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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** |
| **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 local city, town and village  - Birtley is in a town in the north-east of England |
| **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 Great Britain’s capital cities  - The four compass directions  - Directional language that allows us to describe routes on a map |
| **Additional Learning Opportunities**  Learn about traditional foods eaten in the countries  Learn about key traditions and cultures |
| **Summer – Local Study** |
| **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 and location of local seaside towns  - That weather changes during seasons  - That weather can differ across the United Kingdom |
| **Additional Learning Opportunities**  Visit to Tynemouth |

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| **Year 2** |
| **Autumn – United Kingdom** |
| **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  - That each country in the United Kingdom has their own characteristics and identity  - The location and names of seas around the United Kingdom  - Aspects of human and physical geography that can be found in the four countries of the United Kingdom  - How to make a basic map of our school using keys |
| **Additional Learning Opportunities**  Learn about capital cities from around the world |
| **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 locations of the seven continents  - The names and locations of the five oceans  - The location of the equator, North Pole and South Pole  - How weather patterns different depending on how close a country is to the equator or poles |
| **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 the North-East of England |
| **Additional Learning Opportunities**  Connect with school in Kenya to find out about daily life |

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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 the countries in Europe on a map and their capital cities including Italy  - The climate zones and vegetations belts across 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 of England and a region in Italy  - That there are similarities and differences of types of economic activity, including trade links, in the North-East of England and a region in Italy |
| **Additional Learning Opportunities**  Field work in local area  Create links to school in Italy |
| **Spring – Volcanoes** |
| **New Words We Will Use and Understand**  Volcano, magma, erupt, dormant, extinct, active, ring of fire, crust, mantle, inner core, outer core, tectonic plates, eruption cloud, magma chamber, man vent, crator |
| **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  - Volcanoes are caused by the movement of tectonic plates and the process that causes volcanoes to erupt  - The location of volcanoes around the world including Mount Vesuvius  - That people live near volcanoes for different reasons |
| **Additional Learning Opportunities**  Link to Art and Design and Design and Technology – create a volcano |
| **Summer - Field Work** |
| **New Words We Will Use and Understand**  Grid referece, miles, kilometeres, compass, north-east, south-east, north-west, south-west |
| **What We Will Remember**  **-** The eight points of a compass and how to use four figure grid references to locate places across the United Kingdom and Italy  - 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/ picture and they are used for different purposes  - How to use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps |
| **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 countries and capital cities of South America including Brazil  - Key physical and human features of Brazil such as longest river, highest mountain, cities, landmarks  - What the climate is like in Brazil and the location of 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 |
| **Additional Learning Opportunities**  Link to Brazilian school |
| **Spring – Map Skills** |
| **New Words We Will Use and Understand**  Contents, oblique, aerial, scale |
| **What We Will Remember**  **-** How to use a six-figure grid reference  - How to use the contents of an atlas  - How to use a scale to reasonably estimate distances and how to create their own scale bar  - The difference between oblique and aerial views  - How to compare the context & purpose (reliability) of different photographs |
| **Additional Learning Opportunities**  Use map skills in local area |
| **Summer – Rivers and the Water Cycle** |
| **New Words We Will Use and Understand**  Condensation, evaporation, precipitation, run off, river, stream |
| **What We Will Remember**  **-** The stages of the water cycle  - How clouds are formed and names for different types of clouds  - 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 |
| **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 in North America and their capital cities  - 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 |
| **Additional Learning Opportunities**  Learn about charity work such as The American Red Cross and Wildfire Appeal who support the effects of fires |
| **Spring – Map Skills** |
| **New Words We Will Use and Understand**  Time zones, latitude, longitude, Greenwich Meridian, thematic map |
| **What We Will Remember**  **-** The position and significance of the Prime/ Greenwich Meridian and time zones (including day and night)  - Relate differently-scaled maps to each other  - Uses of thematic maps for reference and start to draw thematic maps  - How to group observations and data into complex tables, diagrams and flow charts  - How to use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans and graphs |
| **Additional Learning Opportunities**  Field work in local area |
| **Summer - 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 |
| **What We Will Remember**  **-** The location of mountain ranges around the world including those located in America  - The location of mountain ranges in the UK  - The features of mountains  - The process that allows mountains to form  - That mountain destinations are used for tourism |
| **Additional Learning Opportunities**  Links to Science and the animals who live in the mountains and why they are adapted to live there  Learn about Mountain Rescue |

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| **Year 6** |
| **Autumn – The United Kingdom and its Counties** |
| **New Words We Will Use and Understand**  County, land-use |
| **What We Will Remember**  **-** The names and locations of major counties in northern 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  - How land-use in Kielder National Park has changed over time  - The name and location of remaining counties and major cities in the United Kingdom |
| **Additional Learning Opportunities**  Trip to Kielder National Park |
| **Spring – Map Skills** |
| **New Words We Will Use and Understand**  Distribution maps |
| **What We Will Remember**  **-** How to use field work 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  - How to create complex keys  - Know that different types of maps may show prejudices  - Know how to use knowledge of climate zones to predict temperatures  - How distribution maps are used and how to create their own |
| **Additional Learning Opportunities**  Field work in local area |
| **Summer - Earthquakes** |
| **New Words We Will Use and Understand**  Plate boundaries, epicentre, shockwaves, seismic waves, magnitude, Richter scale |
| **What We Will Remember**  **-** Where earthquakes commonly occur and why  - The role of tectonic plates in causing earthquakes  - The structure of an earthquake  - There are different magnitudes of earthquakes and this affects communities differently  - The significance of the San Andreas fault on the landscape of California |
| **Additional Learning Opportunities**  Learn about the charity Earthquake Relief  Present learning to an audience |