



Boston West Academy

KS1 GEOGRAPHY



Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

GEOGRAPHY Curriculum Content in KS1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes
- .Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Conscious connections

Making connections within geography and with other subject areas means students can benefit from a more connected learning experience and a large amount of curriculum time is saved.

Continuous provision ideas

The four-map classroom:

The maps are used as an ongoing resource to add information. The four maps are of the: • world • United Kingdom • region (of the school) • immediate school area.

Atlases

Place atlases of various types in the class library and on display around the classroom.

Devices -Make available a range of devices with access to search engines, maps and other useful reference materials.

World map jigsaws Keep world map jigsaws freely available to play with in unstructured time.

Aerial photographs-Keep a bank of aerial photographs of the school and other areas of interest and ask students to find out more about the photographs.

Flags of the world Provide a collection of books or an encyclopaedia that shows the flags of the world. Provide students with blank templates. Students fill in the flag template with a country's flag, complete a label and place it with an arrow to the appropriate country on the class world map. Display flags and countries children have visited indicating where they are in the world.

Buildings from around the world- Create a selection of laminated pictures of labelled buildings from around the world. Students research the countries and cities the buildings are from and place the pictures with an arrow to the appropriate place on the class world map. Monuments from

around the world- Create a selection of laminated pictures of labelled monuments from around the world. Students research the countries and cities they are from and place the pictures with an arrow to the appropriate place on the class world map. Holiday snaps Encourage students to bring in holiday snaps or photographs of places they visit at the weekend. Ask them to describe the place and put the photograph on the appropriate classroom map.

Oddizzi resource to give information and planning support. Digi maps—OS maps of the world

Y1 GEOGRAPHY

Knowledge and skills coverage

Places

Identify similarities and differences between the local area contrasting places (in the UK—Boston and Skegness).

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Ask and answer questions about places studied.

Human and physical geography

Identify daily and seasonal weather patterns (in the United Kingdom).

Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

Use maps, atlases and globes (to identify the countries, capital cities and surrounding seas of the United Kingdom).

Use plan views and recognise basic features of Boston.

Draw a simple map of school grounds and use basic symbols in a key.

Use compass directions (north, south, east and west).

Use observational skills to study the surrounding environment. Investigate the physical and human features of the school and school grounds: naming and describing what they see and how these areas are used. Discuss the areas they like/don't like and how they could be improved (sense of place).

Investigate different weather conditions through observation and by making and using simple measurement devices.

Observe and record seasonal changes in the school grounds and local area.

Visit a local facility (shop, library, health centre) and talk about what happens there and why people go there.

Vocabulary

Places

United Kingdom, country, England (London), Scotland (Edinburgh), Northern Ireland (Belfast), Wales (Cardiff), English Channel, North Sea, Irish Sea, Atlantic Ocean.

Human and physical geography

Key Physical Features: beach, cliff, coast, forest, hill, mountains, sea, river, soil, season, weather

Key Human Features: city, town, village, factory, farm, house, office, port, shop

Geographical skills and fieldwork

Globe, atlas, map, north, south, east, west, symbol, key, compass, direction

Y2 GEOGRAPHY

Knowledge and skills coverage

Places

Identify similarities and differences between contrasting places (in the UK and a non-European country—Kenya). Hot and cold areas of the world (Equator—Kenya, North and South Poles-Greenland).

Locational Knowledge

Identify hot (Africa—Kenya) and cold areas of the world (North Pole—Greenland and Nunavut, Canada and South Pole).

Name and locate the world's seven continents and five oceans.

Human and Physical Geography

Use basic geographical vocabulary to refer to key physical and human features.

Geographical Skills and Fieldwork

Use world maps, atlases and globes (to identify the countries, continents and oceans).

Use plan views/aerial images and recognise physical features and landmarks of Boston.

Draw a simple map and devise symbols for a key for the school grounds or area near their home.

Use compass directions (north, south, east and west). Create a route through the school grounds using these as instructions.

Explore the local area of the school to investigate a range of buildings, roads and green spaces. Use maps to plan a route as a class.

Visit a green space to observe its physical features and human features and investigate how people use and enjoy it—Frampton Marsh.

Investigate environmental issues (lack of play facilities, where litter collects, road safety issues) in the school grounds and local area.

Vocabulary

Places

Equator, imaginary line, Kenya, Africa, hemisphere, hot, North Pole, South Pole, Greenland, Nuvant, ice, cold, Arctic, Antarctic, snow, blizzard, explore, United Kingdom, country, England (London), Scotland (Edinburgh), Northern Ireland (Belfast), Wales (Cardiff), English Channel, North Sea, Irish Sea, Atlantic Ocean

Locational Knowledge

Continent, Asia, Antarctica, Africa, North America, South America, Europe, Australia, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean

Key Physical Features:

beach, cliff, coast, forest, hill, mountains, sea, river, soil, season, weather

Key Human Features:

city, town, village, factory, farm, house, office, port, shop

Mapping

Map, atlas, globe, country, continent, ocean, sea, North, South, East, West, near, far, left, right, forwards, backwards, in front, behind, next to, bird's-eye-view, plan, key, symbol

KS1 Longitudinal learning—to revisit ideas and concepts to enable deeper learning

It is expected that by the end of KS1, the vast majority of students have an advancing understanding and some will have a deeper understanding of the subject.

Basic	Advancing	Deep
Students complete a table about a location by researching the answers using given information.	Students devise their own sub-questions for each category (e.g. What is the weather like? What sort of wildlife will I find? What will the land look like?)	Students respond in their own way to statements you have created about the place (e.g. It is too cold for people to live in this place.).
Students locate the country on the world map and describe some of the weather features of the country.	Students write short descriptions of the weather or climate of the country using the terms 'tropics' or 'polar regions'.	Students respond in their own quizzes about countries (e.g. This country is in the tropics, in Africa and begins with an 'N').
Students describe the place using key words provided.	Students describe the place using their knowledge of key words and phrases.	Students go beyond the given layout of the table and choose the most appropriate method of presenting information about the place. They give clear reasons for their decisions.
Students create a map from a template provided by the teacher that includes key symbols.	Students create a map from a blank grid. They must create a key.	Students create their own maps from scratch.
Students follow the clues under supervision, and with help, use a compass.	Students carry out orienteering activities in groups.	Students create their own orienteering course, providing clues and using compass directions.



Boston West Academy

KS2 GEOGRAPHY

Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

GEOGRAPHY Curriculum Content in KS2 (LOWER KS2)

- Locate the world's countries, with a focus on Europe and countries of particular interest to students.
- Locate the world's countries, with a focus on North and South America and countries of particular interest to students.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Conscious connections

Making connections within geography and with other subject areas, students can benefit from a more connected learning experience and a large amount of curriculum time is saved.

Continuous provision ideas

Geography games - Play online geography games, such as those at www.sheppardsoftware.com/European_Geography.htm, to become familiar with countries, capital cities and flags.

The four-map classroom. The maps are used as an ongoing resource to add information. The four maps are of the: • world • United Kingdom • region (of the school) • immediate school area.

Atlases- Place atlases of various types in the class library and on display around the classroom.

Devices -Make available a range of devices with access to search engines, maps and other useful reference materials.

Europe in the news-Place significant European events on the class world map.

The UK in the news- Place significant United Kingdom events on the class UK map.

The locality in the news -Place significant regional events on the class regional map.

Celebrate countries similarities and differences, cultures and traditions during assembly or theme days.

City challenge - This ongoing challenge will help students to know the world around them. They are challenged to learn the capital cities of England, Scotland, Wales, Ireland, France, Spain, Portugal, Germany, Belgium, Norway, the Netherlands, Sweden, Switzerland, Finland, Greenland, Iceland, Italy, Poland, Russia, China, the USA, Canada, Australia, Mexico, Brazil and Argentina.

The world in numbers -Collect statistics and other information about countries and geographical issues around the world.

News blog-Keep a class blog about what's going on in the news around the world. For each event, locate the country and continent and take the opportunity to look at neighbouring countries.

Link up- Make a link with a school in a different continent and share lifestyle, culture and news stories about your schools.

Space station-Follow the blogs and posts of astronauts working on the International Space Station with a focus on their images of Earth, such as those of Tim Peake, a British astronaut working in the station in 2015–16.

Planet Earth-Take opportunities to watch clips of BBC wildlife documentaries, such as David Attenborough's Planet Earth.

Research the world- Use geographic websites to find out about fossil fuels, renewable energy and other hot geographical topics. Try sites such as <http://nationalgeographic.org/idea/?audiences=1>

Oddizzi resource to give information and planning support. Digi maps—OS maps of the world

Y3 GEOGRAPHY

Knowledge and skills coverage

Places

Study a region of the United Kingdom and a region in a European Country (The Alps—Switzerland and Austria focus countries and Carpathian Mountains (Eastern Europe) and identify key physical and human features. Area of UK to focus on—Wales.

Identify similarities and differences between countries (in the UK and Europe).

Locate some nearby European countries in atlases and digital maps.

Human and Physical Geography

Explore, deduce and explain the impact of physical geography on people's lives.

Describe key aspects of physical geography, including hills and mountains (how they are formed).

Locate mountain regions in the UK and the world. Locate UK coasts and understand the impact of erosion and human and physical geography (link to fieldwork trip Hunstanton).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps (to locate counties and cities in the UK and countries in Europe). Use the eight points of a compass.

Observe and record human and physical features in the local area. Investigate local buildings, shops, journeys/routes, road safety, public transport and sustainable travel choices.

Plan a route from school to another area using maps and trial the route. Create their own map of the area near school or a possible walking route. Further fieldwork opportunity—Hunstanton. Draw a map of the area.

Use the school grounds and local area to answer questions such as 'How do we travel to school?' and 'Where does the food for school dinners come from?'
Explore natural resources and sustainability in everyday life.

Vocabulary

United Kingdom and Europe

Europe, United Kingdom, country, hills, mountains, coasts, rivers, region, farming, agriculture, arable, pastoral, dairy, relief, climate, Wales, Snowdonia, Cardiff.

Mountains

Grampian mountains, Ben Nevis, Ben Macdui, Alps, environment, mountain, range, summit, landscape, weather, snow, ice, blizzard, avalanche, snowstorm, snowdrift, erosion, tourism, peak, ridge, valley, glacier, slope, snowline, treeline, altitude, contour lines, plate tectonics, volcanic, dome, fold, fault-block, plateau.

Coasts

Erosion, cliffs, shoreline, beach, waves, coastal path, horizon, coastline, ocean, harbour/port.

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol, bird's-eye-view.

Key Physical Features:

beach, cliff, coast, forest, hill, mountains, sea, river, soil, season, weather

Key Human Features:

city, town, village, factory, farm, house, office, port, shop.

Y4 GEOGRAPHY

Knowledge and skills coverage

Places

Identify similarities and differences between countries (in the UK and Europe). Area of UK to focus on—England.

Study a region of the United Kingdom and a region in a European Country (Russia).

Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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 eg. bridges and rivers.

Human and Physical Geography

Explore, deduce and explain the impact of physical geography on people's lives (rivers and the water cycle). Use the school grounds to support learning—'Where does the water go when it rains?'

Describe and identify key aspects of physical geography, including rivers and the water cycle.

Describe and identify key aspects of human geography, including settlements and land use (Egypt and the river Nile).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps (to locate counties and cities in the UK and countries in 'far' Europe) and plan routes.

Describe how the locality has changed over time using digimaps and historic maps. (Hansa traders in Boston)

Investigate a local habitat with river or stream to investigate physical and human geography and use map skills to follow a route (Snipe Dales). Link to water safety and care of habitats.

Vocabulary

United Kingdom and Europe

Europe, United Kingdom, country, England (London), Wales (Cardiff), Scotland (Edinburgh), Northern Ireland (Belfast), English Channel, North Sea, Irish Sea, Atlantic Ocean, hills, mountains, coasts, rivers, region, climate

Settlements and land use

Developers, dwellings, greenfield site, inner city, inner suburbs, land use, outer suburbs, rural area, settlement, settler, site, sustainable, situation, farming, agriculture, arable, pastoral, dairy, relief.

River and the water cycle

Accumulation, evaporation, transpiration, sublimation, precipitation, condensation, sub-surface run off, surface run off, ground water, river, streams, source, spring, v-shaped valley, waterfall, gravity, confluence, tributary, ox-bow lake, meander, mouth, hydro-electric power, solid, liquid, gas, water vapour.

Bridges

Arch, beam, cantilever, suspension.

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol.

Knowledge and skills coveragePlaces

Research a country (in North America—the USA , Plymouth, Massachusetts) and identify its main physical and human characteristics.

Identify some of the reasons for geographical similarities and differences between countries (the USA and the UK). Area of UK to focus on—Ireland.

Human and Physical Geography

Describe and understand key aspects of physical geography, including volcanoes and earthquakes.

Explore, deduce and explain the impact of physical geography on

people's lives (volcanoes and earthquakes). Study Iceland and its volcanoes to support this learning.

Describe and understand key aspects of human geography, including settlements, land use and economic activity (the settlement of the Pilgrim fathers to today).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps to locate some countries, cities and rocket launch sites (link to Science) on different continents (North America and Boston). Use maps to plan a route through Boston.

Use six-figure grid references, symbols and a key. Draw own map of area of Boston (route for visit to Guild hall). Know all eight compass points.

Investigate how buildings, land use and local facilities have changed over time. Investigate local development places through study of derelict buildings or empty shops where developments are proposed/possible (whilst in town for trip).

When learning about settlements and changes over time, investigate the range and location of primary, secondary and tertiary business in the local area.

Locational Knowledge

Locate the world's continents, oceans and countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (New England, Plymouth).

VocabularyVolcanoes and Earthquakes

Volcano, Vulcan, erupt/eruption, magma, chamber, fissure, fault, conduit, lava, ash, cloud, crater, vent, cone, crust, mantle, core, Ring of Fire, geyser, active, dormant, extinct, earthquake, shake, tremor, rock, earth's crust, energy, seismic waves/activity, epicentre, magnitude, tsunami, Richter Scale, plate tectonics

Settlements and land use

Central business district, derelict, developers, dispersed displacement, dwellings, greenfield site, inner city, inner suburbs, land use, linear settlement, outer suburbs, rural area, settlement, settler, site, sustainable, urban area, urbanisation, situation.

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol, grid reference, northings, eastings

Continents

Continent, Asia, Antarctica, Africa, North America, South America, Europe, Australia, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean

Knowledge and skills coverage**Places**

Study a region of the United Kingdom (Scotland) and a region within South America (Brazil and Peru) and identify its main physical and human characteristics and how it has changed over time (Amazon rainforest, Brasilia—changing of capitals in Brazil).

Identify some of the reasons for geographical similarities and differences between countries (comparison of Iceland to Brazil from Y5 learning).

Human and Physical Geography

Explore, deduce and explain the impact of physical geography on people's lives (climate zones, biomes and vegetation belts).

Describe and understand key aspects of human geography, including economic activity including trade links and the distribution of natural resources (food trade and deforestation links with trade).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps to locate some countries and cities on different continents (South America) as well as lines of latitude and longitude..

Residential trip to unfamiliar environment, map work to study route to PGL and orienteering during trip. Create own map of PGL site or an area of Boston.

When learning about biomes and vegetation belts, visit a local habitat to study the trees, plants and animals as an ecosystem (Westgate Woods).

Explore natural resources and trade, issues of sustainability in everyday life. Include how everyday goods are produced and traded.

Use the school grounds as a site for studying key questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?'

Locational Knowledge

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.

Vocabulary**Places**

South America, Brazil, Peru, Chile, Atacama desert, Amazon rainforest, Brasilia, Rio de Janeiro, Angel falls, Amazon river, indigenous, deforestation, trade, fair trade., conservation.

Climate Zones, Biomes and Vegetation Belts

Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zones, International Date Line, degrees, North, South, East, West, daylight, solstice, sunrise, sunset, polar, temperate, Mediterranean, desert, tropical, tundra, grassland, rainforest, coniferous, deciduous, savannah, steppe

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol, grid reference, northings, eastings

Geographical Skills and Fieldwork

Primary, secondary and tertiary business, sustainability, trade, produce, consumption, waste, recycling.

KS2 Longitudinal learning—to revisit ideas and concepts to enable deeper learning . It is expected that by the end of Y6 the vast majority of students have an advancing understanding and some will have a deeper understanding. The following offers examples of what this might look like in geography learning.

Basic	Advancing	Deep
<p>Students use resources provided by the teacher to research and compare using a organisational frame eg a table.</p> <p>Students answer questions set by the teacher about specific places in Europe.</p> <p>Students use a template to find up to three suitable properties and use headings to answer questions about the features of the area.</p> <p>Students are given locations or activities to research and answer questions about the place.</p> <p>Students are given a set of questions to answer about a place, (e.g. In which hemisphere is this place?).</p> <p>Students are given topics to research and lists of questions to get them started.</p>	<p>Students self-select methods of research and decide on sub-questions within each heading .</p> <p>Students ask pertinent questions and create headings and sub headings to present their findings.</p> <p>Students devise questions about an area and create brochures to help understand the nature of the location(s).</p> <p>Students select places or locations and devise and answer questions about the relationship between the place and the activity.</p> <p>Students use their knowledge of terminology to describe places.</p> <p>Students choose locations and devise relevant questions to ask and answer.</p>	<p>Students choose the most appropriate method(s) to present information about the place(s) they have studied.</p> <p>Students create statements about places and use imaginative description and pertinent facts to back up their claims.</p> <p>Students choose inventive and imaginative ways to help the client understand the features of the location. Reasoned opinions of the suitability of the area are well explained and justified.</p> <p>Students create intriguing and compelling presentations about the suitability of locations for activities. They may, for example, choose to make a pitch to investors to bring their industry to a particular location.</p> <p>Students imaginatively and creatively present profiles of places, using geographical terminology intertwined with narrative imagination to engage the reader.</p> <p>Students link human activities to the changes and debate possible causes of and solutions to the problems</p>