



Bunbury Aldersey CE Primary School
Geography curriculum map:
Reception to Year 6

Let Your Light Shine - Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – 'Let your Light shine' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values –

WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially.

– *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards.

– *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others.

– *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child.

– *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community

- *as a family – as brothers and sisters*

Geography curriculum intent

Through our Geography curriculum, we intend to ignite a sense of curiosity and wonder regarding the world and its inhabitants, which lasts throughout pupils' lives. We aim to impart comprehensive knowledge of places, individuals, resources, and natural and man-made environments; and want children to leave school with a deep understanding of the physical and human processes that take place on Earth. As pupils move through school, their ever-growing knowledge of planet Earth should enable them to develop a deeper understanding of the relationship between physical and human processes, as well how landscapes and environments are formed and change over time. Pupils understanding of geographical knowledge and skills are underpinned by tangible learning experiences, with Geographical fieldwork underpinning questioning, learning and enquiry.

Through our study of Geography, we aim to ensure that all pupils:

- 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

Implementation

Curriculum structure & sequencing

The Geography curriculum is structured so that the youngest children learn about their immediate environment before rippling out gradually each year finally ending in Year 6 learning about the world in which we live. We embed skills and lines of enquiry to allow children to find answers themselves and be wowed by our world.

Content & concepts

At Bunbury Aldersey we plan a bespoke Geography curriculum. Staff plan lessons to make learning interactive, meaningful allowing children to develop their critical thinking skills. Each lesson is designed to build on a child's prior knowledge and deepen understanding of concepts that have been taught. We categorise the skills to be taught under the following concepts: geographical enquiry, understanding, oracy and representation.

Enrichment and personal development:

We believe Geography is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum. Study is supplemented through engaging educational visits, visits from Geography experts; alongside immersive and innovative digital resources.

Assessment and next steps

We assess Geography in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Geographical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Geographical skills will serve our pupils well in their future studies across the wider curriculum.

Geography in the Early Years Foundation Stage

Geography in the Early Years Foundation Stage (EYFS) is an integral part of children's understanding of the world, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Geography strands are set out in the early learning goals of 'The Natural World' and 'People, Culture and Communities'.

At Bunbury Aldersey, we encourage young learners to begin to make sense of their immediate environment, the wider world and people who live in different places by exploring, observing, and finding out about people, places, and natural phenomena. Through hands-on experiences such as playing with sand and water, going on nature walks, or looking at maps and globes, children start to grasp basic geographical concepts and vocabulary.

Development Matters guides educators in facilitating this exploration, suggesting age-appropriate goals and activities that help children to notice differences and similarities between the natural world and various human habitats, fostering an early appreciation for cultural diversity and environmental stewardship. This lays the foundation for more formal geography education as children progress through their schooling, developing their curiosity and fascination about the world and their place within it.

Understanding the world – Development Matters

Children in Reception will be learning to:

- a) Draw information from a simple map.
- b) Understand that some places are special to members of their community.
- c) Recognise some similarities and differences between life in this country and life in other countries.
- d) Explore the natural world around them.
- e) Describe what they see, hear and feel whilst outside.
- f) Recognise some environments that are different from the one in which they live.
- g) Understand the effect of changing seasons on the natural world around them.

Understanding the World – Early Learning Goals



Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



Explore the natural world around them, making observations and drawing pictures of animals and plants;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Inclusion within Geography

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.



Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Provide learners with targeted resources to support their learning and understanding such as concept cartoons and visual aids.



**Same intent,
adapted implementation**

Geography Golden Threads

The geography curriculum at Bunbury has been tailored to ensure that children understand and develop a rich curiosity of the world and its people. Throughout our high-quality teaching and our connected curriculum, pupils at Bunbury are equipped with the knowledge and understanding that they can use throughout the rest of their life. The connected curriculum allows for a broader, deeper understanding of the four areas of geography. It develops background knowledge of globally significant places and an understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units we teach offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.































We have identified a set of key geographical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Bunbury Aldersey. Our golden threads are:













































- Location
- Climate
- Physical
- Human

Each unit will not include every 'thread', but over a year, children will visit each one more than once.



Bunbury Aldersey CE Primary - Geography End Points

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them.	To accurately and confidently discuss the countries, cities and features that make up the United Kingdom, using maps, atlases and digital resources to support this.	To develop a deeper knowledge of the UK and its geographical features, describing land use and change over time and developing this through map and fieldwork.	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries.	To use geographical language, maps and atlases to describe and understand the location and key geographical features of North, Central and Southern America, focusing on distribution of natural resources such as energy, food, minerals, and water.	To develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred. To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
 	  	  	  	  	   
					
Using fieldwork and observation, study the geography of school and the key human and physical features of the surrounding area, making maps and using geographical language.	To understand the geographical similarities and differences of their local area and compare the land use, communities and connections of a contrasting non-European country.	Understand and describe geographical similarities and differences through the study of two locations, comparing and contrasting landmarks, rivers (including the water cycle) and communities.	Use mapwork and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.	To develop knowledge of climate change and sustainability, with a focus on the positive and negative impact humans can have upon the planet and how this has evolved geographically over time.	To develop a secure knowledge of the water-cycle and how the weather affects the physical changes to the coastlines; How humans use and affect the environment through economics. To have an awareness of coastal erosion and strategies to slow it down.

  	  	  		  	 
					
<p>Use geographical vocabulary to describe the physical and human features of hot and cold places.</p>	<p>Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world.</p>	<p>To develop knowledge of the worlds seven continents focusing on their surrounding seas and oceans naming countries of the world and comparing physical and human features.</p>	<p>Explore and describe how the city of Chester has changed over time, examining land-use patterns, human and physical geography and comparing mapwork and geographical data.</p>	<p>To compare and contrast places using maps and geographical language to identify geographical features and their impact upon land use, trade, economy and settlement.</p>	<p>To develop understanding of 6 figure grid references. To develop a secure knowledge of some areas within the Southern Hemisphere including their landscapes, habitat, and residents; using map work and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway.</p>
  		  	  	  	 
					
			<p>To use geographical language, maps and atlases to describe and understand the location and key geographical features of the amazon Rainforest.</p>	<p>To locate key features and places in Northern Europe, explaining the impact of climate and location on people movement and the past.</p>	
			  	  	

Progression of disciplinary knowledge and specific skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map work	<ul style="list-style-type: none"> Use simple maps and plans. Begin to create their own version of a map. Begin to use directional language. 	<ul style="list-style-type: none"> Use simple maps and plans. Begin to understand basic map symbols. Describe the features of a map. Begin to create their own version of a map Begin to use simple compass directions. Begin to use locational and directional language 	<ul style="list-style-type: none"> Use maps and plans to locate places and features. Begin to use and understand more complex map symbols, using keys Explain the features of a map. Create a map against a specific brief Use compass directions accurately to 4 points Use locational and directional language accurately 	<ul style="list-style-type: none"> Use maps and plans confidently. Understand and interpret a wide range of map symbols. Interpret information presented on maps and plans. Use compass directions effectively 	<ul style="list-style-type: none"> Use a select variety of maps and plans accurately. Interpret thematic maps and use grid references. Use 4 figure grid references accurately Analyse and interpret complex map information. Use compass directions in fieldwork to 8 points 	<ul style="list-style-type: none"> Use a range of maps and plans effectively. Interpret and create topographic maps. Begin to analyse, evaluate, and synthesise information from multiple maps. Use compass directions proficiently in fieldwork. 	<ul style="list-style-type: none"> Use a wide variety of maps and plans accurately. Create and interpret complex maps. Analyse, evaluate, and synthesise information from multiple maps. Expertly use compass directions in fieldwork. Use 6 figure grid references accurately
Geographical Enquiry	<ul style="list-style-type: none"> Ask and answer simple questions about the local environment Begin to use Geographical vocabulary to describe. 	<ul style="list-style-type: none"> Ask and answer simple questions about the local environment Begin to use Geographical vocabulary to describe. Make simple comments about their environment 	<ul style="list-style-type: none"> Children should ask and answer questions about places and locations, using geographical vocabulary to support their answers Use basic Geographical vocabulary to describe and comment on local geography 	<ul style="list-style-type: none"> Begin to ask and answer more complex Geographical questions about locations further afield Begin to use Geographical resources to support their answers. Begin to interpret simple Geographical data 	<ul style="list-style-type: none"> Ask and answer more complex Geographical questions about locations further afield Use a range of Geographical resources to support their answers. Interpret simple Geographical data 	<ul style="list-style-type: none"> Begin to form more complicated Geographical questions to answer Begin to use a range of sources, research and fieldwork to answer questions. Begin to interpret and scrutinise Geographical data they have collected to reach conclusions 	<ul style="list-style-type: none"> Independently form more complicated Geographical questions to answer Use a range of sources, research and fieldwork to answer questions. Independently interpret and scrutinise Geographical data they have collected to reach conclusions
Fieldwork	<p>Observe</p> <ul style="list-style-type: none"> Observe and describe simple geographical features around school. <p>Measure</p> <ul style="list-style-type: none"> Begin to measure and record basic environmental data e.g. a weather chart. <p>Record & present</p> <p>Start recording observations and learning through simple drawings.</p>	<p>Observe</p> <ul style="list-style-type: none"> Observe and describe simple geographical features around school and local area <p>Measure</p> <ul style="list-style-type: none"> Begin to measure and record basic environmental data like temperature or rainfall, using equipment with support <p>Record & present</p> <ul style="list-style-type: none"> Start recording observations and learning through simple drawings and labelling. 	<p>Observe</p> <ul style="list-style-type: none"> Observe and describe simple geographical features in the local area and further afield <p>Measure</p> <ul style="list-style-type: none"> Measure and record basic environmental data, using equipment independently <p>Record & present</p> <ul style="list-style-type: none"> Enhance recording skills, including sketching, labelling, and simple notes. Create basic representations of findings, such as simple charts or diagrams. 	<p>Observe</p> <ul style="list-style-type: none"> Form simple geographical questions to answer with fieldwork <p>Measure</p> <ul style="list-style-type: none"> Collect and record simple data during field trips using basic equipment. <p>Record & present</p> <ul style="list-style-type: none"> Organize and present data using tables or charts Create reports to present findings 	<p>Observe</p> <ul style="list-style-type: none"> Plan fieldwork studies, identifying variables to measure and control. Make detailed observations <p>Measure</p> <ul style="list-style-type: none"> Collect and record a wider range of data during field trips using a wider range of equipment. <p>Record & present</p> <ul style="list-style-type: none"> Organise and present a wider range of data, beginning to use ICT to do so Draw more detailed conclusions from findings 	<p>Observe</p> <ul style="list-style-type: none"> Begin to make complex observations, considering multiple variables and factors during fieldwork investigations. <p>Measure</p> <ul style="list-style-type: none"> Begin to collect, record, and analyse data more comprehensively, using ICT for data presentation. <p>Record & present</p> <ul style="list-style-type: none"> Begin to communicate fieldwork findings effectively through comprehensive and well-structured reports, presentations, and digital media. 	<p>Observe</p> <ul style="list-style-type: none"> Make complex observations, considering multiple variables and factors during fieldwork investigations. <p>Measure</p> <ul style="list-style-type: none"> Collect, record, and analyse data more comprehensively, using ICT for data presentation. <p>Record & present</p> <ul style="list-style-type: none"> Communicate fieldwork findings effectively through comprehensive and well-structured reports, presentations, and digital media.

Assessment in Geography

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Geography.

When assessing Geography, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Bunbury Aldersey, we have mapped out all endpoints for all the Geography units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Geography. Feedback is delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building on this. It also provides an opportunity to address any misconceptions and develop a greater understanding of what has been taught.

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.

