rivers.

Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.

Use four or six-figure grid references and keys to describe the location of objects and places on a map.

Use specific geographical vocabulary and diagrams to explain the water cycle.

Describe how natural resources can be harnessed to create sustainable energy.

Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.

Identify the location of the Tropics of Cancer and Capricorn on a world map.
<b><u>Vocabulary.</u></b>
Water cycle, mountains, rivers, physical features, geographical features, Tropics of Cancer and Capricorn

<b><u>Key Skills: YR5</u></b>
Construct or carry out a geographical enquiry by gathering and analysing a range of sources.
Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.
Describe how soil fertility, drainage and climate affect agricultural land use.
Describe in detail the different types of agricultural land use in the UK.
Explain how the climate affects land use.
Explain how the topography and soil type affect the location of different agricultural regions.
Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.
Identify some of the problems of farming in a developing country and report on ways in which these can be supported.
Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.
Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.
Analyse and compare a place, or places, using aerial photographs. atlases and maps.
Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).
Identify and describe the similarities and differences in physical and human geography between continents.



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## **Vocabulary.**

Physical geography, human geography, biomes, climate, agriculture

## **Key Skills: YR6**

Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.

Compare and describe physical features of polar landscapes.

Describe the climatic similarities and differences between two regions.

Describe the distribution of natural resources in an area or country.

Explain how climate change affects climate zones and biomes across the world.

Explain how humans function in the place they live.

Explain how the presence of ice makes the polar oceans different to other oceans on Earth.

Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).

Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.

Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.

**Vocabulary.**

Economic, longitude, latitude, climate zones, biomes, polar landscapes

