



A member of
Bowes Cotherstone Federation



Geography Cotherstone Primary School

Rationale

At Cotherstone Primary, it is our intention that Geography is taught on a regular half termly basis throughout the school (see long term plan). Our school is located in a delightful Dales village that has grown from an agricultural community and has been designated as a conservation area in order to help protect its character. It is bounded on two sides by the Rivers Tees and Balder and has surrounding moorland. Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between Earth and its people. It stimulates curiosity and imagination right from the Early Years through Knowledge and understanding of the world to Year 6. Wherever possible, we aim to build upon the child's 'Personal Geography', core knowledge and progression by developing geographical skills, understanding and knowledge through studying places and themes. Our Geography is enhanced by working alongside local providers such as AONB and the children complete fieldwork in our area.

Rationale

At Key Stage 1 children will develop knowledge about their own locality in Teesdale, the United Kingdom and the world. They will understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Staff will follow their curriculum maps to ensure progression throughout the school. We will monitor progress regularly through book looks, evidence of work and lessons plans. Learning will be sequenced to build knowledge, skills and vocabulary.

Geography will be taught on a regular basis by enthusiastic teachers in mixed age classes. We will deliver practical 'hands on' lessons where pupils will complete fieldwork and build upon their prior knowledge and understanding of the world that we live in. Staff continually review and adapt work and learning to meet our children's needs. Through our teaching, resources and visits to our local area, we will attempt to excite and intrigue our children to find out more about the world around them. We will develop deep subject knowledge and key skills while differentiating work for all abilities.

Rationale

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Geographical Skills

Locational Knowledge

Place Knowledge

Human and Physical
Geography

Geographical Skills
and Map work

Secondary Concepts

Place

Space

Scale

Interdependence

Physical and
Human Processes

Environmental
Impact

Sustainable
Development

Cultural Awareness
and Diversity

Curriculum Aims

- To 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
- To 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.
- To be 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
 - a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- 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

EYFS

Understanding the World: The Natural World

- 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.

Long Term Plan- Year 1 and 2

	Autumn	Spring	Summer
Year 1 and 2 Cycle A	<p><i>Geographical Knowledge Unit</i></p> <p>My Local Area and Tulum, Mexico What are the similarities and differences between my area and Tulum, Mexico?</p>	<p><i>Fieldwork Unit</i></p> <p>Investigating Weather and Climate How can we measure and record weather phenomena?</p>	
Year 1 and 2 Cycle B	<p><i>Geographical Knowledge Unit</i></p> <p>The World and my school Where in the world do I live?</p>	<p><i>Fieldwork Unit</i></p> <p>Our Local Park What is at our local park? How do people get there?</p>	<p><i>Fieldwork Unit</i></p> <p>Our School Grounds Do our school grounds support plant life?</p>

Long Term Plan- Year 3 and 4

<p>Year 3 and 4 Cycle A</p>	<p><i>Geographical Knowledge Unit</i></p> <p>Italy What are the similarities and differences between my region and Campania, Italy?</p>	<p><i>Locality Unit</i></p>	<p><i>Fieldwork Unit</i></p> <p>Investigating weather and climate How can we record and measure weather phenomena?</p>
<p>Year 3 and 4 Cycle B</p>	<p><i>Geographical Knowledge Unit</i></p> <p>The United Kingdom What are the key geographical features of the UK, and my region?</p>	<p><i>Fieldwork Unit</i></p> <p>Bee Conservation How can we make our school environment more bee friendly?</p>	<p><i>Fieldwork Unit</i></p> <p>Land use, economic activity and travel What facilities are in my local area and how do people travel there?</p>


Long Term Plan- Year 5 and 6

<p>Year 5 and 6 Cycle A</p>	<p><i>Geographical Knowledge Unit</i></p> <p>The United States What are the similarities and differences between my region and the Western United States?</p>	<p><i>Fieldwork</i></p> <p>Biomes and Ecosystems What trees, plants and animals are in our local ecosystems?</p>	
<p>Year 5 and 6 Cycle B</p>	<p><i>Geographical Knowledge Unit</i></p> <p>UK Depth Study What is economic activity and how sustainable is it?</p>	<p><i>Fieldwork Unit</i></p> <p>Sustainability How can our school reduce its plastic waste?</p>	<p><i>Fieldwork Unit</i></p> <p>Rivers What are the features of my local river and how has its use changed over time?</p>

Knowledge and Skills – Geographical Knowledge Units

Y1/2

Our Local Area



Where in the world do I live?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries.	I can understand how my local area fits within the United Kingdom.	I can identify seasonal and daily weather patterns in the UK.	

Y1/2

Mexico



What are the similarities and differences between my town and Tulum, Mexico?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries. I can identify some key human and physical features of my local area. I can use simple compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK. I can understand how my local area fits within the United Kingdom.	I can understand that the poles and equator impact the climate on Earth.	I can understand the similarities and differences between my country and other countries.

Knowledge and Skills – Geographical Knowledge Units

Y3/4

The United Kingdom




What are the key geographical features of the UK, and my region?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I can understand that places can have meaning to people.</p> <p>I understand that people can choose to use land in different ways.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p>I can use compass points, four-figure grid references, symbols, and keys.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes that take place in the UK, including settlements.</p>	<p>I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>

Y3/4

Italy



What are the similarities and differences between my region and Campania, Italy?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can compare key physical features in Campania to those in my own region.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that Campania is a region within Italy.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how the tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my region and Campania and give some examples.</p> <p>I can understand that cultural identity may vary from region to region.</p>

Knowledge and Skills – Geographical Knowledge Units

Y5/6

The United States

What are the similarities and differences between my region and the Western United States?



Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I understand that people in a particular region can have a strong identity linked to their region.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p> <p>I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the continent of North America.</p> <p>I can understand that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can make comparisons between my country and the US in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my country and other countries and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can understand that cultural identity may vary from region to region.</p>

Knowledge and Skills – Geographical Knowledge Units

Y5/6

UK Depth Study



What is the economic activity of the UK, and how sustainable is it?

Place	Space	Scale	Interdependence	Physical and Human Processes	Environmental Impact	Sustainable Development	Cultural Awareness and Diversity
<p>I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.</p>	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks.</p>	<p>I can understand how my region is an area within England.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</p> <p>I can understand that what happens in the United Kingdom can have an impact on other places.</p>	<p>I can understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p>	<p>I understand that humans impact the environment in many ways, including burning fossil fuels.</p> <p>I understand that human behaviour can trigger global effects such as climate change.</p> <p>I understand how different industries in the United Kingdom can harm the environment.</p>	<p>I can understand that it is important to consider sustainability when approaching economic development.</p> <p>I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.</p>	