THE BOWLAND FEDERATION OF SCHOOLS

GEOGRAPHY CURRICULUM NARRATIVE

THE NATIONAL CURRICULUM	
Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. 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. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.	**Aims** The national curriculum for geography aims 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

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Where a place actually is found: **LOCATION** It helps us describe and remember where places are. Name and locate locations. Use absolute positioning system	What a location is like: **PLACE** Describes the physical and / or human geography as well as the personal and cultural experience related to that place.	The interactions between people, places and the environment. **HUMAN GEOGRAPHY** The built environment. Effect of migration and settlement. The effect on the landscape and environment. The natural shaping of the surface of the Earth as well as the physical process that create the environment. **PHYSICAL GEOGRAPHY** The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography	Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it. **SKILLS AND FIELDWORK** The collecting of information about people, places and the environment

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Place: Key idea is that place is its location and what it means to people. Places are influenced and shaped by the people who live there (ideas, emotions and beliefs). **Space:** Location on the Earth's surface defined by latitude and longitude.	**Scale:** To get a better understanding of locality compared to globality. Gives pupils a sense of zooming in and zooming out. **Connection:** How local places are connected when you zoom in, and how they are connected to the wider locality when you zoom out focusing on region / county / country / global. **Relational perspectives:** There is more than one way of living – understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.	**Physical and human geography:** An appreciation of how places evolve and are shaped by physical or human geography. **PAST** How have physical processes and people influenced this place? **PRESENT** How are physical processes and / or people influencing this place? **FUTURE** What could this place be like in the future, given the influences by physical processes or people?	**Environment**: What is the environment like? Draws upon human and physical geography to help explain 'How did it get like that?' Makes us think about our ethical consumer habits and choices made about environmental impact. **Sustainability:** An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution. What it means to be a responsible citizen, embracing global dimensions within a local setting.	**Culture:** The way people have done or do things around here. The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time. An understanding and respect for ethnicity and diversity through knowing more about other cultures and people. **Diversity:** The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection. The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine… **Regional inequality** For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities

KEYSTAGE 1 TOPICS						
TITLE	**Continents, oceans, countries and capital cities of UK and seas**		**Hot and cold locations**		**Local area map work skills**	
CONCEPT	LOCATIONAL KNOWLEDGE Location, Order Connection		HUMAN AND PHYSICAL GEOGRAPY Location, Environment Patterns		HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern	
BIG IDEAS/KEY QUESTIONS/LEARNING FOCUS	**Continents:** What are the 7 continents of the world? **Oceans:** What are the 5 oceans of the world? Remember: What are the 7 continents and 5 oceans of the world? **Countries:** What are the four countries of the United Kingdom? **Capital Cities:** What are the capital cities of the four kingdoms of the UK? **Seas:** What seas surround the UK?		**Continents and Oceans:** Remember – name and find the 7 continents and 5 oceans of the world **Hot and cold places**: Where is the equator? Where is hot and whare is cold on the Earth? Where are the North and South Poles? What are they like? Where can I find hot countries? What are they like? **What I know about hot and cold places:** Summary – where are hot and cold places of the world? **Continuous Learning:** Record the weather using a daily dashboard: • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy		**Knowing** What is a map? **Place and space** How do I make an imaginary map? We're going on a bear hunt **What I know about hot and cold places:** Summary – where are hot and cold places of the world? How do you show what a place is like? The Storm Whale **Fieldwork** How do I make a real map?	
VOCABULARY	**High Frequency VOCABULARY** vast azure rotated expanse	**Subject Specific VOCABULARY** ocean continent polar atlas	**High Frequency VOCABULARY** location moist misty scorched freezing tropical	**Subject Specific VOCABULARY** continent ocean polar equator temperature compass	**High Frequency VOCABULARY** TBC	**Subject VOCABULARY** TBC

TITLE	Local Area Study		Compare a small part of the UK and a contrasting non European country London and Nairobi		Fieldwork and map skills	
CONCEPT	HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern		PLACE KNOWLEDGE Location, Environment Culture, Connection		GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar	
BIG IDEAS/KEY QUESTIONS/LEARNING FOCUS	**Human Features:** What are human features? **Physical Features:** What are physical features? **Local Area:** What features does our local area have?		**Europe United Kingdom Capital cities:** Remember countries and capital cities of the UK. **Africa Kenya and Nairobi:** Where is the continent of Africa? Where is Kenya? What are the physical and human features? Where is Nairobi? Describe Nairobi. **Compare the human and physical similarities and differences:** How are London and Nairobi similar? How are London and Nairobi different?		**Fieldwork, mapping and position:** How do we describe places? **Fieldwork, mapping and symbols**: What physical features does this place have? What human features does this place have? **Mapping and drawing:** Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like? **Summary:** How does the scale of map tell us what the area around the school is like?	
VOCABULARY	**High Frequency VOCABULARY** increase decrease align symbol observe sketch	**Subject Specific VOCABULARY** aerial scale cardinal point valley port vegetation	**High Frequency VOCABULARY** urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic	**Subject Specific VOCABULARY** landmark country capital climate feature savanna	**High Frequency VOCABULARY** increase decrease align symbol observe sketch	**Subject Specific VOCABULARY** aerial scale cardinal point valley port vegetation

LOWER KEYSTAGE 2 TOPICS			
TITLE	**Map and fieldwork skills** **Map skills Environmental regions of Europe, Russia, North and South America**	**United Kingdom Study** **Revisit UK Study including human and physical features**	**OS maps and scale**
CONCEPT	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Place Scale, Proximity	LOCATIONAL KNOWLEDGE Location, Order Environment, Region Landscape HUMAN AND PHYSICAL GEOGRAPHY Location, Culture Connection, Interdependence HUMAN AND PHYSICAL GEOGRAPHY Location, Connection Process	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity
BIG IDEAS/KEY QUESTIONS/LEARNING FOCUS	**Compass**: What are the eight points on the compass? **Human and physical features:** Where are the human and physical features in this place? **Apply it:** What physical features can you identify in the **Define:** What are environmental regions? **Know, compare and contrast:** Europe: what are the major environmental regions? Russia: what are the major environmental regions? North America: what are the major environmental regions? South America: what are the major environmental regions? **Structured assessment task:** Apply and show what you know	**UK:** What are the regions and countries in the UK? Name and locate cities and countries of the UK. **Human and physical features:** Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. **Geographical patterns and explanations:** What are the topical patterns in the UK? What can I see hear? **UK:** What are the regions and countries in the UK? Name and locate cities and countries of the UK. **Human and physical features:** Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. **Geographical patterns and explanations:** What are the topical patterns in the UK? What can I see hear? Summarise, present and explain regions, countries, cities and landmarks of the UK	**Knowing** What is an Ordnance Survey (OS) map? **Large and small-scale maps** How does scale change the way we describe a place? What's the area like just beyond the school? **Maps of other places** What's the area like beyond our region?

VOCABULARY	**High Frequency VOCABULARY** compass direction north east south west north-east south-east north-west south-west	**Subject Specific VOCABULARY** cardinal intercardinal	**High Frequency VOCABULARY** extensive sophisticated settlement terrain wilderness barren	**Subject Specific VOCABULARY** topography landmarks region country scale contour line	**High Frequency VOCABULARY** TBC	**Subject VOCABULARY** TBC

LOWER KEYSTAGE 2 TOPICS			
TITLE	**Rivers** **Rivers revisited**	**Latitude and longitude**	**Water cycle**
CONCEPT	HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System PLACE KNOWLEDGE Location, Environment, Pattern, Cycle	LOCATIONAL KNOWLEDGE Location, Position Diversity, Time	HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection Interaction, Landscape Process, Cycle
BIG IDEAS/KEY QUESTIONS/LEARNING FOCUS	**Features of a river:** What are the features of a river? **Local rivers:** What is our local river? What feature can we see? Where did it come from and where does it flow? Revisiting Rivers **River features**: Remember – what are the features of a river? **River Study:** Where is the river Nile and what features does it have? **River Study:** Where is the Amazon River and what features does it have?	**Latitude and longitude:** What are the lines of latitude? What are the lines of longitude? **Location and physical features:** How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? **Time zones Day and night:** What are the time zones and how do they affect us? How does day and night occur?	**The process:** What is the water cycle? **The way it works:** How does the water cycle work? **The things that influence it:** What affects the water cycle?

VOCABULARY	**High Frequency VOCABULARY** raging tumble cascading precipice iconic turbulent	**Subject Specific VOCABULARY** rivulet estuary flood plain tributary confluence channel	**High Frequency VOCABULARY** co-ordinate parallel determine circumnavigate constitutes straddle	**Subject Specific VOCABULARY** latitude longitude horizontal vertical meridian equator	**High Frequency VOCABULARY** Infiltrate sequence reoccurring (recurring) pollution consequence permeate	**Subject VOCABULARY** ground water precipitation condensation transpiration percolation evaporation

UPPER KEYSTAGE 2 TOPICS			
TITLE	**World countries – biomes and vegetation belts** **Revisit World countries – biomes and vegetation belts**	**4 and 6 figure grid references** **OS maps and fieldwork**	**Comparison study – UK, Europe North or South America**
CONCEPT	HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic	GEOGRAPHICAL SKILLS AND FIELDWORK Location Absolute position Scale Settlement GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness

BIG IDEAS/KEY QUESTIONS/LEARNING FOCUS	**Major countries and cities:** Where would you find the major countries of the world? Where would you find the major cities of the world? Biomes: **What is a biome?** (Environmental region) How do biomes change across the world? **Human and physical features:** What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?		**Finding locations**: Why do we need latitude and longitude **Finding locations precisely:** What are 4 and 6 figure grid reference and how do we use them? **Apply it:** Use 4 and 6 figure grid references **OS maps** Remember: what are OS maps and how do we use them? **Map skills and fieldwork** What are four and six figure grid references? What are contour lines? What does the land look in my local area? What is the land like in a contrasting locality? **Show what you know** Structured Explanative Assessment Task.		**United Kingdom:** Where is the Lake District? How was the Lake District formed? **Europe:** Poland: where can you find the Tetra mountains? What are the Tetra mountains like? **North America:** The Caribbean and Jamaica: what do we know? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?	
VOCABULARY	**High Frequency VOCABULARY** arid fertile densely exceptional craggy scenery	**Subject Specific VOCABULARY** Continent Latitudes longitude equator hemisphere biome	**High Frequency VOCABULARY** horizontal vertical parallel arctic Antarctic	**High Frequency VOCABULARY** Equator Tropic of Cancer Tropic of Capricorn poles meridian line	**High Frequency VOCABULARY** equivalent contrast erosion inhospitable moderately prosper	**Subject VOCABULARY** orogeny glaciation temperate tectonic summit altitude

UPPER KEYSTAGE 2 TOPICS			
TITLE	**Physical processes: earthquakes, mountains and volcanoes**	**Settlements and relationships**	**Orienteering**
CONCEPT	HUMAN AND PHYSICAL GEOGRAPHY Time, Location, Process Connection, Environment System	HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity Landscape, Interdependence Lived space PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness	GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity

BIG IDEAS/KEY QUESTIONS/LEARNING FOCUS	**The Earth's structure and tectonic plates:** What makes up layers of planet Earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens when they meet or separate? How was the Lake District formed? **Earthquakes:** What causes an earthquake and what is the effect? **Mountains:** How are mountains formed? **Volcanoes:** How do volcanoes work?		**Settlements:** What are settlements and where are they found? **Settlement patterns**: Do settlements have a pattern? **People and economic patterns**: Do people, their movement and economic activity have patterns		**Remember** What are 4 and 6 figure grid references? How do we use them? **Introduction to orienteering** What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? **Outdoor orienteering courses** How do I navigate a simple course outdoors with controls? Motala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course	
VOCABULARY	**High Frequency VOCABULARY** viscous churning buckle disaster devastation magnitude	**Subject Specific VOCABULARY** Epicentre fissure dormant magma molten mantle	**High Frequency VOCABULARY** location resource distribute employ production consumption	**Subject VOCABULARY** trade economy navigable lowland migrant refugee	**High Frequency VOCABULARY** TBC	**Subject VOCABULARY** TBC