Geography at Bentham CP School

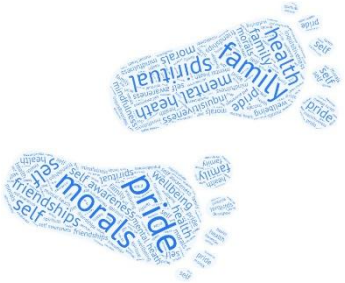
Our Curriculum Aims:

At Bentham CP School we want out children to be fascinated about the world and the people in it. Their curiosity should last for the rest of their lives. Our children should know about the diversity of places, people and natural and human environments. They should also understand physical and human process of the planet Earth (e.g. the water cycle, volcanoes etc.)

Our Curriculum Drivers:

Our place in our world

Our Voice



Ourselves

Our Ambitions

Characteristics of a Geographer

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Geography and our locality

We have the following opportunities available to us to enhance our Geography curriculum:

- Ingleborough Hall
- River walks
- Keasden farm
- Ingleborough caves
- Greenlands farm
- Halton Gill
- Leighton Moss
- Levens Hall
- Yorkshire Dales National Park Authority
- Three Peaks
- Morecambe seaside
- White Scar caves
- John Muir award
- Forest of Bowland

Implementation

Our children should be able to organise their knowledge, skills and understanding around the following key learning concepts:

To investigate places

To investigate patterns

To communicate geographically

These key learning concepts underpin learning in each milestone. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language.

The accumulation of **skills** from Years 1 to 6 is mapped as follows:

Key Learning Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Geographical skills and fieldwork to investigate places	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location e.g. is it a city, town, village, coastal or rural area? • Use world maps, atlases and globes • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe, measure and record the human and physical features in the local area • Identify the key physical and human features of a location. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change.

			• Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate geographically	Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map and use and construct basic symbols in a key.	• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • Sketch maps, plans and graphs and digital technologies of the human and physical features in the local area.	• Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

The accumulation of **knowledge** from Years 1 to 6 is as follows:

	Milestone 1 Years 1 and 2		
National Curriculum knowledge expectations **Please highlight coverage, which year group it was taught in for this cohort and chosen coverage if there is a choice.**	**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 Please state where you did ……	**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 Please state where you did ……
	Milestones 2 + 3 Years 3, 4, 5 and 6		
	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 Please state where you did …… -a region in a European country Please state where you did …… - a region within North or South America Please state where you did ……	**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

Aspirations For The Future

Children develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a Geographer:
· Marine Biologist
· Helicopter Mission Controller
· Forester
· Farmer

Impact

Assessment

Through the explicit teaching of the Geography skills, both the teachers and the children assess their learning continuously throughout the lesson. Throughout and at the end of a unit of work, children will reflect on their learning alongside their peers and their teacher. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Subject Leader Portfolios will collate evidence of learning across the year. This will include pupil and parent voice, photographs and examples of children's learning both within and beyond the school day.