

Beaufront First School Long-Term Plan: **Geography**

Intent	Implementation	Impact
The History Curriculum at Beaufront meets the requirements of the National Curriculum, follows the Hexham Partnership Plan for History and Geography, and is informed by planning from Kapow. It is also enriched by Beaufront's rural location and wealth of natural areas of beauty in Northumberland. This curriculum aims to ensure that all pupils: • Develop a curiosity and fascination about the world and its people. • Develop a deep, respectful knowledge and appreciation about the diversity of places and life on Earth. • Develop contextual knowledge of globally significant places. • Understand the processes leading to physical and human geographical features of the world, including their interdependence and how they affect spatial variation and change over time. • Develop the skills needed to collect, analyse, and communicate data gathered through fieldwork experiences. • Develop the skills needed to interpret a range of geographical information. • Develop the skills to communicate geographical information in a variety of ways. As per the National Curriculum, the Geography curriculum at Beaufront is organised into the main strands of: • Locational knowledge • Place knowledge	All children will engage in weekly Geography lessons for 3 half-terms per year as the curriculum alternates between History and Geography. Our inclusive and enriched curriculum enables all children to engage with Geography through: • Carefully planned sequences of lessons. • Carefully planned, varied and appropriate resources and enriched, cross-curricular learning experiences, which will include visits to local and wider places of significance - both natural/ physical and human - places of natural beauty and sites of interest. Children's progress in Geography will centre around the interplay between the concepts as they engage in a Cycle of Enquiry to be able to experience processes used by historians. This will involve developing the skills to: - Question - Observe - Measure - Record - Present - Children will also build skills in relation to: - Listening - Speaking - Problem Solving - Creativity - Planning - Adapting - Leadership	Through a focused, thorough, and enriched Geography Curriculum, children are able to: • Establish and build upon a secure foundation of geographical knowledge and skills. • Gain and use secure geographical knowledge and skills in Geography, across the curriculum, and in wider contexts. • Think critically and answer enquiry questions using their geographical knowledge and skills. • Collect, interpret and represent data. • Make informed decisions using their geographical knowledge, skills and data. • Undertake fieldwork using a Cycle of Enquiry. • Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe, and the Americas. • Name, locate, and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters, and the water cycle. • Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this. • Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them, and how humans have had an impact on the

• Human and physical geography • Geographical skills and fieldwork Within the strands, children will develop their knowledge, understanding, and skills through in-depth and progressive studies of the concepts of: • Place • Space • Scale • Interdependence • Physical and human processes • Environmental impact • Sustainable development • Cultural awareness • Cultural diversity Through a rich, challenging, and engaging History Curriculum, children will therefore build: a) Substantive knowledge - 'knowing about' developed through the main strands of knowledge and skills. b) Disciplinary knowledge - 'ways of knowing' gained through the enquiry cycle developed through the geographical skills and fieldwork experiences. c) Procedural knowledge - 'how to' skills gained through geographical skills and fieldwork. This will enable all pupils to be engaged, challenged, and to become curious about the world and the processes that shape the world, whether natural/ physical, or human. All pupils will enjoy high-quality, creative learning and exploration opportunities, enabling them to engage in a cycle of enquiry in order to develop the skills, knowledge, and understanding needed to interact with key geographical concepts - to	- Teamwork	environment, both positive and negative. • Develop a sense of location and place around the UK and some areas of the wider world using the eight points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs, and digital mapping. • Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics, and how time zones work, including night and day. • Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data, and digital technologies.
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be geographers.		
Geography Curriculum Objectives		
EYFS (Nursery & Reception)	KS1 (Year 1 & 2)	KS2 (Year 3 & 4)
ELGs <i>Understanding the World</i> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different from the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts, and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and (when appropriate) maps. • 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 Specific Objectives <i>Place</i> • Know that places have names to help people describe where they are. • Know that places can be different sizes and	National Curriculum • 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. • 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 non-European country. • 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. • 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. • 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	National Curriculum • 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. • 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. • 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 (including day and night). • 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. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,

types. <i>Space</i> - Understand that things can be distributed or spread out across a space in different ways. <i>Scale</i> - Know that some places are bigger than others. <i>Interdependence</i> - Know and understand that aspects of our world are connected, and how/ why. <i>Physical and human processes</i> - Know and understand that the physical environment changes over time, and how/ why. <i>Environmental impact and sustainable development</i> - Know, understand, and appreciate that taking care of our environment is important and there are ways we can help do this. <i>Cultural awareness and diversity</i> - People have different daily practices and ways of life.	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. Specific Objectives <i>Place</i> - Know and understand that a place is more than just a location, it is about how it looks, what is there, and how it makes you feel. - Know and understand that a place has different features that make it unique. - Know that landscapes and the surrounding environments are important parts of a place. - Know that no two places are exactly alike. <i>Space</i> - Know that patterns can be seen in the way features are distributed within a space. - Know and understand how far apart features are in a space can be compared and contrasted. <i>Scale</i> - Know that some features of an environment are bigger or smaller than others. - Know that people can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). - Know and develop understanding that maps are small-scale representations of a place.	mountains, volcanoes and earthquakes, and the water cycle. - 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. - 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. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Specific Objectives <i>Place</i> - Know and understand that a 'place' encompasses distinctive features, landscape, community, and diversity. - Know and develop understanding that a 'place' is shaped by various factors including culture and shared experiences. - Know that as individuals, they are part of the process of shaping the place where they live. - Know and develop understanding that people's shared experiences of a place can help people to connect as a community. - Know that places are interconnected,
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	<i>Interdependence</i> ● Build understanding that features and people are connected and rely on each other. ● Know and understand that people, places, environments, and processes are connected and can affect each other. <i>Physical and human processes</i> ● Know that humans can have an impact on our surroundings, and begin to understand how. ● Know and begin to understand that simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community. <i>Environmental impact and sustainable development</i> ● Know and understand that human activities can impact the environment in many ways, and there are things we can do to care for the world around us. ● Know and understand that human activities can have a positive or negative impact on the environment. <i>Cultural awareness and diversity</i> ● Know and develop understanding that there are many similarities and differences between the ways of life of people in different places. ● Know and begin to understand that similarities and differences between environments can contribute to cultural diversity.	influencing and being influenced by other places. <i>Space</i> ● Know and understand that the concept of space can be observed in various physical and human geographical features like landforms and urban areas. ● Know that 'space' is linked to ideas like location, distribution, pattern, interaction, and distance. ● Know and develop understanding that elements, such as information, goods, and people, within a space relate to and influence each other. <i>Scale</i> ● Know and understand that scale can refer to local, national, international, and global. ● Know and developing understanding that local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. ● Know that different geographical concepts and processes can be observed, interconnected, and understood at these different scales. <i>Interdependence</i> ● Know that changes or events in one location can affect another, regardless of distance. ● Understand that simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. ● Know and develop understanding that interdependence shapes our local area, for
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		example, farmers rely on the land to grow food that locals rely on for sustenance. <i>Physical and human processes</i> • Know and understand that physical changes and human influences like urban growth can change the landscape of an area. • Know and develop understanding that physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss. <i>Environmental impact and sustainable development</i> • Know and understand that human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. • Know that it is important to use resources sustainably and understand why. • Know and develop understanding of the impact of human activities on ecosystems and the environment may have long-term effects. <i>Cultural awareness and diversity</i> • Know and build understanding that they are part of a local, national and global community. • Know and understand that there are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.
Big Questions		
Where is it located? What is it like there? How do you know?		

What is the relationship between humans and their environment?
 How and why are places connected with one another?
 Why do people move from place to place?
 What is climate? Why is it important?
 What geographic features make the region unique or special? Why is this important with regard to living there?
 What impact have humans had on global geography? How has this impact changed? What parts of the world have been less impacted? Why?
 Why do settlements exist?
 What makes a settlement 'good'/ what makes a settlement a place of hope or despair?
 Will we always have extreme weather?
 Will food ever run out? When?
 Will we always settle or live in the same places, in the same ways? How and why might this change? When might it change?

Programme of Study - Overview			
	EYFS	KS1	KS2
Autumn 1A	My Journey to School: Maps	Welcome to our School: Fieldwork (Where am I?)	Local Area Study: Hexham
Autumn 2A			
Spring 1A	Forests and Woodlands: Our Local Area	The UK (What can you see at the coast?)	Rainforests: Biomes (Why are rainforests important to us?)
Spring 2A			
Summer 1A	Our Wonderful World - and how to take care of it	Seasons and Weather: Decision Making (What is the weather like in the UK?)	The River Tyne (What are rivers and how are they used?)
Summer 2A			
Autumn 1B	My Home: Where I Live	My School in 9 Photos (What is it like here?)	Regional Comparisons: North, South, East and West (Are all settlements the same?)

Programme of Study - Overview			
	EYFS	KS1	KS2
Autumn 2B			
Spring 1B	Farming Near and Far: Where does our food come from?	Comparing my Local Area with Shanghai (What is it like to live in Shanghai?)	Geography of Modern Greece
Spring 2B			
Summer 1B	Oceans and Seas	Hot and Cold Places: Location and Place (Would you prefer to live in a hot or cold place?)	Mapping, making, measuring, and managing mountains: Decision making (Why do people live near volcanoes?)
Summer 2B			