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| G:\Portobello Primary.jpgG:\Portobello Primary.jpg**Geography Curriculum Intent**  In Portobello Primary it is our intent to inspire an interest to explore the world and develop knowledge and the children’s understanding of it, as well as their place in it. In doing so we hope to ignite a curiosity and appreciation within our children and nurture resilience, knowledge and skills. Through our teaching we aim to equip our children with knowledge about diverse places and the people and resources found within them. Aligned with their learning about these places is the discovery of the natural and human environments and the Earth’s key physical and human processes. We are passionate that our children are taught to understand the importance of showing their respect for their local, national and international environment. To ensure we build upon the children’s cultural capital we give them first hand experiences through visits.  Where appropriate, we make links to other curriculum areas. We recognise the importance that our children aresocially aware of local and global geographical issues and develop good and attitudes to learning. Our Geography curriculum reminds our children that everyone around the world aspires to live well. It also provides them with plentiful opportunities to appreciate the outdoor environment and be active within it, having a direct positive impact on positive physical and emotional health and well-being. Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically.  **Geography Curriculum Implementation**  In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum. We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.  A topic-based approach is implemented throughout the year, this enables the children to achieve depth in their learning. Appropriate knowledge, skills and understanding as set out in the National Curriculum Geography Programmes of study is focussed upon. Teachers plan engaging lessons to progress both knowledge and skills.  Each topic starts with a question generator, this is returned to later in the learning sequence, demonstrating the secure and vast knowledge the children have acquired. Throughout the teaching and learning sequences the children are provided with appropriate critical thinking opportunities. This strengthens their ability to ask questions, make connections and develop their own judgements. We organise the curriculum to allow for meaningful rich opportunities to practise and embed key geographical skills, including the gathering, communication and critical analysis of information. We are passionate that we deliver and provide rich teaching and learning opportunities that promote higher order analytical and creative thinking, whilst considering real world features, problems and solutions.  **National Curriculum for Key Stage 1**  Pupils should be taught to:  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   Place knowledge   * 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   Human and physical geography   * 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   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 Geography – key stages 1 and 2 3 * 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.   **National Curriculum for Key Stage 2**  Pupils should be taught to:  Locational Knowledge   * 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)   Place Knowledge   * 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   Human and physical geography   * describe and understand key aspects of: 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 including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4   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 * 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.   **Geography Curriculum Impact**  By the time our children are ready to leave us in Key Stage Two, they have developed a passion for Geography and are curious to find out about the world in which they live and the people who live there. They are aware of and show an increased understanding of the ways in which places can be dependent and connected to each other and how much human and physical environments are interrelated. All our children have an extensive bank of geographical knowledge and vocabulary. In order to prepare them for their next steps in education and life our children have learned about the careers related to Geography from members of the community as well as their learning in school.  **Supporting the development of Spiritual Moral Social Cultural Development**  Geography is about learning all about people and where they live and the environment around us. In doing so it creates a sense of fascination and provides an important opportunity to be able to reflect. Our children are supported to explore and understand their own feelings about the people, culture, place and environment that they are learning about. It remains important for our children to increase their awareness that all life is linked together and small changes can have consequences. We cover a vast amount of moral issues and dilemma through the teaching and learning of Geography. Similarly, these moral aspects such as poverty or global warming also support social development as children discuss the issues. Fieldwork opportunities enhance and progress social skills as the children learn collaboratively. Through Geography children look at how different cultures and beliefs can impact on the environment. When learning about places they learn about customs and traditions which strengthens their understanding of the place they are studying, the world as a community, as well as their own multi-cultural society they live in. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this.  **Geography Curriculum Assessment and Monitoring**  Geography is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Subject Leaders also discuss Geography with the Senior Leadership Team once termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence where appropriate to support judgements of attainment and progress of children against the National Curriculum objectives. Throughout lessons children are provided with reflection time for them to self and peer assess against the learning objectives. At the end of each half term teaching staff assess the children against the essential knowledge learning objectives as set in the progression documents. They make accurate and informed assessments using the language of ‘all/most/some children’. Specific children who required further support or who excelled at their learning are identified. Comments refer to taught vocabulary and if this is embedded or requires further consolidation. Next steps in learning are identified for the next half term or the next teacher so gaps in learning are effectively and immediately taught and children make progress. |
| **Year 1** |
| **Autumn – My local Area – What is in a town?** |
| **New Words We Will Use and Understand**  Detached, semi-detached, terranced, caraven, flat, bungalow, farm, map, GoogleEarth, village, town, city, traffic, North-East England |
| **What We Will Remember**  **-** Names for different homes and the type of home they live in  - Maps can be used to identify what is in and near our school  - Villages, towns and cities have different geographical features  - Name a local city, town and village  - Birtley is in a town |
| **What We Can Do**  - Name and locate areas within our school using aerial photographs  - Identify different types of homes and why they may be suited to particular people  - Identify villages towns and cities and discuss the benefits and disadvantages of each  - Use geographical vocabulary to describe places  - Use fieldwork and observational skills to study school and surrounding area  - Use maps to explore Birtley  - Draw own maps  - Draw plan perspective of our classroom |
| **Additional Learning Opportunities**  Walk around local area |
| **Spring – The United Kingdom** |
| **New Words We Will Use and Understand**  Country, United Kingdom, Great Britain, England, Northern Ireland, Scotland, Wales, capital city, Edinburgh, Cardiff, London, Belfast, east, north, west, south, right, left, near, far |
| **What We Will Remember**  **-** The location of the United Kingdom on a variety of maps  - The names and locations of the countries that make up the United Kingdom  - The names and locations of the United Kingdom’s capital cities when pre-marked on a map  - The four compass directions  - Directional language that allows us to describe routes on a map |
| **What We Can Do**  - Locate the United Kingdom on a variety of maps  - Locate the countries that make up the United Kingdom  - Locate the United Kingdom’s capital cities when pre-marked on a map  - Use KS1 atlases  - Use electronic globes and maps to recognise geographical features they have studied |
| **Additional Learning Opportunities**    Celebrate Saint George’s Day |
| **Summer – Local Study - Tynemouth** |
| **New Words We Will Use and Understand**  Physical features, human features, harbour, cliff, pier, promenade, beach, hill, lighthouse, sea, shops, port |
| **What We Will Remember**  **-** The difference between human and physical geography  - Which physical and human features can be found at the seaside  - Name of a seaside town in the North-East  - That weather changes during seasons  - That weather can differ across the United Kingdom |
| **What We Can Do**  - Recognise physical and human features of a seaside town using maps and aerial photographs  - Use basic key symbols (church, toilet, school, house, lighthouse, parking, telephone box)  - Ask simple geographical questions (who, what, where)  - Draw own maps  - Observe and describe daily weather patterns |
| **Additional Learning Opportunities**  Visit to Tynemouth  Create rain catchers |

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| **Year 2** |
| **Autumn – United Kingdom and Birtley** |
| **New Words We Will Use and Understand**  Capital city, landmark, river, mountain, government, flag, bridge |
| **What We Will Remember**  **-** What makes a city a capital city  - Examples of characteristics that give the countries of the United Kingdom their identity  - The names of some seas around the United Kingdom including the North Sea  - Aspects of human and physical geography that can be found in the four countries of the United Kingdom  - How to make a simple map of our school using keys and explain why a key is needed |
| **What We Can Do**  - Name and locate significant places in Birtley  - Locate all seas around the United Kingdom using KS1 atlases  - Construct basic map symbols  - Devise a simple map of school and immediate area to devise how safe it is to walk around our school  - Ask and answer geographical questions (what, where, who) |
| **Additional Learning Opportunities**  Celebrate each country of the United Kingdom by eating traditional food, listening to traditional music and taking part in traditional activity (such as dance)  Walk around area near to school |
| **Spring – Continents and Oceans** |
| **New Words We Will Use and Understand**  Continents, ocean, sea, equator, landmass, North Pole, South Pole |
| **What We Will Remember**  **-** Countries can be grouped together into continents  - The names and the seven continents and some of their locations including Europe and Africa  - Names of the five oceans and some of their locations  - The location of the equator, North Pole and South Pole  - How weather patterns differ depending on how close a country is to the equator or poles |
| **What We Can Do**  - Locate the seven continents using KS1 atlases, electronic maps and globes  - Locate the five oceans using KS1 atlases, electronic maps and globes |
| **Additional Learning Opportunities**  A day in the life of – find out what it would be like to live in a hotter or colder country than we do and the lives of other cultures. |
| **Summer – Place Study – North-East of England and Kenya** |
| **New Words We Will Use and Understand**  Mountain, forest, daily routine, school, river, soil, valley, vegetation, weather, settlement, building |
| **What We Will Remember**  **-** The location of the UK and Kenya on a variety of maps  - That Africa is a continent made up of countries that have very different cultures  - That that physical features may differ in different counties and that the same physical features may not look the same  - Similarities and differences in aspects of the daily routines of a child in the UK and Kenya  - Climate and weather patterns are different in Kenya to England |
| **What We Can Do**  - Ask and answer geographical questions (what, where, who)  - Describe similarities and differences  - Use large scale OS maps and aerial photographs to recognise landmarks and basic human features of the UK and Kenya |
| **Additional Learning Opportunities**  Connect with school in Kenya to find out about daily life  Trip to Newcastle, compare to Kenyan city |

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| **Year 3** |
| **Autumn – Europe and Italy** |
| **New Words We Will Use and Understand**  Climate zone, vegetation belt, settlements, economic activity, trade link, region, trade |
| **What We Will Remember**  **-** The location of some countries in Europe on a map and their capital cities including Italy, Germany, France and Spain  - That climates differ depending on where you are in Europe  - That human and physical features in our local area will have similarities and differences to regions in Italy and that this can be found out using maps and field work  - That there are similarities and differences of types of settlements in the North-East (Durham) of England and a region in Italy (Bologna)  - That there are similarities and differences of types of economic activity (services and tourism) in Durham and Bologna |
| **What We Can Do**  - Locate climate zones and vegetations belts across Europe  - Locate countries in Europe using KS2 atlases  - Locate capital cities in Europe using KS2 atlases  - Compare settlements in Italy and the North-East  - Describe differences and similarities of physical and human features in Italy and the North-East  - Ask geographical questions (what, where, who, why) |
| **Additional Learning Opportunities**  Field work in Durham  Create links to school in Italy |
| **Spring – Mountains** |
| **New Words We Will Use and Understand**  Summit, snow line, outcrop, slope, valley, plateau, tree line, ridge, foot, face, fold mountain, fault-block mountain, volcanic mountain, dome mountain, plateau mountain, tourism |
| **What We Will Remember**  - Thelocation of some major mountain ranges around the world including the Himalayas, Rocky Mountains and the Alps  - The location of some mountain ranges in the UK including the Pennines, Grampian Mountains and Cambrian Mountains  - The features of mountains  - There are different types of mountains  - That mountain destinations are used for tourism |
| **What We Can Do**  - Locate mountain ranges around the world  - Locate mountain ranges in the UK |
| **Additional Learning Opportunities**  Learn about Mountain Rescue – invite into school |
| **Summer – Birtley – Green Spaces** |
| **New Words We Will Use and Understand**  Miles, kilometeres, compass, north-east, south-east, north-west, south-west |
| **What We Will Remember**  **-**The eight points of a compass  - Things on a map are represented using symbols and contour lines are used to show height  - How to measure simple distances on a map such as on a straight road  - That there are different types of maps/ pictures and they are used for different purposes  - To explain where green spaces are located in Birtley |
| **What We Can Do**  - Use field work to observe, measure, record and present the human and physical features in the local area  - Use sketch maps to record findings  - Use large scale OS maps  - Use aerial photographs  - Follow a route on a simple map  - Use a key on a map  - Use common OS symbols  - Draw a map from a short route they have experienced (to green spaces near Portobello) |
| **Additional Learning Opportunities**  Field work in local area |

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| **Year 4** |
| **Autumn – Brazil and South America** |
| **New Words We Will Use and Understand**  Biome, indigenous, deforestation, land use, equator |
| **What We Will Remember**  **-**The location of some countries and capital cities of South America including Brazil, Peru, Chile and Bolivia  - Key physical and human features of Brazil such as longest river, highest mountain, cities, landmarks  - What the climate is like in Brazil and how this related to climate zones, vegetation belts and biomes  - What life is like as a child in Rio de Janeiro and that this may be different depending of the area they live (Barra di Tijuca and Rochinha)  - What life is like in an indigenous tribe in the Amazon and the threats they may face |
| **What We Can Do**  - Locate climate zones, vegetation belts and biomes using KS2 atlases  - Locate Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles  - Locate the countries and capital cities of South America including Brazil using KS2 atlases, globes and digital maps  - State similarities and differences of what life is like as a child in Rio de Janeiro and that this may be different depending of the area they live (Barra di Tijuca and Rochinha)  - Use aerial photographs  - Ask and answer geographical questions (what, where, who, why, how) to explore how geographical issues are affecting people in different environments |
| **Additional Learning Opportunities**  Link to Brazilian school |
| **Spring – Map Skills – Birtley and Public Transport** |
| **New Words We Will Use and Understand**  Contents, oblique, aerial, scale, transport links |
| **What We Will Remember**  - How to use the contents of an atlas  - How to use a scale to reasonably estimate distances  - The difference between oblique and aerial views  - What amenities and transport links are available in Birtley and how does this link to public transport (service provision, jobs, leisure)  - Transport links to and from Newcastle and why this is different to Birtley |
| **What We Can Do**  - Use fieldwork to observe and record human and physical features in the local area  - Use graphs to present findings  - Use large scale OS maps  - Use map sites on the internet  - Draw a map from a short route they have experienced  - Make a scale drawing  - Follow a route on a large-scale OS map (location of different bus stops) |
| **Additional Learning Opportunities**  Use map skills in local area to discover location of bus stops around Birtley and some simple distances between them |
| **Summer – Rivers and the Water Cycle** |
| **New Words We Will Use and Understand**  Condensation, evaporation, precipitation, run off, river, stream |
| **What We Will Remember**  **-**How to use a four-figure grid reference  **-**The stages of the water cycle  - The similarities and differences of the life of the Tyne and the Amazon  - That rivers are an important part of settlements both in the North-East and the Amazon  - That flooding is a part of the water system but can have different manmade causes |
| **What We Can Do**  - Compare life of people living near the River Tyne to people living near the Amazon River  - Describe how places change  - Use graphs to present findings  - Ask and answer geographical questions (what, where, who, why, how) to explore how geographical issues are affecting people in different environments |
| **Additional Learning Opportunities**  Trip to River Tyne |

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| **Year 5** |
| **Autumn – North America** |
| **New Words We Will Use and Understand**  Agriculture, exported, draught, forest fire |
| **What We Will Remember**  **-**The location of countries some in North America and their capital cities such as USA, Canada, Jamaica and Mexico  - Physical and human features of the USA including biomes, highest mountain, longest river, settlements and famous landmarks  - Know foods grown and exported from America and agricultural issues farmers may face  - The impact of draught and forest fires on the state of California  - That New York is a major city in America and has changed over time |
| **What We Can Do**  - Locate countries in North America and their capital cities using maps, atlases, globes and computer/ digital mapping  - Locate significant cities and states which link to areas studied using maps, atlases, globes and computer/ digital mapping  - Ask geographical questions (what, where, who, why, how) to explore how the issues affect different groups of people in different ways  - Use thematic maps to find out information about different places  -Use knowledge of climate zones to predict temperatures |
| **Additional Learning Opportunities**  Learn about charity work such as The American Red Cross and Wildfire Appeal who support the effects of fires |
| **Spring – Natural Resources and Land use in Birtley** |
| **New Words We Will Use and Understand**  Time zones, Greenwich Meridian, thematic map, land use, natural resources, land-use, population distribution |
| **What We Will Remember**  **-**The position and significance of the Prime/ Greenwich Meridian and time zones (including day and night)  - That countries around the world offer different natural resources  - Natural resources available in Birtley in the past and how this links to land-use  - Natural resources available in Birtley now and in the future  - How population distribution in our local area has changed over time  - Identify contour lines on a map and know this links to elevation |
| **What We Can Do**  - Use graphs and digital technologies to present and explain findings  - Use field work to observe, measure, record human and physical features of their local area  - Draw thematic maps based on given data  - Describe patterns when exploring land use and how they have changed  - Use medium scale OS maps  - Use less- common symbols on a medium scale OS map  - Use aerial photographs |
| **Additional Learning Opportunities**  Field work in local area |
| **Summer – Fair Trade** |
| **New Words We Will Use and Understand**  Import, Export, Fairtrade, natural disaster |
| **What We Will Remember**  - Our food supply comes from around the world  - Food produced depends on climate  - Farmers, who have contributed the least to climate change, are living with the worst effects  - Fairtrade supports farmers who work in conditions which could be describes as unfair  - The role of individuals, businesses and government in creating change |
| **What We Can Do**  - Ask geographical questions (what, where, who, why, how) to explore how the issues affect different groups of people in different ways  - Locate significant places linked to areas studied using maps, atlases, globes and computer/ digital mapping |
| **Additional Learning Opportunities**  Investigate where school food comes from and if it is Fairtrade |

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| **Year 6** |
| **Autumn – The United Kingdom and its Counties** |
| **New Words We Will Use and Understand**  County, land-use, six figure grid reference, eastings, northings, topography, mining, change, demand, fossil fuels |
| **What We Will Remember**  - How to locate points using six figure grid references  -The names and locations of counties in North - East England  - The key topographical features of these counties including hills, mountains, coasts and rivers  - Land-use patterns of Birtley and the surrounding area and how some of these aspects have changed over time (coal mining)  - Make predictions about how land–use may change in the future |
| **What We Can Do**  - Use index and contents page within an atlas  - Locate counties and cities in the United Kingdom using KS2 atlases and digital mapping  - Ask and answer geographical questions (what, where, who, why, how) to form their own opinions about geographical issues  - Use fieldwork to observe, measure and record physical and human features in their local area  - Use graphs and digital technologies to present, analyse and explain findings  - Compare aerial photographs and OS maps over time |
| **Additional Learning Opportunities**  Fieldwork in local area |
| **Spring – Renewable Energy** |
| **New Words We Will Use and Understand**  Energy, national park, renewable, fossil fuels, hydro power, solar power, wind power, wind farm, reservoir, hydro-electric, longitude, latitude |
| **What We Will Remember**  - The significance of latitude and longitude  - Examples of renewable and non-renewable energy found around the world  - How land-use in Kielder National Park has changed over time and how attitudes towards this may have differed  - Kielder Water is the location of England’s largest hydro-electric plant  - How to create complex keys |
| **What We Can Do**  - Compare aerial photographs and maps over time  - Ask and answer geographical questions (what, where, who, why, how) to form their own opinions about geographical issues  - Use graphs and digital technologies to present, analyse and explain findings |
| **Additional Learning Opportunities**  Explore different ways school is powered |
| **Summer – Earthquakes and Volcanoes** |
| **New Words We Will Use and Understand**  Plate boundaries, epicentre, shockwaves, seismic waves, magnitude, Richter scale, thematic maps, San Andreas Fault, volcano, magma, erupt, dormant, extinct, active, ring of fire, crust, mantle, inner core, outer core, tectonic plates, eruption cloud, magma chamber, man vent, crater |
| **What We Will Remember**  **-**The Earth is made up of several layers  - The Earth’s crust is not solid and is made up of tectonic plates that move  - The role of tectonic plates in causing earthquakes and forming volcanoes  - There are different magnitudes of earthquakes and this affects communities differently  - The location of some volcanic areas around the world including Mount Vesuvius  - That people live near volcanoes areas where earthquakes commonly occur for different reasons |
| **What We Can Do**  - Compare aerial photographs and maps over time  - Use maps, atlases, globes and computer/digital mapping to locate and describe features studied  - Ask and answer geographical questions (what, where, who, why, how) to form their own opinions about geographical issues  - Create their own thematic maps based on own data  - Locate volcanoes and areas where earthquakes commonly occur around the world  - Use globes |
| **Additional Learning Opportunities**  Learn about the charity Earthquake Relief  Present learning to an audience |