



## Burbage Primary School's Geography Curriculum

### **Intent:**

'Inspiration, Community and Growth' underpin our vision; these words capture everything we strive for at Burbage Primary School. Our aim is to foster life-long learners who are active members of the community, locally and globally with growth mindsets to go beyond limited thinking.

At Burbage we are ambitious for all pupils to achieve their full potential through a carefully sequenced, broad and balanced curriculum. This is knowledge focused but also equips children with the necessary skills to succeed in life.

Burbage Primary school aims to provide our children with a high-class geography education that inspires curiosity, enriches ambitions and equips everyone with the skills and knowledge to interact with the world in which they live. The content of the geography curriculum will focus on developing place and locational knowledge to enhance and deepen an understanding of the world's physical and human processes. Through geographic skills, fieldwork and educational visits our children will increasingly grow their local and worldwide knowledge in order to develop a strong global citizens.

# Geography Year 1

## Locational knowledge

Be able to name the 4 countries of the UK and their capital cities.



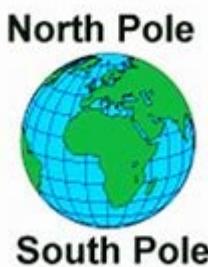
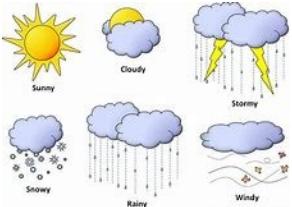
## Place knowledge

Understand similarities and differences between countries closest and furthest away from the equator.



## Human and Physical Geography

Identify seasonal and daily weather patterns in the United Kingdom



Locate hot and cold areas of the world in relation to the Equator, North and South Poles.

Be able to 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

## Geographical skills and fieldwork



Use world maps and globes to identify the United Kingdom and its countries.

Identify and use simple compass directions (North, South, East and West) and locational and directional language.



To draw a simple map of their own, using pictures and vocabulary to show both physical and human features.



Use their observations to describe the weather.

# Geography Year 2

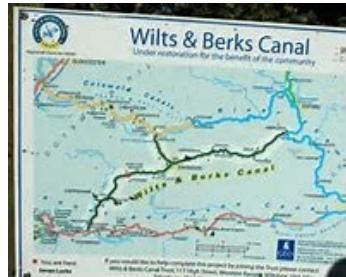
## Locational knowledge

Be able to locate and name the continents and oceans of the world.



## Place knowledge

Learn about the significance and importance of the development of the canal system in the UK.

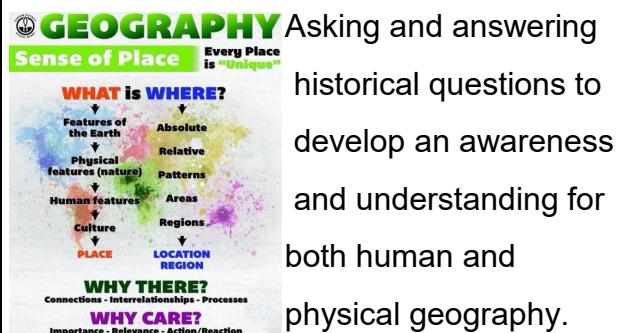


Understand the differences between the local area and a small area (similar to Burbage) in a non-European country.

## Human and Physical Geography

Be able to use environmental vocabulary when describing land use (e.g. grounds, farmland, forest, birds-eye).

Use landmarks and basic human and physical features to recognise similarities and differences of places and communities.



## Geographical skills and fieldwork

Understand how to use, read and interpret maps with simple, conventional mapping symbols.



Use maps, atlases and globes to identify countries, continents and oceans.

Use simple fieldwork and observational skills to study the geography of school and its grounds, linking the key human and physical features of the schools surrounding environment.



Use aerial photographs to recognise landmarks and basic human and physical features.

Be able to draw a simple map, using basic symbols in a key.



# Geography Year 3

## Locational knowledge

Be able to locate and name the world's countries, with a focus on countries in Europe and European Russia.



Name key countries and major cities within Europe.

## Human and Physical Geography

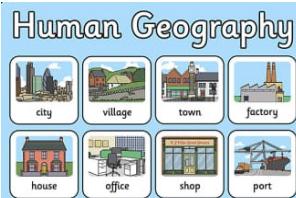
### Physical Features vs. Human Features

- Physical features include landforms, bodies of water, climate, natural vegetation and soil.

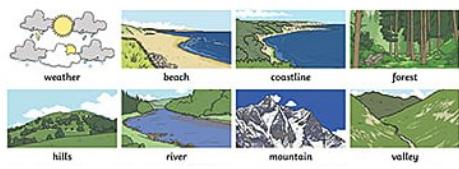


- Human features include buildings, dams, bridges, farms, cities and towns, roads, and changes made to physical features.

Identify key physical and human characteristics of the places studied.



### Physical Geography



## Place knowledge

Understand the similarities and differences the environmental regions of places within Europe and European Russia.



## Geographical skills and fieldwork

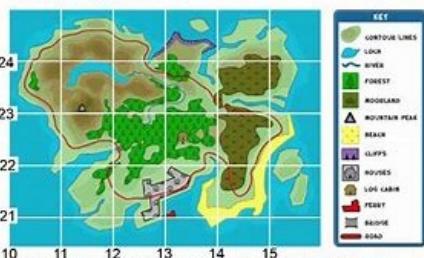
Use maps, atlases and globes to locate counties and describe features studied.



To understand and use the 8 points of the compass.

To understand and use the symbols of OS maps, using four figure grid references to identify key mapping symbols.

### Grid references



Be able to use maps and research skills, including IT.

# Geography Year 4

## Locational knowledge



Name and locate countries in the European mountainous areas, focusing on the area known as Fragas do Eume.

## Place knowledge

Understand geographical similarities and differences through the study of human and physical geography features of European mountainous areas.



## Human and Physical Geography

Understand the geographical and topographical features of Fragas do Eume, including vocabulary and examples of hills, mountains, rivers, land use patterns (including change over time), climate zones, biomes, vegetation belts, rivers, mountains and water cycle.



Understand the geographical and topographical features of Wiltshire. Be able to use the vocabulary hills, mountains, rivers, land use patterns (including change over time).



Identify the human geography of Wiltshire: exploring the types of settlement, land use, economic activity, trade links and distribution of natural resources, including energy, food, minerals and water.

## Geographical skills and fieldwork

Use fieldwork to observe, measure, record and present the human and physical features in the local area.



Develop skills in sketching maps, plans and graphs, utilising digital technologies.



Use maps, atlases and globes as well as digital and computer mapping to locate countries.

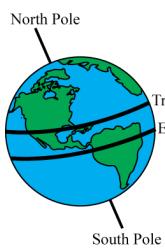
# Geography Year 5

## Locational knowledge

Name and locate counties and cities of the United Kingdom.



Identify geographical regions and their identifying human and physical characteristics.



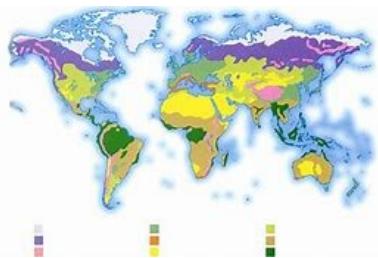
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,

the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

## Human and Physical Geography

Name and describe the key topographical features of the United Kingdom (including hills, mountains, coasts and rivers and land-use patterns).

Be able to understand how some of these topographical features have changed over time.



Be able to use basic geographical vocabulary to refer to: climate zones, biomes, volcanoes and earthquakes.

## Place knowledge

Understand geographical similarities and differences through the study of human and physical geography features of the United Kingdom.



## Geographical skills and fieldwork

Use maps, atlases, globes to locate countries and describe features studied.



Be able to use maps and research skills, including IT to present information.



# Geography Year 6

## Locational knowledge

Locate the world's countries, using maps to focus on North and South America.



Be able to explore environmental regions, key physical and human characteristics, countries, and major cities.

## Place knowledge

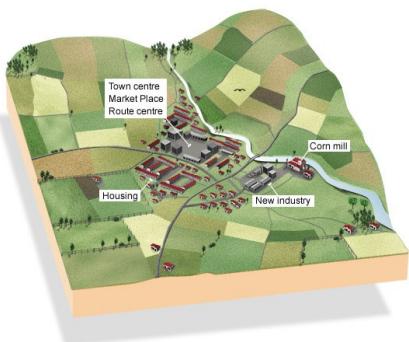
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America.



## Human and Physical Geography

Be able to use to refer to:

key physical features, including, types of settlement and land use, economic activity including trade links,



and the distribution of natural resources including energy, food, minerals and water.



## Geographical skills and fieldwork



Use maps, atlases, globes and digital computer mapping to locate countries and describe features.



Be able to use maps and research skills, including IT to present information to an audience, using mixed media.

