

# Beaconhill Community Primary School

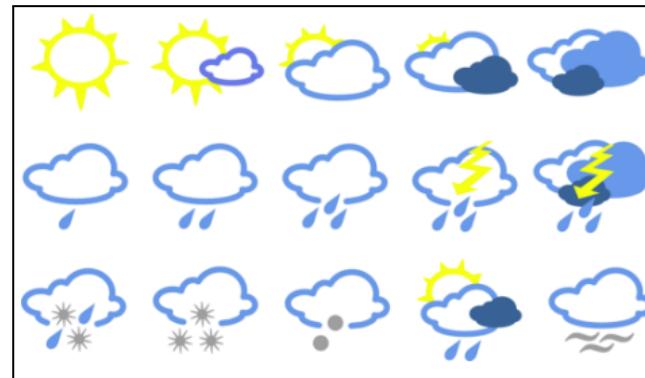
## Geography at Beaconhill



## Curriculum Intent

A **geographer** at **Beaconhill Primary School** should have:

- A secure knowledge of where **places** are and what they **are like**.
- A good **understanding** of the ways in which places are **interdependent** and **interconnected** and how much **human** and **physical environments** are **interrelated**.
- An extensive **geographical knowledge** and **vocabulary**.
- **Fluency** in geographical **enquiry** and the ability to **apply** questioning **skills** and use **analytical** and **presentational techniques**.
- The ability to reach **clear conclusions** and develop a **reasoned argument** to explain **findings**.
- Well developed **fieldwork** and other geographical **skills** and **techniques**.
- A passion for 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**.



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## Curriculum Overview

	Autumn	Spring	Summer
Year One	The Weather	The Weather Contrasting Localities	The Weather Geographical Skills and Fieldwork - our school and the beach
Year Two		UK and Knowledge of the World Continents, Oceans and the UK Location knowledge	Bird's Eye View Geographical Skills and Fieldwork
Year Three	Cities and Counties of the United Kingdom		European Countries
Year Four		All Around the World	Comparisons between the North East and Campania (Italy)
Year Five	Topographical Features including a case study of Kielder	Volcanoes - Iceland	Cramlington Now and Then; Local Area and Traffic (link to History unit)
Year Six	Brazil - The Amazon River		Coastal Features and Coastal Erosion

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## Geography at Beaconhill



## Skills Progression

	Autumn	Spring	Summer
Year One	<p><b>The Weather (link to seasonal changes in science)</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom</li> <li>-Use basic geographical vocabulary to refer to <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>-Use basic geographical vocabulary to refer to <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p><b>The Weather (link to seasonal changes in science)</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Contrasting localities - Cramlington and town in Australia</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>-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 nonEuropean country.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p><b>The Weather (link to seasonal changes in science)</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical skills and fieldwork - School and Beach</b></p> <ul style="list-style-type: none"> <li>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</li> <li>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
Year Two		<b>UK and Knowledge of the World Continents,</b>	<b>Bird's Eye View</b>

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### Oceans & the UK

#### Human and physical geography

-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.

#### 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.

#### Geographical skills and fieldwork

-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  
-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

### Human and physical geography

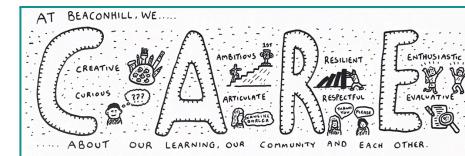
-Use basic geographical vocabulary to refer to **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### Geographical skills and fieldwork

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  
-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  
-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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## Geography at Beaconhill



<b>Year Three</b>	<b>Cities and Counties of The United Kingdom</b> <b>Locational Knowledge</b> -To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. <b>Place Knowledge</b> -To understand geographical similarities and differences through the studies of human and physical geography of regions of the United Kingdom. <b>Geographical Skills and Fieldwork</b> -To use maps, atlases, globes and digital/computer mapping to locate cities and counties and describe features studied. -To use the eight points of a compass to build their knowledge of the United Kingdom.		<b>European Countries</b> <b>Locational Knowledge</b> -To locate Europe's countries, concentrating on their environmental regions, key physical and human characteristics and major cities. <b>Place Knowledge</b> -To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of a European country of regions of Europe. <b>Geographical skills and fieldwork</b> -To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>Year Four</b>		<b>All Around the World</b> <b>Locational Knowledge</b> -Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	<b>Comparisons between the North East and Campania (Italy)</b> <b>Locational Knowledge</b> -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. <b>Place Knowledge</b>

# Beaconhill Community Primary School

## Geography at Beaconhill



		<p>Prime/Greenwich Meridian and time zones (including day and night).</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p>	<p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><b>Human and Physical Geography</b></p> <p>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Describe and understand key aspects of: 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.</p>
<b>Year Five</b>	<p><b>Topographical Features including Kielder Case Study</b></p> <p><b>Locational knowledge</b></p> <p>-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.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p>	<p><b>Volcanoes – Iceland</b></p> <p><b>Locational Knowledge</b></p> <p>-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.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <p>-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p><b>Cramlington Now and Then: Local Area and Traffic (linked to history unit)</b></p> <p><b>Geographical skills and fieldwork</b></p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

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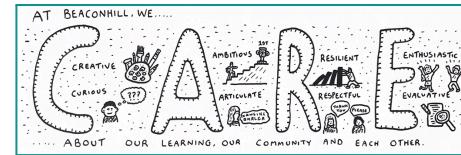
## Geography at Beaconhill



	<ul style="list-style-type: none"> <li>-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>-Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> </ul>	
Year Six	<p><b>Brazil – The Amazon River</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>-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.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p>	.	<p><b>Coastal features and coastal erosion</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

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## Geography at Beaconhill



- 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, 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 studied.

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.