Geography Curriculum and Skills Progression

Barrow CE School Geography Statement of Intent

At Barrow CE Primary, our geography curriculum aims to inspire a curiosity and fascination about the world and its people that will remain with our pupils for life. We want our children to develop a deep understanding of the Earth's physical and human processes, equipping them with knowledge and skills to explore, question, and appreciate the diverse environments and cultures around them. Our curriculum fosters a sense of responsibility towards the planet and encourages children to consider their role as global citizens.

Through engaging lessons and hands-on experiences, we intend to develop geographical skills such as map reading, fieldwork, and critical thinking. We aim to ensure that our pupils leave primary school with a strong foundational knowledge of their local area, the UK, and the wider world, enabling them to make connections and understand the significance of geography in everyday life.

Ultimately, our intent is that our curriculum empowers each of our pupils to let their light shine and to make a positive difference whenever, and wherever, they can. "Let your light shine" Matthew 5:16

Barrow CE School Geography Implementation

Our geography curriculum is carefully sequenced to build on prior knowledge and progressively develop skills and understanding from Early Years through to Year 6. We follow the National Curriculum while adapting our lessons to ensure relevance to our local context and the needs of our pupils.

In Early Years Foundation Stage (EYFS), children explore aspects of Geography through the 'Understanding the World' Early Learning Goal which is taught through teacher led sessions and continuous provision. Pupils explore their immediate environment, developing basic locational knowledge and observational skills. In Key Stage 1, children learn about their local area, the UK, and contrasting global locations. They will start to learn subject specific vocabulary relating to both human and physical Geography, alongside skills such as fieldwork observations and simple map reading. In Key Stage 2, pupils build on their locational knowledge, exploring key geographical

features of the world, including continents, oceans, climate zones, and natural disasters. Fieldwork and enquiry-based learning are central to developing practical skills.

We enrich our curriculum through fieldwork opportunities, including visits to local geographical sites, practical mapping exercises, and outdoor learning experiences. Children continue to develop their geography skills and fieldwork techniques through a range of practical, outdoor opportunities such as residentials and our Forest School programme. We integrate geography with subjects such as history, science, and literacy to deepen understanding. Global awareness initiatives, for example our weekly Picture News worship, encourage discussions on sustainability, climate change, and current geographical issues.

Barrow CE School Geography Impact

The impact of our geography curriculum is evident in our pupils' ability to think critically about the world around them, ask geographical questions, and apply their knowledge to real-life contexts. We measure success through:

- **Pupil Outcomes:** Assessment of geographical knowledge and skills through classwork, discussions, and responses to Knowledge Organiser quizzes.
- **Engagement and Enthusiasm:** Pupils demonstrate curiosity and enthusiasm for exploring new places and concepts.
- **Fieldwork and Practical Application:** Children confidently use maps, compasses, and observational skills in real-world settings.
- **Cultural and Environmental Awareness:** Pupils develop respect for different cultures and a sense of responsibility towards the environment.

By the time our pupils leave Barrow CE Primary, they will have developed a lifelong appreciation of geography, equipping them with skills such as critical thinking, spatial awareness, map reading, and an understanding of sustainability to engage with an ever-changing world.

Geographical Skills

Locate- name, locate and describe places

Compare- Compare and contrast people and places

Present-gather and present geographical information

Identify- Identify human and physical features

Mapping-use maps, atlases and globes

Locality, UK, Wider world, Physical, Human

Substantive knowledge- I know that

Disciplinary knowledge- I know how to

	Autumn	**Spring**	**Summer**
Reception	**<u>Locality</u>** **Houses and Homes**	**<u>Locality</u>** **Off on an adventure – Local Area**	**<u>Locality (Wider World)</u>** **Where our feet take us**
Fieldwork	School environment walk Post a letter	Walk around local area of Great Barrow Take pictures of the local area	Fieldwork throughout the year linked to weather eg. Collecting and looking at snowflakes Wind speed - make wind socks Bubble chase - which way wind is blowing

		Local church visit	
End points	Name areas in the classroom and the wider school E.g. hall, playground, office, field, classroom, corridor. Know our school is called Barrow Primary school My address is the place I live. I can talk about different jobs people have in the community Of Barrow e.g. vicar, teacher, postman.	Name features in our village e.g. church, school, bus stop, playing field. Barrow Primary is on Ferma Lane, Great Barrow.	There are different countries in the world. Some countries are hotter than others. Some environments that are different to the one that we live eg farm, jungle, a hot environment, arctic, under the sea.
Disciplinary knowledge	**<u>Locate</u>** To be able to say where they live and where they attend school. Know the areas around school		

	Explore globes and atlases Begin to use positional language (e.g. next to on top of) <u>Compare</u> Draw simple pictures of what they can see in different locations and use these to make comparisons. Identify similarities and differences between hot and cold places. Compare and contrast features of their locality- busy road, field. <u>Identify</u> To observe and make comments about what is around them. <u>Present</u> Talk about areas they have looked at first or second hand Use simple labels to show their findings <u>Mapping</u> Explore maps Follow directions of a route on a map Create simple maps of familiar places.		
Year 1/ 2	**<u>Locality</u>**	**<u>UK</u>**	**<u>Wider World</u>**

Cycle A	**What is it like to live here?** ***(Our Local Area)***	**What is the UK made up of?** ***(Our Country)***	**How is life different in China** ***(Let's go to China)***
Fieldwork	School Environment Study - simple questionnaire to members of the school community Walk of the local area producing a sketch map of what they see on their walk	From different locations on the school ground, children use a compass and draw what can be seen in each direction	Complete a weather observation chart and compare it to one in China
Substantive knowledge	- I live in Barrow - Barrow is a village - Barrow has different houses e.g. bungalow, semi-detached - Buildings in Barrow are used for lots of different purposes such as school, village hall, Church	- The UK is made up of four countries, England, Scotland, Wales and Northern Ireland. -It is surrounded by the English Channel, the North Sea, The Irish Sea and the North Atlantic Ocean - A town is a place where people live and work. It is bigger than a village but smaller than a city.	- The UK is in the continent of Europe - China is in the continent of Asia and is one of the world's biggest countries. - It has a population of over 1.3 billion and the main language spoken is Mandarin - A key landmark is The Great Wall of China which is the longest human-made structure

	- Maps use symbols instead of words so that you can find things quickly	- The countryside has lots of farmland and often woodland -London is the capital city of the UK and has a population of about nine million people -London has lots of famous landmarks inc. Houses of Parliament, Buckingham Palace, London Eye -The Uk has a temperate climate	- The climate varies from warm tropical weather in the south to subarctic in the north - Farming is a very important part of rural Chinese life. They are producers of rice, wheat, soya beans, sugar and tea. - Giant pandas are only found in China
Year 1/2 **Cycle B**	**UK** **What is it like by the coast?** *(Beside the Seaside)*	**Wider Word** **What is it like to live in a hot place?** *(Sensational Safari)*	**Wider World** **Physical** **What makes our world wonderful?** *(What a Wonderful World)*
Fieldwork	Investigate: What features are there at the coast? Visit coastline	Identify which direction the playground is in and compare where will be hottest	Investigate: why are natural habitats special? - provide children with a

	identify human and physical features. Draw features N,S,E,W from a designated point. Draw onto a sketch map	on school grounds linking it to compass points.	large OS map of the area (local woodland) and tally chart to record information. School Pond dipping - compare with what is found in the ocean
End points **Substantive Knowledge**	- Around the UK, we have the Irish sea, The English Channel, The North Sea and the Atlantic Ocean. - The coast is a piece of land by the sea or ocean and is where you can find seaside resorts - A seaside resort has many physical features. - beach, sea, cliffs and caves were made by nature - Human features found at the seaside include pier, promenade,	- Kenya is located in east Africa and has a population of around 44 million -The capital city is Nairobi -The longest river in Kenya is the Tana River and Mount Kenya is the highest mountain. -Kenya lies on the equator and has a hot, sunny and dry climate for most of the year - Kenya has over 50 national parks and game reserves which include different	- There are 7 continents in the world, Europe, Asia, Africa, North and South America, Antarctica, and Australasia -There are 5 oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean -countries around the world have different climates: warm, cold, tropical and temperate - When people plan a journey, they might use a compass to help them

	lighthouse and fairground. These are all man-made. - seaside resorts have plenty of attractions for tourists	types of wildlife and habitats such as wetlands and savannah -Some animals in Kenya are endangered and are protected within the parks. -The Maasai Tribe are farmers and traditionally live in mud huts. -The Maasai people love music and dance	-We can look at aerial photos of places and see different features. - Some features are made by nature called 'physical features' and some are made by people called 'human features'
Disciplinary Knowledge	**Locate** **Yr 1 -**Use compass directions North, South, East, West to locate where places are on the globe, maps, including North and South Poles. Use locational and directional language, take 2 steps East and turn right. Locate the four capital cities of the UK and where we live **Yr 2 -**Use 2 figure grid references to locate places (use grid overlay)		

	Compare **Yr1**- Compare their own environments with others Compare weather patterns with different countries Identify similarities and differences using pictures, videos and stories featuring different environments. **Yr2-**Identify the features of different places and compare with a contrasting locality. **Identify** **Yr1-** Talk about people and places beyond their immediate environment Identify 2/3 man-made and natural features of an area. Identify key landmarks from aerial photographs. **Yr2-** Use aerial photos to recognise human and physical features Use aerial photos to identify an area (hamlet/ city) Identify 3 or 4 human and physical features **Present**

	YR1-Gather simple data, e.g. traffic, litter, weather **Yr2-** Present simple data in bar charts (linked to maths**)** **Mapping** **Yr1-U**se local and world maps Be introduced to simple symbols on a map, e.g. church Draw a basic map of our area- using a simple key Be introduced to OS maps **Yr2-** Use maps to gather information in their local area Use world maps to identify some countries, continents and seas Devise a simple map with a key Use OS maps and identify key landmarks.		
Year 3 /4 / 5/6 **Cycle 1**	**UK** **Are all settlements the same?**	**Wider World** **Who lives in Antarctica?**	**Wider World** **Physical**

	(Somewhere to Settle)		**Human** **Why do people live near volcanoes?** **European focus** *(Extreme Earth)*
Fieldwork	Land use in the local area. Children to follow a route on a map. Identify land use. Identify landmarks. Use an OS map Identify symbols on the map and link that to what they are seeing in their local area.	Children plan a route around school for their partner by writing a set of instructions. Partner follows the instructions using a compass to follow the route.	Geology fieldwork Where do rocks around Barrow come from? . Identify rocks from their properties. Show features on a map by using symbols Create a key
End points **Substantive Knowledge**	- A settlement is a village, town or city where people live. - Many of the places where people live today have existed for hundreds or even thousands of years. They were created by early settlers to the UK including	- The equator splits the earth into northern and southern hemisphere. - Lines of latitude are imaginary horizontal lines around the Earth that tell us how far north or south a place is from the equator	- There are four layers of the Earth: crust, mantle, outer core and inner core. - The Earth's crust is broken into large pieces like a jigsaw called tectonic plates.

	Romans, Anglo-Saxons and Vikings. - Place names give us clues as to who first settled in an area and what it was like. - Early settlement sites had important features including water supply, food, shelter and fuel supply. - Land is used in different ways including agriculture, housing, business, industrial, leisure, - Population means the number of people who live in an area. - Humans impact the environment positively and negatively.	- Lines of longitude are imaginary vertical lines around the Earth Lines of longitude run from the North to the South Pole - Antarctica is a polar region - it is very cold. - Antarctica is made up of two main ice sheets. Land underneath the ice is mountainous, not flat. - Antarctica is uninhabited, but many countries send researchers there - There is a variety of wildlife in Antarctica, e.g. penguins, seals and different types of birds	- Mountain ranges occur along plate boundaries and can be found in every continent. - Mountains and volcanoes are formed when the Earth crumples upwards when two plates come together, lava hardens between plates as they move apart - A volcano is where there is an opening in the Earth's crust where magma escapes -Volcanoes are found around the globe on plate boundaries - There are three categories of volcano: Active, dormant, extinct

			- There are positives and negatives about living near volcanoes . - Earthquakes are found near moving tectonic plates and mainly happen on plate boundaries -Earthquakes can cause huge levels of destruction
Year 3 /4 / 5 /6 **Cycle 2**	**Locality** **UK** **What are rivers and how are they formed?** *(Raging Rivers)*	**Wider World** **Physical** **Human** **Why do oceans matter?** *(Our Ocean Planet – Encounter Edu)*	**UK** **Wider World** **Physical** **Human** **Where does our food come from?**
Fieldwork	Local river study - OS map with marked route. Take photos of human and physical features. Identify features around different courses of the river	Local beach - collect data on the amount of rubbish found; animals and plant life.	Where do our school dinners come from? Design an interview and interview kitchen staff.

			Visit a local farm and interview farm about seasonal produce.
End points **Substantive Knowledge**	-All water on earth is recycled, there is no new water, it is called the water cycle . -A river begins its journey at the source, this is usually on high ground or in the mountains. -The course of a river is split into upper, middle and lower course. -River features are caused by erosion and deposition -Upper course features include waterfalls and rapids	Use geographical vocabulary to refer to key physical and human features, eg beach, cliff, coast, sea, ocean, river, port, harbour. The seas around the UK are used for energy, shipping, fishing, tourism and leisure The surface of the planet is 71% water. It contains 5 oceans: Arctic, Atlantic, Indian, Pacific and Southern Ocean. The ocean influences climate.	Different food needs different temperatures to grow. There are different climate zones in the world. These are tropical, dry, temperate, continental, polar. The food we eat comes from many different places around the world. Transporting food in and out of different places is called importing and exporting. The food industry impacts the environment, due to emissions, land use etc. Food miles are the number of miles the food has travelled. The further our food travels from where it is produced, the more CO2 is likely to be released, contributing to climate change

	-Middle course features include meanders. -Lower course features are floodplains, deltas and estuaries -Some rivers join up with other rivers (tributaries) -We use rivers for leisure, industry, tourism and hydroelectric power	The Gulf Stream is a huge warm ocean current that has a warming influence on the United Kingdom. The Mariana Trench in the Pacific Ocean is the deepest part of the Ocean Trading means buying and selling goods and services. The largest coral reef is the Great Barrier Reef in Eastern Australia. This is gradually being destroyed. Coral reefs are important marine life as they provide a barrier from storms; and they provide ingredients for medicines, treating conditions such as asthma, arthritis and cancer. Plastic pollution is responsible for damaging the ocean and harming marine life	Farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world Land in tropical climate zones is used to produce food such as bananas Buying fair trade produce benefits food growers Land in tropical biomes is being changed to enable more food to be produced. This has consequences such as deforestation

		We can help the oceans by reusing, recycling and reducing our waste	
Year 3 /4 /5 /6 **Cycle 3**	**Locality** **UK** **Human** **Why do populations change?**	**Wider World** **Physical** **Why are rainforests important?**	**Wider World** **Physical** **Human** **Would you like to live in the desert?**
Fieldwork	How population impacts the amount of traffic and litter in an area? Different classes go to different populated areas and compare results. • Children identify the area and use an OS map to plan a route. • Children to complete a tally chart regarding population on two different roads	Visit to the local woods - survey why people visit the woods. Drawing maps to scale. Sketch maps to scale. Following a route around the woods.	

	(quiet and busy) and compare • Children to interview 1 member of the public and complete a likert scale about litter. Take a noise sample for 30 seconds - decibel reader.		
End points **Substantive Knowledge**	Population is the number of people living in a particular place. Links to History- in the 1500's population was lower due to poor living conditions, poor health care, In the 1500s the population was lower because food wasn't always available, there were poor living conditions, people died younger and the healthcare of babies and	Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn. They can be found in every continent except Antarctica. They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia. The climate in the rainforest is the same all year round. - Average rainfall	A desert is a waterless, desolate area of land with little or no vegetation, typically one covered in sand. Deserts can be hot or cold. Hot deserts are mainly found around the Tropics of Cancer and Capricorn. Deserts are located on every continent. The Sahara is the largest hot desert on earth, it is located in North Africa and covers many countries including Egypt and Sudan.

	mums was poor so not as many survived. Improvements in these things including medicine has meant that the population has increased around the world. Areas can be sparsely populated and densely populated. Changes to a population occur because of birth rates and death rates as well as people moving in and out of an area. Push and pull factors influence migration such as climate, transport, employment, resources, quality of life and education.	of 6cm each month , usually rains every day, Hot and humid The largest rainforest surrounds the Amazon River in South America and the Congo River in Africa. Rainforests are home to more than half of the world's plants and animals and are therefore vital to life. Rainforests are made up of 4 layers, emergent, canopy, understorey and forest floor. Deforestation (the cutting down of trees) occurs to create fields for farming cattle and growing crops, to produce timber and wood pulp to make furniture and paper, and to create space for housing.	The main deserts in North America are the Great Basin, Mohave, Chihuahuan and Sonoran. A biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. Humans impact deserts in negative ways - climate change. Humans have adapted to live in deserts

	Climate change is having an impact on the population but we can all work together to do something about this.		
Year 3 / 4 / 5 /6 **Cycle 4**	**Wider World** **Physical** **Human** **Mountains- North and South America** (*Magnificent Mountains)*	**Locality** **UK** **Human** **Physical** **Where does our energy come from?**	**Locality** **Human** **Physical** **How do we make our area more environmentally friendly?**
Fieldwork	Complete fieldwork - 'What is there to do in our local area?' Identify land use and mark on a map. Take photos, Sketch and annotate the diagram	Whiere in the local area would be best to build a wind farm? • Identify areas from OS maps. • Sketch maps of the area to identify where would be the best and annotate the maps.	Children to design their own enquiry question within a given area. Children to plan and carry out how to gather the data that is needed.

	Interview public.	• Design a questionnaire to ask local people where they feel would be the best place. • Carry out the questionnaire Contour lines to be added to the maps to show high/low areas.	Children to then conduct their research Analyse their data and write a report to send to the local MP.
End points **Substantive Knowledge**	Mountains are a natural part of the landscape with steep slopes. They rise above 300m. They have a summit of at least 600m. Some mountains are found in groups called a mountain range but some mountains can be on their own. Mount Everest is the highest mountain in the world – 8848m.	Energy can be renewable or non-renewable Countries sometimes have to trade energy because they can't produce enough Electricity is made in power stations, transferred via pylons, through wires and into our homes. There are different types of power stations: coal, combined cycle gas turbine and nuclear are all non-renewable sources of energy.	Environmentally friendly means not being harmful to the environment Local environmentally friendly actions could include reusing, reducing and recycling such as charity shops, composting. Local councils have environmentally friendly schemes such as walk to work. An enquiry question is a question that we need to conduct research into finding out the answer.

	The highest mountain locally is Bulkely Hill it is 148m. Snowdon in Wales is 1,085 metres or 3,560ft. The Rockies are in the northern hemisphere in North America. The highest point in The Rockies is 4,401m The Andes are in the southern hemisphere in South America. The Andes are the longest mountain range on Earth and the highest point is nearly 7000m. Both the Rockies and Andes are on the west side of North and South America. The Rockies spread through the countries of New Mexico, USA and Canada. The Andes run through the countries of: Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, and Argentina	Pumped Storage - water in dams used to turn turbines is a renewable energy source Renewable energy is made from resources which nature can replace, it is more environmentally friendly as it does not pollute the air or water. Examples are: wind power, solar power,hydro power It is important to conserve food, water and energy supplies because it is good for the planet and for future generations. We can conserve energy by using resources as wisely/efficiently as possible	Geographers need to record their information and they use a variety of ways: likert scale, tally charts, pictures, diagrams, interviews, questionnaires, sound recordings, sketch maps and annotated diagrams. A geographer will find a sample area on a map and then assign their route. Geographers then conduct their research. Geographers then analyse their data to answer their enquiry question. Geographers then present and report their results.

	There are different types of mountain: Fold mountains Fault-block mountains Volcanic mountains Dome mountains Plateau mountains Reasons that people visit mountains are: • The view • Keeping fit • The challenge • Skiing • Climbing • Photography		
Disciplinary knowledge	**Locate** **Yr3-** Be introduced to 8-point compass points Use globes and atlases to locate countries Be introduced to lines of latitude and longitude Be introduced to 4 figure grid references **Yr4**- Use 8-point compass to locate areas within the UK and the wider world. Use 4 figure grid references to locate places on maps.		

	Yr5 - Begin to recognise that there are 6 figure grid references Locate some of the 6 biomes in relation to their position on the map/ globe. Use the knowledge of counties and continents to locate areas around the world, noticing their distance from the Prime Meriden and the equator- links to day and night. **Yr6**- Use the 8 points of the compass to build knowledge of the UK and the wider world. Use 6 figure grid references to describe locations Describe a place using geographical language that relates to its location. (e.g. climate, trade links, natural resources) **Compare** **Yr3**- Make comparisons between places, finding 3 similarities and differences **Yr4-** As above and describe the impact of this on humans and animals. **Yr5-** Compare and contrast different places using geographical data, maps and atlases. Begin to describe how countries are inter-connected and independent.

	Collect data from our local area and compare findings with another locality. **Yr6-** As above using evidence to support their findings. As above and how physical geography affects human activity. **Identify** **Yr3-** Use fieldwork to record human and physical features using a range of methods. Use aerial photographs to identify geographical features, e.g. land use, farming Identify climate zones on a world map or atlas **Yr4-** Identify 5 or 6 human and physical features and explain the difference between the terms. Identify some Biomes and their place on a world map in relation to the equator. **Yr5-** Ask questions about a place and use geographical skills to answer an enquiry. Yr6-Use a range of resources to give detailed descriptions and opinions Make an independent or collaborate plan to answer an enquiry question. Select appropriate methods to collect data. Design and conduct independent interviews/ questionnaires to collect qualitied data.

	Present **Yr3-** Gather, present and analyse findings **Yr4-** Design and use a questionnaire to collect fieldwork Make annotated sketches to record observations Display quantitate data in graphs **Yr5-** Collect and analyse statistics to draw conclusions about locations Gather and interpret data using the most appropriate method to present it. Design a questionnaire to answer an enquiry question Draw conclusions about an enquiry question using findings from fieldwork. **Yr6-** Decide how to present data using free hand sketches, annotated drawings, graphs, presentations and writing at length and digital technologies when communicating geographical information. **Mapping** **Yr3-** Draw sketch maps to show an area of interest

	Use maps, atlases, globes and geographical information systems (digimaps) to find out about an area. Use a key to annotate maps Begin to use O.S maps at different scales Make and use a simple route on a map. **Yr4**-Recognise and use 7 O.S symbols Draw a sketch map with detail to show an area of interest Use a key to annotate maps and geographical symbols precisely Independently use and make sense of maps at different scales. **Yr5-** Create maps of different locations identifying patterns such as land use, climate zones, population density, height and land. Analyse and give views of the effectiveness of the different representations 9 e.g. diff maps and aerial photos) Draw maps to scale 1cm: 1m use squared paper. **Yr6-** Recognise the difference between O.S maps and other maps and when which are more appropriate to use. Use amps to talk about contours and slopes

	Add contours to maps to show the height of land. Select a map for a specific purpose