

Geography at Bulwell St Mary's

Our curriculum vision for the children at Bulwell St Mary's C of E Primary School is to provide opportunities so that our children:

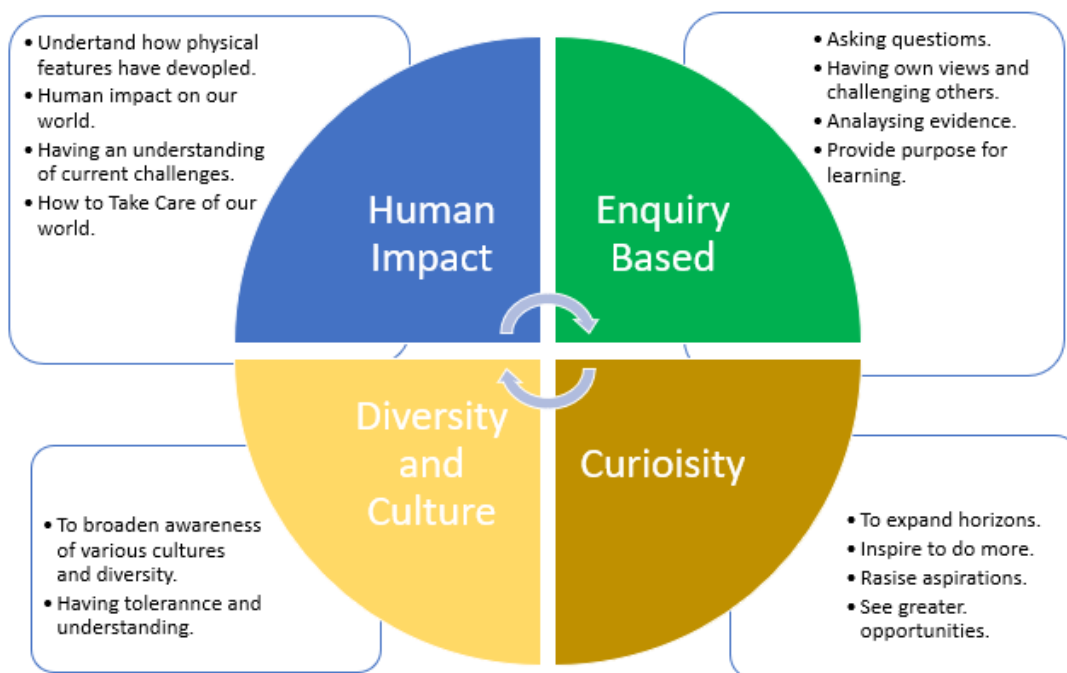
- Will be creative, energetic and enterprising.
- Aspire to reach challenging targets.
- Will be confident, connected, actively involved and lifelong learners.
- Will be inspired to seize opportunities inside and outside of school life.
- Develop a set of values that enable them to live full and satisfying lives confident in their own abilities.
- Will gain an understanding of life inside and outside of their local community.

Our curriculum is founded on our school's Christian Take Care values and aims to ensure diversity and inclusion is woven throughout our teaching and learning. We aspire to creating learners who will flourish and experience life in all its fullness.

Vision for the Geography Curriculum at BSM:

The Geography curriculum at Bulwell St Mary's intends to cover the statutory guidance set out by the national curriculum in a systematic way that provides complete coverage and progression from foundation to year six. A high-quality geography education should inspire pupils to become curious and fascinated about the world we live in today. The Geography curriculum is broad and enriched by providing pupils to be equipped with the knowledge about diverse places, cultures, resources and the natural and human environments. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Through our Geography curriculum we aim to give pupils broad, relevant and enriched curriculum so that they have a 'Take Care' approach to make a positive contribution to our society and are knowledgeable, skilled and ready for the next phase of their education. We aim to develop a love of Geography that enthuses and ignites hope to become future citizens of our world.



Declarative Knowledge:

This is the teaching of the core facts, figures and information about a specific topic. Declarative knowledge is explicit learning, meaning that it is either a known fact or not. Declarative knowledge is important as it helps learners to make sense of new situations based on factual data.

Declarative knowledge must be taught through regular repetition in order for the facts/figures/information to become stored (long-term) learning.

The curriculum at Bulwell St Mary's uses the recommended knowledge in the National Curriculum (2013).

Procedural Knowledge:

This is the teaching and learning of skills linked to a subject area. Procedural knowledge is important as it helps children to apply their skills across learning and can support children as they move through the school in making clear links between their learning.

Procedural knowledge gives a specific skill, which will then progress over each year group. The four geographical skills that we will develop are

- Investigate,
- Collect, interpret and analyse,
- Make sense of our understanding,
- Communicate findings,

When developing these skills, all children would zoom out too provide context. The level of detail when zooming in will provide the progression. For example; Year 1 will investigate Bulwell, Year 2 will investigate a city, Year 4 will investigate more than one city and Year 6 will look at Entire Nations.

Geographical Skills:

The Bulwell St Mary's Geography curriculum incorporates a range of Geographical skills across all year groups and learning. These skills form part of the children's procedural learning and will be applied to different concepts throughout their time in school.

These procedural skills are progressive across the school and can be accessed in detail in the curriculum skills documentation. The skills are split across 5 key areas:



Locational Knowledge

Children will develop their **locational knowledge**; they will develop their directional and locational information so they can locate features and navigate their way. They will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to locate the world's countries using maps to focus on Europe.

Place Knowledge

Pupils will develop a greater **understanding of place** by comparing the 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 non-European country.



Human and Physical Geography

Pupils will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography such as volcanoes, mountains and rivers and human geography such as; settlement and land use.

Geographical Enquiry

Pupils will explore how geographers provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it.



Geographical Skills and Field Work

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols & keys and the Ordnance Survey maps.

Assessment of Geography:

The end of unit assessment in geography will centre around children answering a "big question" from the progression document. This approach integrates knowledge and skills acquired throughout the unit and allows for creative and varied forms of evidence. The "big question" is introduced at the start of the unit to guide learning and focus the children's inquiries.



Examples of creative Evidence Collection:

Encourage students to collect evidence and document their learning in various formats, such as:

Journaling: Students can maintain a geography journal where they reflect on their learning, make connections to the big question, and note significant insights.

Creative Double Page Spread: Allocate a double page in their topic book for students to creatively answer the big question. This could include drawings, diagrams, maps, written explanations, and photos.

Digital Projects: Use digital tools for presentations, videos, or interactive maps to answer the big question. Tools like Google Earth, PowerPoint, keynote can be useful.



Children will learn a guiding statement to understand and explain what geography is, its significance, and why it matters.

"In Geography, we journey through places, uncover the world's wonders, and understand human and natural worlds!"



Year Group: EYFS	Topic: My World and Environment
	Key Question- What is it like to live in another country?
Key Knowledge: • Recognise some environments which are different to the one in which we live. • Know some similarities and differences between life in this country and life in other countries. (China- Chinese New Year, Arctic- Winter) • Compare climate and how this affects the people and animals that live there. • To be able to talk about our own environment including our house, Bulwell and Nottingham and know how to look after our environment. • Know that countries can be located on a world map and globe.	
Links to Previous Learning: Understanding of the world Families and belonging	
Vocabulary: Globe, map, countries, world, sea, land, climate, hot, cold, wet, environment, recycle, pollution, similar, different	
Key Texts to support learning: Winnie and Wilbur's Chinese New Year, Chapati Moon, Emma Jane's Aeroplane	

Year Group: EYFS	Topic: Seasons and weather
	Key Question: Why do we have seasons?
Key Knowledge: • Know, describe and identify the main different types of weather: sunshine, wind, rain, snow, thunderstorms, and fog. • Know, describe and identify the main different types of weather in the UK Seasons: Autumn, Spring, Summer and Winter. Describe the changes that occur. • Know that we must stay safe in different weather conditions e.g. hats, sun creams etc • Know what is needed to help plants to grow	
Vocabulary: Sunny, rainy, windy, snow, icy, frosty, cold, hot, warm, cloudy, lightning, thunder, Autumn, Spring, Summer, Winter, change, plants, safe, weather	
Key Texts to support learning: Tree: Seasons Come, Seasons Go Why do leaves fall from trees? – Little Scientists The Squirrel's busy year	

Year Group: Year 1	Topic: Seasons <i>(repeated each term)</i>
Key Question: How do we prepare for the weather?	
Key Knowledge: • Know, describe and identify the main different types of weather: sunshine, wind, rain, snow, thunderstorms, and fog. • Identify the main weather symbols: sunshine, cloudy, wind, rain and snow. • Know about daily changes in the weather • Know that the Earth goes around the sun. • Know about the seasons and the typical weather associated with each season. • Know about the different ways humans prepare for the weather • Know how different animals survive in different weathers. • Measure rainfall and temperature at Bulwell St Mary's	
Links to Previous Learning: EYFS: Why do we have seasons?	
Vocabulary: sunny, rainy, snow, storm, thunderstorm, brewing, sunshine, cloudy, hailstones, satellites, forecast, droplets, stormy, lightning, bolt	
Key Texts to support learning: I love the Seasons: Winter, Spring, Summer, Autumn Tree: Seasons come and seasons go A Year in Nature	

Year Group: Year 1	Topic: Life in my community (Belonging)
	Key Question: What is life like for a child living in Bulwell?
Key Knowledge: • Identify key features of Bulwell St Mary's school on a map using the terms west, east, south and north. • Create a map of the classroom to identify the whereabouts of key features. • Explore and compare the different habitats around the school and the local area. • Study and compare the animals and plants of the local area. • Know the different places humans work and live in the local area. • Know the terms: town, city, factory, house, shop and office. • Know the terms: hill, soil and river. • Know the ways in which we can take care of our local world. • Identify the human and physical features of BSM and Bulwell.	
Links to Previous Learning: Seasons My community	
Vocabulary: north, south, east, west, map, key (map), habitat, town, city, factory, house, shop, office, hill, soil, river, work,	
Key Texts to support learning: Info Buzz: The United Kingdom	

Year Group:	Topic: Our World and the UK (Journeys)
Year 1	Key Question: How big is the UK?
Key Knowledge: • Know the 7 continents of the world and the 5 major oceans and be able to label these on a map. • Know the 4 countries of the United Kingdom and their capital cities and be able to label these on a map. • Be able to describe some key features of each of the 4 countries of the United Kingdom, including climate, topography and agriculture. • Know the following landmarks and their whereabouts: Giant’s Causeway, Blarney Castle, Stonehenge, Houses of Parliament, St Paul’s Cathedral, Angel of the North, Edinburgh Castle and Cardiff Castle. • Be able to identify London, Nottingham Bulwell, Skegness	
Links to Previous Learning: Seasons My community	
Vocabulary: <i>sea, ocean, beach, cliff, coast, country, continent, holiday, tourist,</i>	
Key Texts to support learning: Info Buzz: The United Kingdom The Big Book of the UK	

Year Group:

Year 1

Topic: Polar Regions and the Equator

Key Question: What would a penguin say to a polar bear?

Key Knowledge:

- Know the locations of the polar regions on Earth (North and South).
- Identify the coldest areas are the Arctic and Antarctica and what the climate is like in these regions.
- Name and locate where polar bears live (Arctic in the far north; an ocean covered with thick ice and bordered by treeless, frozen lands).
- Name and locate where penguins live (Southern hemisphere and Antarctica in the far south; a vast frozen continent surrounded by ocean).
- Know that the equator is an invisible line which splits Earth into North and South.
- Know that places close to the equator are hot and far away are cold.
- Name and locate an animal that lives close to the equator and compare this animal to penguins/polar bears.

Links to Previous Learning:

Seasons

My community

My Big World/My Country

Vocabulary:

Antarctica, Arctic, North, South, North Pole, South Pole, Region, Polar, Adaptation, ice cap, ice sheet, sea, ice, migrate, hibernate, climate, Equator

Key Texts to support learning:

Lost and Found

Look Inside: Our World

Here We Are

Above and Below

Year Group: Year 2	Topic: Comparing cities (Belonging)
	Key Question: What are the similarities between Nottingham and Accra?
Key Knowledge: • Know the names of the 4 countries of the UK and their capital cities and label on a map. • Locate Accra (Ghana) on a world map. • Know that there are different climate regions in the world and identify some of these (focus on hot and cold). • Know and use simple compass directions and directional language to compare the locations of Nottingham and Accra • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Key city features - Akuapem mountains, Peak District, Trent Bridge, Golden Gate Bridge, Accra, Black Star Square, Nottingham Square, Kwame Nkrumah Memorial Park, James Town Lighthouse, Accra Central Mosque, Nottingham Islamic Centre, Densu river, Osu castle, Bolsover Castle Key human features - Capital city, size, location, population, transport, business, industrial	
Links to Previous Learning: Polar regions Castles What is life like in Bulwell?	
Vocabulary: United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Nottingham, Bulwell, Africa, Ghana, Accra, Compass, directions, North, South, East, West, Climate, Capital city, size, location, population, transport, business, industrial	
Key Texts to support learning: Anna Herbiscus Emmanuel's Dream	

Year Group:

Year 2

Topic: Oceans and Seas (Journeys)

Key Question: Why are the seas and oceans so important?

Key Knowledge:

- Know all the world oceans and major seas and be able to label these on a map.
- Identify the characteristics of the different zones of the ocean and how different species are adapted to live there.
- Identify the impact of plastic pollution on our oceans.
- Know some of the ways in which plastic pollution is being stopped and identify actions that need to be taken to protect our oceans and seas.

Links to Previous Learning:

Polar regions

Castles

What is life like in Bulwell?

Vocabulary:

Antarctic, Arctic, crustacean, current, food chain, food web, hurricane, oceanography, plankton, sea, ocean, submarine, sunlit zone, tide, trench, tsunami, twilight zone, typhoon, harbour, port, pollution, sustainable, environmental impact

Key Texts to support learning:

Kids Against Plastic

What a Waste!

Clean Up

Duffy's Lucky Escape

Be Plastic Clever

Year Group:

Year 3

Topic: Wild Weather (Peace and Conflict)

Key Question: Why are we fighting against the weather?

Key Knowledge:

- Know and describe different extreme weather events: tornadoes, blizzards, bush fires and thunderstorms around the world.
- Understand how the people living in these areas protect their homes.
- Know about the ways in which humans predict the weather (hurricane planes, satellites, and weather balloons) and understand why it is important to do so for farming and travel.
- Study some ways in which humans have overcome extreme weather conditions: flood prevention, evacuation, hurricane shelters, bush fire prevention etc.
- Understand that global warming is causing an increase in extreme weather events.

Links to Previous Learning:

Seasons and weather

Living things and their habitats

Materials

Vocabulary:

evaporation, water vapour, condensation, precipitation, tornadoes, blizzards, bush fires, fog, thunderstorms, satellites, drizzle, dew, hail, humidity, hurricane, monsoon, rain gauge, smog, thunder,

Key Texts to support learning:

The Big Picture: Extreme Earth

The Skies above my eyes

Year Group: Year 3	Topic: Volcanoes (Environment)
	Key Question: Where would we be without volcanoes?
Key Knowledge: • Know the structure of the Earth: crust, mantle and core • Understand that the Earth's mantle is almost solid and is churned around by heat from the core • Understand that the continents that make up our planet were once joined as one supercontinent, Pangaea • Understand that the crust is made up of plates that are constantly moving • Know that fossil evidence from 280 million years ago means scientists can prove the continents were once joined • Understand that a volcano happens when magma rises up and erupts through the crust • Understand that most volcanoes are located where plates of the Earth meet • Understand the impact a volcanic eruption has on humans, plants and the weather • Know that an earthquake is caused when two plates get stuck and pressure that builds up is released. • Understand that a major earthquake can sometimes cause a tsunami and the devastating consequences this can have on coastal regions.	
Links to Previous Learning: Seasons and weather Animals including humans Living things and their habitats Materials	
Vocabulary: <i>crust, mantle, core, magma, supercontinent, Pangaea, plates, fossil, volcano, eruption, earthquake, pressure, tsunami</i>	
Key Texts to support learning: Everything Volcanoes and Earthquakes Fact Planet: Volcanoes Into the volcano	

Year Group:

Year 4

Topic: Capital Cities (Belonging)

Key Question: Can I name and locate capital cities around the world?

Key Knowledge:

- Name eight major capital cities across the world

Sweden: Stockholm, Denmark: Copenhagen, Norway: Oslo, Italy: Rome, Greece: Athens, USA: Washington, Russia: Moscow, UK: London

- Know how to use graphs to compare and study the climates and average rainfall of contrasting countries (*chosen from the list above*). *Average rainfall, daylight hours, temperature, population, size*
- Understand and compare different climates in relation to the equator, the tropic of Cancer and the tropic of Capricorn.
- Understand that cities often have microclimates when compared to surrounding countryside.

Links to Previous Learning:

Wild Weather

Seasons

Comparing cities

What is life like In Bulwell?

Vocabulary:

Capital cities, climate, rainfall, temperature, counties, continents, Sweden: Stockholm, Denmark: Copenhagen, Norway: Oslo, Italy: Rome, Greece: Athens, USA: Washington, Russia: Moscow, UK: London, population, density, microclimate

Key Texts to support learning:

Big Picture Atlas

A world of cities

Cities of the World: Europe/America

Year Group:

Year 4

Topic: Rivers (Journeys)

Key Question: What is the journey of a river?

Key Knowledge:

- Know the terms: evaporation, condensation, precipitation, surface runoff and transpiration (further develop water cycle knowledge from science).
- Understand how a river flows from its source to the sea
- Study how a mountain spring is formed
- Be able to describe how rivers shape the land using the terms erosion, load and deposition
- Compare and contrast the human usage of a river in the United Kingdom with the River Nile (Egypt)
- Know the key physical features of a river (source, tributaries etc.)
- Explore the wildlife that lives along The River Trent
- Explore any key issues with pollution associated with this river
- Explore the benefits of living by a river
- Know the 4 main counties in the UK which the River Trent runs through (Staffordshire, Nottinghamshire, Derbyshire, Leicestershire)

Links to Previous Learning:

Wild Weather

Seasons

Comparing cities

What is life like In Bulwell?

Vocabulary:

channel, climate, condensation, confluence delta, disposition, drainage basin, drought, endangered, erosion, estuary, evaporation, extinct, floodplain, habitat, , load, meander, mouth (river), precipitation, reservoir, sediment, source (river), spring, state (of matter), surface runoff, thermal spring, transpiration, water cycle, water pollution, water vapour, wetland, peaks, hills, slopes, point source, springs, upper course, middle course, lower course, tributaries, confluence, floodplain, estuary and delta

Key Texts to support learning:

Rhythm of the rain

Amazing Rivers

Rivers

Once Upon a Raindrop

Year Group: Year 5	Topic: Refugees (Belonging)
	Key Question: How can conflict impact on children's lives?
Key Knowledge: • Know some countries where people may have been forced to flee their homes (Syria, Venezuela, Sudan, Ukraine, Afghanistan) and use maps to compare these to the location of the UK. • Explore the journey of a refugee, identifying a number of countries and capital cities that refugees/migrants may travel through on a migration journey. • Read, draw and interpret graphs recording average temperatures and rainfall in the UK compared to Syria. Compare these climates and explore why adapting to a new climate can be difficult. • Understand the journey taken by refugees - use maps and a compass to examine the journey of a refugee, navigating through capital cities, mountains, rivers, seas and key points of interest. • Explore and explain the human impacts which have caused people to flee their homes (war, natural disasters, famine, poverty, violence)	
Links to Previous Learning: Wild Weather Mountains and Rivers Capital Cities	
Vocabulary: Syria, Venezuela, Sudan, Ukraine, Afghanistan, refugee, war, natural disasters, famine, poverty, violence, displacement, xenophobia, migration, refuge	
Key Texts to support learning: The boy at the back of the class The colour of home Who are refugees and migrants, what makes people leave their homes and other big questions. The Journey The Arrival	

Year Group: Year 5	Topic: Rainforest (Environment) Key Question: Why is the rainforest getting smaller?
Key Knowledge: • Know and have an understanding of the 6 major biomes of Earth and their broad whereabouts on Earth, making reference to the equator, tropic of Capricorn and tropic of cancer. • Understand the concept of 'food miles' and the environmental consequences of global food trade (<i>refer to fair trade and the rights of workers</i>). • Consolidate understanding of the term 'ecosystem' (from science learning), appreciating the role of all organisms within an ecosystem, the food chains within ecosystems and the sensitivity of the living and non-living parts of an eco-system. • Know that poaching, farming and deforestation have impacted on orangutan populations around the world. • Explore the ways in which conservationists are tackling the declining figures of orangutan populations around the world.	
Links to Previous Learning: Wild Weather Mountains and Rivers Capital Cities	
Vocabulary: <i>Habitats, biomes, climate, conservation, adaptation, species, ecosystem, microbes, fungi, coniferous, deciduous, deforestation, poaching, endangered, extinction, over-grazing, variety, ecosystem, longitude, latitude</i>	
Key Texts to support learning: DK Eyewitness: Amazon Unfolding journeys: Amazon adventure Eco Alert! Rainforests Planet Earth: Rainforests Rainforest warriors	

Year Group:	Topic: Eco-Tourism (Environment)
Year 6	Key Question: How can tourism be good for the planet?
Key Knowledge: • Understand that the Earth sits in the ‘Goldilocks Zone’ of our solar system and the significance of this. • Understand how the Prime Meridian Line is used as the basis for our time system. • Know that there are three types of pollution: atmospheric, terrestrial and hydrospheric and be able to articulate how this contributes to climate change • Understand that fossil fuels are not a sustainable energy source. Explore the meaning of ‘renewable energy’ and the four main sources: biopower hydropower, wind power and solar power. Understand what each of these is and the pros and cons of each source. • Understand the impact of tourism on a countries economy and pollution levels. • Understand the term eco-tourism and know how this has been implemented in Costa Rica and Iceland.	
Links to Previous Learning: Wild Weather Mountains and Rivers Capital Cities Rainforest and Biomes	
Vocabulary: <i>Atmosphere, biome, carbon dioxide, climate, climate change, endangered, extinction, greenhouse gas, humid, landfill, microbe, photosynthesis, pollute, radiation, renewable energy, resource, pollution, atmospheric, terrestrial, hydrospheric, deforestation, sustainable, longitude, latitude</i>	
Key Texts to support learning: The Extraordinary life of Greta Thunberg The Lost Words Rainforest Warrior Climate Action	

Year Group: Year 6	Topic: Developing Nations (Peace and Conflict) Key Question: How has South Africa developed in the recent years?
Key Knowledge: • Use six figure grid references to locate different key sites in South Africa and explain what grid references are used for. • Explain what a number of ordnance survey symbols mean and the uses of these symbols. • Know how to locate South Africa and key places of interest (link to class text 'Journey to Joburg' to follow the journey of the children in the book), using Google Earth. • Compare and contrast life in a South African village to life in the city, explore key geographical features e.g. population size, economy, rate of growth. • Understand ways in which South Africa has changed/developed over the recent period. Explore the reasons for these changes and the impact this has had on human life, the environment and wildlife. • Locate some of the world's developing countries using maps, atlases and digital tools, explore the key geographical features of these places and the reasons for growth/development. • Explore the positives and negatives of expansion and development in the world – consider the impact of wildlife and conservation, overpopulation, resource shortages etc.	
Links to Previous Learning: Mountains and Rivers Capital Cities Rainforests and Biomes	
Vocabulary: <i>Atmosphere, biome, carbon dioxide, climate, climate change, endangered, extinction, greenhouse gas, humid, landfill, microbe, photosynthesis, pollute, radiation, renewable energy, resource, pollution, atmospheric, terrestrial, hydrospheric, deforestation, sustainable,</i>	
Key Texts to support learning: Journey to Joburg (fiction) Amazing Africa Nelson Mandela's Long Walk to Freedom	