



The Geography Curriculum at Brownlow Fold



Geography Contents Page

Purpose of Study	
Aims	
Curriculum Design/Subject Key Teaching Methodology/Strategies	
Oracy	
Knowing more and remembering more	
Teaching and Learning Pedagogy Principles of Direct Instruction at Brownlow Fold	
Adaptive Teaching Adapting the curriculum for pupils with SEND including the SEND Learning Environment Checklist	
Adapting the curriculum for pupils who are more able	
National Curriculum Subject Content	
Intent Implementation Impact	
Learning Beyond the Classroom	
Different types of Knowledge in Geography Locational Knowledge - Place Knowledge - Human and Physical Processes - Geographical Skills - Place Knowledge	

Substantive Knowledge: Established Facts Disciplinary Knowledge: Methods and Concepts	
Whole School Substantive Concepts/Golden Threads	
High quality resources and texts underpinning our curriculum	
Curriculum Long Term Plan	
Teaching Sequence	
Curriculum Conversation/Retrieval Practice	
Geography Curriculum End Points	
Geography Champions	
Progression in ▪ Locational Knowledge ▪ Place Knowledge ▪ Human and Physical Geography ▪ Geographical skills and fieldwork	
Progression in Map Work ▪ Positional Language ▪ Drawing Maps ▪ Representation on maps ▪ Using Maps	
Progression in Enquiry based fieldwork skills ▪ Planning ▪ Collecting Data ▪ Reflecting and Evaluating	
Career Opportunities	

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 frameworks 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

Pupils 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

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills, and the Bottom 20% in Reading

Foundational Knowledge

Our curriculum is built on the principle that secure foundational knowledge underpins all future learning. In the primary phase, this means giving children repeated opportunities to acquire, revisit, and apply core concepts across English and the wider curriculum. We sequence learning so that pupils develop strong recall and understanding of essential subject knowledge, ensuring that no child is left behind in the building blocks of literacy.

Basic Skills

The teaching of basic skills particularly early reading, phonics, vocabulary development, spelling, and handwriting is a non-negotiable priority. We recognise that fluency in these skills is essential to accessing the broader curriculum. High expectations, consistent routines, and carefully structured practice ensure that pupils not only acquire these skills but also gain confidence in using them independently and across subjects.

Addressing the Needs of the Bottom 20% in Reading in Geography

At Brownlow Fold we place a particular emphasis on supporting the lowest 20% of readers. We offer targeted support for the bottom 20% in reading because fluency is essential for accessing the wider curriculum. Without secure reading skills, pupils risk falling behind across all subjects. Early identification and intervention ensure that children receive the support they need to close gaps, build confidence, and develop positive attitudes towards reading.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** to monitor pupils' understanding of geographical texts and identify specific barriers, such as unfamiliar vocabulary, reading stamina, or difficulty interpreting maps and diagrams.
- **Structured interventions**, including pre-teaching key geographical language, using visual supports, and breaking down texts into manageable chunks to build confidence and understanding.
- **Deployment of skilled adults** to deliver small-group or one-to-one support, enabling pupils to access geographical content through guided reading and discussion.
- **Building motivation and interest** by using accessible, engaging geography resources—such as high-quality picture books, maps, and real-world case studies—that spark curiosity and help pupils connect with the world around them.

We recognise that pupils in the bottom 20% for reading may face additional barriers in accessing geography. To ensure equity, we provide targeted support so that weak reading does not limit progress. Key strategies focus on reducing language barriers, supporting comprehension of tasks, and ensuring that all pupils can access the curriculum with confidence.

To address this, we:

- Reduce language barriers by pre-teaching key vocabulary and concepts.
- Support comprehension through scaffolded tasks and visual aids.
- Adapt reading materials to ensure all pupils can engage with geographical content.
- Provide adult support during reading-heavy tasks to build confidence and understanding.

This targeted approach ensures that all pupils, regardless of reading ability, can make meaningful progress in and fully engage with the subject.

Equity and Excellence

Our strategy reflects a moral and professional commitment to equity. We know that reading is the gateway to the curriculum, and we are determined to close the gap for vulnerable learners. By prioritising foundational knowledge, embedding basic skills, and investing in the progress of the bottom 20% of readers, we ensure that every child leaves primary education equipped for the next stage of learning.

Curriculum Design/Geography Key Teaching Methodology/Strategies

Our Geography curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in pupils' memory. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer **vocabulary** base when they access a broad curriculum, and this is very important to their future success.

We have differentiated between three tiers of language:

- **Tier 1 vocabulary:** Everyday words, which might need to be taught explicitly, such as 'good', 'child' or 'Sunday'.
- **Tier 2 vocabulary:** Words which appear across the curriculum but less commonly in everyday speech, such as 'examine', 'deceive' or 'forthright'.
- **Tier 3 vocabulary:** Words which are specific to a subject: for example, in science, pupils need to grasp the scientific meaning of terms such as 'evaporation.'

In our curriculum plans we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning. In designing our geography curriculum, teachers and learners use a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from **pre-learning tasks** and our school context, a series of **subsidiary questions** are then asked. **Pre-learning** tasks ensure that our pupils are given the opportunity to share what they think they already know about a particular topic. Well-planned pre-learning tasks inform teachers of any misconceptions pupils may have. Teachers introduce the ambitious end goal/outcome of the lesson/unit, making explicit how the small step fits into the wider learning journey. **Knowledge components** are shared, which ensures pupils know how they will achieve their outcome by the end of the lesson. Subject specific enrichment opportunities are provided both inside and outside of school and ensures the pupils perceive themselves as 'geographers'

We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. **Key concepts/knowledge** are explored and developed within a framework of what the pupils already know, building over time.

We use the ten evidence-based Principles of Direct Instruction (Rosenshine) to build schema through carefully sequenced **component tasks** leading to **composite tasks**. Teachers model and develop key knowledge using the "I do, we do, you do" pedagogical structure. Teachers check **key knowledge** has been retained to the working memory at the end of every lesson, through the use of key questioning. Each unit enables teachers to develop the pupil's **disciplinary knowledge** of thinking, communicating and investigating like a geographer and to practise and develop their **procedural knowledge** regularly. **Retrieval practice** provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

The Importance of Retrieval Practice

Retrieval practice — the act of recalling previously learned information — is one of the most effective strategies for strengthening memory and improving long-term learning. Research shows that knowledge is forgotten rapidly if not revisited, a process described by **Ebbinghaus' Forgetting Curve**, which illustrates how retention drops steeply over time without reinforcement. Retrieval interrupts this decline: every time pupils recall information, the memory trace strengthens, making it easier to access in the future. This not only improves recall but also helps pupils transfer knowledge to new situations. At Brownlow Fold, **retrieval practice is a high priority across all areas of the curriculum**. We believe that remembering more leads to knowing more, and we have embedded strategies to ensure pupils revisit and apply prior learning regularly.

Whole-School Approaches

Retrieval Alley

To support retrieval, we have created a **Retrieval Alley** – a corridor that acts as a “memory chamber,” bringing key learning to the forefront of pupils’ minds. Each half term, one year group fills the alley with essential knowledge in an interactive way. Other classes create their own ‘mini chambers or displays within their classrooms’, ensuring retrieval is embedded throughout the school. Each class has a ‘**Key Knowledge Box**’ containing essential facts, concepts, and vocabulary pupils are expected to retain. These boxes provide clarity on core learning, strengthen long-term retention, and ensure curriculum continuity across the school

Autumn One – Year Four Memory Chamber Autumn Two - Year Five Memory Chamber	Spring One - Year Six Memory Chamber Spring Two - Year Three Memory Chamber	Summer One - Year Two Memory Chamber Summer Two - Year One Memory Chamber
--	--	--



Brownlow Time Traveller

To strengthen retrieval practice across the curriculum each class awards a 'Time Traveller of the Week' certificate. Pupils revisit prior learning (travelling back in time).

Teachers look for children who:

- Deliberately connect current lessons to previous units
- Recall key facts, vocabulary and methods with increasing accuracy
- Explain how their prior knowledge helped them today
- Show effort and a positive attitude during retrieval activities

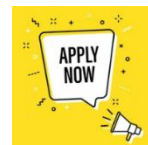
Curriculum-Based Retrieval

- **Green for Growth Checks:** At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.
- **Knowledge Organisers:** Each unit (subject dependent) is supported by a knowledge organiser that highlights the **Key Knowledge** in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.

- The **Learning Cycle (Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.

Curriculum-Based Retrieval

- **Green for Growth Checks:** At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.
- **Knowledge Organisers:** Each unit (subject dependent) is supported by a knowledge organiser that highlights the **Key Knowledge** in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.
- The **Learning Cycle (Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.

Link	Learn	Know	Retrieve	Apply
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

Knowing more and remembering more

All teachers follow this approach which supports the consolidation of prior knowledge and the incremental development of new knowledge. Brownlow is Brilliant (whole school PP) is shared daily with children and is an opportunity for the children to retrieve key learning. Timetabled retrieval lessons also focus on retrieving learning from the previous term. School have purchased LBQ questions which are low stakes quizzes which assess the children's knowledge of the key curriculum content. Pupils use ipads to answer questions and progress at their own pace. Teachers gain immediate feedback and live analysis that supports assessment and future planning.

Retrieval curriculum conversations also take place in mixed year groups with a subject focus once every half term. This provides opportunities for pupils to discuss their learning, from previous year groups, learn about future learning, consolidate their understanding and strengthen their recall.

These approaches ensure pupils are consistently **learning, knowing, retrieving, and applying** knowledge, making connections across the curriculum and strengthening long-term memory.

Within our Geography curriculum, retrieval practice is embedded systematically to ensure that pupils revisit and recall prior learning regularly and purposefully. Our approach is designed to make learning "stick" by helping pupils move key knowledge from their short-term to long-term memory, enabling them to make meaningful connections across historical periods and themes.

Aims of Retrieval Practice in Geography

- To secure foundational knowledge of key geographical concepts, processes, places, and environments.
- To promote ongoing learning by revisiting physical and human geography content at regular intervals.
- To improve pupils' ability to make connections across geographical topics, maps and regions.
- To ensure that all pupils, including those with lower prior attainment or barriers to reading, can recall and apply key geographical knowledge with confidence.

Key strategies

Regular, Structured Retrieval Opportunities

- Lessons begin with short retrieval tasks such as recap questions, true/false statements, and quick quizzes focused on geographical knowledge.
- Retrieval includes content from both current and previous geography units to promote spaced practice and interleaving across topics such as physical and human geography.
- Each unit is supported by a knowledge organiser outlining key geographical facts, vocabulary, processes, and case study details.
- Knowledge organisers are used to support home learning, guided practice, and independent revision.
- Retrieval grids allow pupils to recall information from a range of geographical topics studied over time, helping to strengthen long-term memory.
- Interactive games and challenges (e.g., map-based quizzes, terminology match-ups) support engagement and reinforce learning in a fun, accessible way.
- Retrieval tasks provide valuable insight into pupils' retention and understanding, informing teacher assessment.
- Gaps identified through retrieval activities are addressed through responsive teaching and targeted support to ensure progress for all learners.

Oracy

At Brownlow Fold, we view **oracy** as a fundamental skill that underpins learning, social development, and future success. Through deliberate teaching across all subjects, pupils are supported to develop strong speaking and listening skills, use vocabulary and grammar accurately, and communicate with clarity and respect. Oracy at Brownlow Fold not only supports academic achievement, critical thinking, and deeper understanding, but also builds confidence, empathy, and positive relationships. By providing language-rich experiences, we help close attainment gaps, ensuring every child has the opportunity to thrive in school and beyond.

In **Geography**, our aim is to nurture independence, curiosity, and a deep understanding of the world through high-quality Geography teaching. We strive to develop young geographers who can not only recall key facts about places, processes, and environments, but also ask thoughtful questions, interpret geographical information, and explain spatial patterns and interactions with confidence.

We use '**Talk like a Geographer**' across the curriculum to enable pupils to articulate their thinking clearly and use accurate geographical vocabulary and terminology. Through this approach, pupils learn to speak, write, and think like geographers — developing the ability to describe and explain physical and human processes, analyse data and sources such as maps and graphs, and explore issues from local to global scales.

Our teaching encourages pupils to build resilience in their learning, consider different perspectives on global issues, and make connections between people, places, and environments — helping them to better understand the complexity of the world around them and their role within it.

TALK LIKE A ... GEOGRAPHER 1

STATE YOUR POINT → **CAUSE AND EFFECT**

I think that ... Therefore... so ...
I believe ... As a result ...

→ **EVIDENCE**

It is similar because ... I know this because ...
It is different because ...

IMPACT

POSITIVE 👍 This is positive for ... because ...
This is a benefit for ... because ...

NEGATIVE 👎 This is damaging for ... because ...
This is a disadvantage for ... because ...

compare Similarly ...
In the same way ...

... and ... are the same because ...

contrast however
In contrast ...

... and ... are different because ...

Key Vocabulary:

TALK LIKE A ... GEOGRAPHER 2

STATE YOUR POINT → **CAUSE AND EFFECT**

I think that ... In my opinion ... Therefore... so ... Thus ...
I believe ... In my view ... As a result ... Consequently ...

→ **EVIDENCE**

It is similar because ... This results in ...
It is different because ... I know this because ...
... suggests that ... Demonstrated by ... I have observed ...

IMPACT

POSITIVE 👍 This is positive for ... because ...
This is a benefit for ... because ...
This is an advantage for ... because ...
The main advantage is ...

NEGATIVE 👎 This is damaging for ... because ...
This is a disadvantage for ... because ...
The problems caused are ...
The main disadvantage is ...

compare Similarly ...
Likewise ...
Equally ...
In the same way ...

... and ... are the same because ...

contrast however
In contrast ...
On the other hand ...

... and ... are different because ...

Key Vocabulary:

At Brownlow Fold, we believe that **Geography** should be more than simply learning place names or geographical facts — it should be about developing children as critical, reflective thinkers, further supporting our whole-school focus on **Oracy**. Asking children to “prove it” by explaining their reasoning, or responding to prompts such as “How do you know?” and “Can you explain?” is a powerful teaching strategy that supports this vision. This approach shifts the focus from fact-recall to **deeper thinking, reasoning, and geographical communication**. It encourages children to make sense of the world around them, articulate their understanding of processes and patterns, and fully engage in the process of **geographical enquiry** rather than just memorising content.

By embedding purposeful questioning into our geography teaching, we:

- **Develop critical thinking skills** – enabling children to analyse data, weigh up evidence, identify patterns, and make informed decisions.
- **Deepen geographical understanding** – ensuring pupils understand the causes, interactions, and consequences of physical and human processes, not just what or where something is.
- **Promote geographical talk** – helping learners use and apply precise geographical vocabulary when discussing issues, trends, and spatial relationships.
- **Encourage multiple perspectives** – helping children understand that people may see geographical issues differently depending on things like their environment, job, or way of life.
- **Support formative assessment** – giving teacher’s valuable insight into pupils’ understanding, misconceptions, and developing geographical thinking.

Progression of Geographical Thinking and Oracy Questions (EYFS – Year 6)

Supporting confident, reflective, and articulate geographers.

EYFS – Understanding the World: People, Culture and Communities / The Natural World

Focus: Developing awareness of place, environment, and the world around them through observation, stories, and personal experiences

- Where do we live? What can you see outside your window?
- How is the weather today? How does it feel?
- What is the same and what is different about this place?
- Have you ever been to the seaside/the countryside/a big city? What did you see?
- What do you notice about maps, globes, or pictures of different places?
- What clothes would you wear in hot or cold places?

Promotes: Early geographical vocabulary, observation skills, comparing environments, using full sentences, and building an awareness of place and features.

Year 1 – Exploring Places and Environments

- What can you see in our local area? What places do you know here?
- How is this place the same or different from another place?
- What are the physical features (like hills or rivers)? What are the human features (like houses or shops)?
- How do people use this place?
- Can you describe the journey from home to school?
- What would you pack for a trip to a hot or cold country? Why?

Promotes: Understanding of place, basic geographical vocabulary, comparing environments, map skills, and observational language.

Year 2 – Place knowledge and geographical similarities and differences

- Can you name the seven continents and five oceans?
- What continent is closest to the UK?
- What is the same about Bolton and Beijing?
- What is different between Bolton and Beijing?
- Why do people still visit the coast today?
- What human and physical features can you see in Bolton?
- What would you see at the coast that you don't see in Bolton?

Promotes: Geographical vocabulary development, explanation skills, curiosity about the wider world, questioning using visual clues.

Year 3 – Exploring Places and Environments

- What human and physical features can you find on a map of Europe?
- How is a city different from a mountain or river?
- What kind of weather would you expect in Snowdonia and the Alps?
- Would you rather visit Snowdonia or the Alps? Why?
- What happens to the land when a volcano erupts or an earthquake strikes?
- How do volcanoes and earthquakes affect the people who live nearby?

Promotes: Increased geographical oracy, use of subject-specific language, map reading and interpretation skills, empathy and perspective-talking.

Year 4 – Biomes, Mediterranean and mapwork

- What is a biome?
- How do animals and plants survive in extreme climates?
- How do the landscapes of the UK and Mediterranean differ?
- How do people use the land in both regions?
- What do ordnance survey symbols and grid references tell us?
- Can you describe a route using 4-figure and 6-figure grid references
- What physical and human features can we observe in Rivington?

Promotes: Geographical oracy, comparative reasoning, personal expression, fieldwork communication, teamwork and discussion skills, confident use of mapping language.

Year 5 – Settlements, fieldwork and the Amazon Rainforest.

- What is the difference between weather and climate?
- What is the climate like in Scandinavia compared to Britain?
- What symbols and grid references can help us explore a place like Barrow Bridge?
- How has Barrow Bridge changed over time?
- What human and natural processes have affected this place?
- How do humans use the rainforest, and what are the effects of this?
- Why is the Amazon rainforest important for the world?

Promotes: Geographical oracy, critical and reflective thinking, confident use of geographical terms, comparative talk, and collaborative discussion.

Year 6 – Our world, places, trade and change.

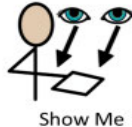
- What are latitude and longitude, and why are they important?
- Where is the Equator, and how does it affect climate?
- What is Fairtrade, and why is it important?
- How can our choices as consumers affect people in other countries?
- What are renewable and non-renewable resources?
- How could land be used more sustainably in the future?

Promotes: Confident use of geographical oracy, clear and confident communication, fieldwork presentation skills, discussion and debate, real-world application of geography, teamwork and communication.

Teaching and Learning Pedagogy

Principles of Direct Instruction at Brownlow Fold

At Brownlow Fold, our teaching is underpinned by the **Principles of Direct Instruction**: clear modelling, guided practice, frequent checking for understanding, and scaffolded support. Our History aligns closely with these principles, ensuring consistency across our whole-school approach.

Review: Each lesson contains a short review of previous learning to strengthen connections and recall. 	Modelling & Explanations: Models and worked examples are provided to demonstrate learning in action (I DO) 	Guided Practice: Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	Checking for Understanding: The teachers continuously check for understanding by asking questions and giving feedback. 	Independent Practice: The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
Small Steps: New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	Questioning: Children are asked lots of questions and responses checked for pupil understanding. 	Scaffolding: The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	High Success Rate: Aim for a high success rate during instruction to build confidence and to promote motivation. 	Review: The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 

Geography presents unique challenges, requiring pupils to understand complex concepts like spatial awareness, human-environment interaction, and data interpretation. **Rosenshine's principles** provide a clear, structured approach to teaching geography that helps break down these complexities into manageable steps. By carefully sequencing new material, modelling geographical thinking, and providing frequent opportunities for guided and independent practice, we ensure pupils build deep conceptual understanding and strong analytical skills.

Crucially, the principles also encourage purposeful questioning and regular checks for understanding—strategies that align with our emphasis on oracy and encouraging pupils to explain and justify their geographical ideas. This approach enables us to develop not just knowledge of geography, but the ability to communicate and apply geographical understanding clearly and confidently.

Begin with a Clear Learning Goal

- In geography, this means clearly stating what pupils will know or be able to do by the end of the lesson — for example, *“By the end of today, you will be able to describe how coastal erosion shapes the landscape.”*
- This helps pupils focus on the key geographical concepts or skills (e.g., processes, patterns, human impact, or data interpretation).

Review Previous Learning

- Geography builds cumulatively (e.g., understanding river processes helps with learning about flood management).
- Begin lessons by revisiting prior knowledge, like key terminology, maps, or case study locations, to connect new content with what’s already known.
- This supports strong schema development, important for interpreting data and understanding complex systems.

Present New Material in Small Steps with Clear Examples

- Break down geographical topics into manageable chunks (e.g., first exploring the causes of deforestation before the impacts).
- Use clear, concrete examples—maps, diagrams, climate graphs, or real-world case studies.
- This scaffolding helps pupils grasp difficult processes or spatial relationships before moving to evaluation or application.

Provide Guided Practice

- After introducing new ideas, work through examples with the class: e.g., annotating a climate graph together, interpreting a choropleth map.
- Model geographical thinking aloud: *“This area receives high rainfall and is near the equator, so I would expect tropical rainforest vegetation here.”*
- This reduces cognitive load and builds confidence in applying geographical knowledge.

Check for Understanding Frequently

- Use targeted questioning (like *“What evidence supports that?”* or *“Can you explain that pattern?”*) to assess if pupils are grasping concepts.
- Quick map quizzes, exit tickets, or short discussions reveal misconceptions early.
- This allows for immediate clarification or teaching again.

Obtain High Success Rates

- Aim for pupils to succeed on most tasks to build confidence.
- Scaffold tasks (e.g., sentence starters for describing patterns, step-by-step graph analysis).
- Celebrate small wins, such as accurately locating places or explaining a process clearly, to keep engagement high.

Provide Scaffolds and Support as Needed

- Use graphic organisers like climate zone charts, process diagrams (e.g., the water cycle), or structured comparison tables for case studies.
- Provide vocabulary lists of key geographical terms and sentence stems to support oracy and extended writing.
- Gradually remove supports as pupils become more independent geographers.

Independent Practice

- Give pupils opportunities to apply skills on their own, e.g., writing an explanation of a geographical process, interpreting a data set, or comparing two case studies.
- This consolidation is key to long-term learning and helps pupils apply knowledge across topics.

Weekly and Monthly Review

- Regularly revisit key geographical facts, concepts, and skills to move knowledge into long-term memory.
- Use retrieval practice strategies like map-based quizzes, case study recaps, or mini-presentations.

Adapting the Curriculum for Pupils with SEND in Geography

Key Teaching Strategies Used to Support SEND Pupils:

- Artefacts, models (e.g., globes, landform models) and photographs are labelled and accessible.
- Larger print maps and atlases are provided for pupils with visual difficulties.
- Symbols are used to identify specific geographical vocabulary (e.g., mountains, rivers, cities).
- Visual geographical timelines and progression maps (e.g., natural disaster sequences, migration patterns) are used.
- Word banks are created and geographical vocabulary is introduced, revisited and displayed regularly.
- Digital resources (e.g., interactive maps, weather simulations, virtual fieldwork) are used to reinforce and revisit prior learning.
- Accessible geography displays are created, linked to the current topic or enquiry question (e.g., climate zones, map skills, local area study).
- Geographical explanations are scaffolded using structures such as:
 - "This tells me..."
 - "Both sources..."
 - "In this picture I see..."
- WAGOLs (What a Good One Looks Like) and writing frames are provided.

Adapting the curriculum for pupils who are more able in Geography

Key teaching strategies used to support provision for more able pupils:

- Task design: Teachers ensure the right pitch with appropriate challenge to engage pupils, i.e. tasks make them think, not merely do.
- Cutaway: Teachers determine if 'more able' pupils need all of the direct instruction for part of every lesson i.e. they may start the work earlier than the rest of the class.
- Adaptations: task, outcome, resources, how the pupils are grouped etc.
- Ongoing dialogue: Metacognitive approaches are used encouraging the children to reflect on their learning and make decisions
- Applying learning: Time to apply learning in a different context or extend learning, going sideways rather than always upwards.
- Working with others: Pair and group work.
- Beyond the classroom: Opportunities sought beyond the classroom

Statutory Subject Content

EYFS	Key Stage One	Key Stage Two
Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 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 to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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.	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.	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 Geographical skills and fieldwork

	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.	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
--	--	--

Intent

At Brownlow Fold our Geography curriculum matches the scope and ambition of the national curriculum. It is designed to foster our pupil's natural curiosity and awe of the world around them, whilst embedding knowledge and skills that will be beneficial to them beyond their years at Brownlow. We place importance upon helping our pupils to become geographers: thinking and acting as geographers do, asking questions, discussing and investigating the topics covered. Brownlow pupils explore a range of places, from the local area to the wider world, developing their understanding of both human and physical processes. We also aim for pupils to become confident using key geographical skills across a range of contexts. Pupils have the opportunity to collect and analyse data, interpret geographical information (maps, globes, climate data etc.) and to communicate their knowledge in a variety of ways.

A geographer at Brownlow Fold:

- is curious about places and the people who live there
- identifies the defining physical and human characteristics of places
- examines how humans and the natural environment interact and influence each other
- explores where the Earth's features are found, why they are there, and how they develop and change over time
- asks questions and investigates lines of enquiry
- shares what they have learned

Geography is clearly taught in the curriculum, in its own right, from the early years to the end of KS2. Our curriculum specifies the knowledge taught through place knowledge, locational knowledge, human, physical and environmental knowledge and geographical skills. Links with other subjects in school strengthen pupils' achievement in geography. The geography curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

The curriculum plans show a balance of physical geography and human geography with reference to real places. Procedural knowledge (the knowledge of how to use geographical skills) is planned for so teachers know when to teach different aspects of procedural knowledge and how pupils can become more skilled in applying it. Fieldwork is organised and well planned and develops pupils' ability to collect, analyse and interpret first hand evidence. The children know how to apply their geographical knowledge and fieldwork skills. We ensure each year group has many opportunities to learn through external visitors who come into school and expose children to

geography beyond the classroom. We also provide a range of opportunities for geographical visits and fieldwork to take place whether this be in our local area or further afield. These experiences all link to our bespoke curriculum and give our children a further insight into how their learning can be applied into a range of contexts.

Implementation

Children's geographical learning starts in the early years when they begin to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment. Enquiry and exploration are central to all aspects of the EYFS, and form the foundations for future geographical learning. Much of this learning takes place through play and discussion and through the sharing of carefully selected literature and the development of children's speaking and listening capacity. Through the specific area of learning, 'Understanding the World', children are supported to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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;
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

In Years 1 and 2, children begin to develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They learn about weather patterns in the United Kingdom and hot and cold areas of the world. They use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills. The sequence of UK regions is taught in an order that makes sense relative to the location of the school and home, focusing on the children's local area.

In Years 3 to 6, the geography curriculum builds and expands on previous knowledge. Children's locational knowledge is developed examining latitude, longitude and time zones. Children use maps to focus on Europe, North and South America, concentrating on regions, key physical / human characteristics, countries and major cities. Children also work on locating the counties and cities of the United Kingdom, and begin to explore their human and physical characteristics. Children also examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country and with a region in South America. For human and physical geography, children are taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.

A range of resources are used regularly and very effectively to explore a wide range of geographical topics at a range of scales and across a variety of places. Pupils are engaged, and places are brought to life with the aid of multimedia resources. Work in lessons builds on previous learning to ensure progression in geography. Pupils are interested, and a sense of wonder is stimulated by staff through tasks which also help them to make sense of a complex and dynamically changing world. Maps, at a variety of scales, are used and are an intrinsic part of learning in geography. This ensures that pupils have good spatial awareness and are secure in their ability to locate the places they are studying. Very effective use is made of ICT and Geographical Information Systems to promote learning and enable pupils to use data and information sources to

search and select, organise and investigate, and refine and present information skilfully and independently. All Brownlow staff have high expectations and a high level of confidence and expertise, in terms of both their specialist and up-to-date knowledge and their understanding of effective learning in the subject. All teaching ensures that pupils are able to make use of their prior learning in moving their geographical understanding forward. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary.

Geography is promoted throughout our core lessons at Brownlow which means knowledge and vocabulary is consistently being revisited throughout the curriculum. We use high quality fiction and non-fiction texts to inspire our children to create high quality pieces of writing, encourage the love of reading and embed their skills further. These texts are chosen so that they are accessible and engaging for all children within the class. Children have access to a range of fabulous resources which are used to support learning. Each year group has access to maps, posters, texts and artefacts linked to each of their topics

Learning Beyond the classroom

Within the geography curriculum each year group has opportunities to learn through external visitors who come into school and expose the children to Geography beyond the classroom. We also provide a range of opportunities for Geographical fieldwork to take place whether this be in the local area or further afield. These experiences all link to our bespoke curriculum and give our children a further insight into how their learning can be applied into a range of contexts. Children put their geographical knowledge, vocabulary and exploration skills into action following in class research. They have participated in a virtual reality day linked to learning about the Amazon Rainforest. Pupils develop and refine their use and construction of maps, atlases and globes and pupils question the nature of people, places and the environment well. Primary sources are used to ensure authenticity of how places are represented.

In the **Early Years**, children begin their Geography journey through exploring environments to gain an initial understanding of the world around them.

Year 1 continue to carry out their local fieldwork exploring the different woodland areas in the school grounds to observe physical features.

Year 2 study the seaside, observing human and physical features, they take a trip to Lytham and gather information linked to this.

Year 3 utilise map reading skills and further develop their local knowledge through visiting the Fred Dibnah statue in Bolton town centre.

Year 4 focus on using Ordnance symbols and grid references to navigate around a simple map of Rivington.

Year 5 use their map skills and apply their geographical knowledge and fieldwork skills to explore Barrow Bridge

Year 6 take part in a residential where the children have complete orienteering tasks, map reading and other tactical games involving coordinates and identifying physical features.

Other Enrichment Opportunities: Children have the opportunity to take part in forest schools led by the Assistant head teacher.

Formal, summative assessment in Geography takes place at the end of each foundation subject assessment cycle stating whether children are Well Below, Below, Working Towards, Expected, Exceeding, Working above. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning

Impact

Our Geography curriculum is planned to demonstrate clear progression and children will develop the geographical knowledge and skills to enable them to explore, navigate and understand the world around them. Lessons are designed to shape inquisitive learners who aspire to research and explore new learning further. The impact of our curriculum is that children will be able to:

- 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 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.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

The vast majority of pupils are efficient when locating features on a map/globe or in an atlas and understand the locational context of places they study. Pupils have a good basis of core geographical knowledge and vocabulary and are increasingly proficient at collecting and presenting data. All Pupils geographical skills are increasing. The vast majority of our pupils apply their knowledge at different scales and in different contexts well. They are able to work independently when given the opportunity, taking the initiative in their work and when working with others. They demonstrate some originality, imagination or creativity in their subject work. All Brownlow pupils are evidenced to be making at least good progress in Geography, as there is monitoring evidence to support the view that pupils know, remember and are able to apply the defined knowledge and skills. Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques. The majority

of pupils enjoy the subject and can explain its value. Most are interested in the world around them and in contemporary issues in society and the environment and realise that geography helps us to understand them.

Different types of Knowledge in Geography

Locational Knowledge

The concept of Location helps pupils make sense of the world around them through knowing and understanding where places are and what features these places exhibit. They will use both directional language and locational language, and explore longitude and latitudes. Locational knowledge is identifying towns, cities, countries and landmarks in both the UK and wider world and begin to make comparisons between these features.

Key Stage 1

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

Key Stage 2

Locate the world's countries, using maps to focus on Europe (including 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)

Human and Physical Processes

The concept of human and physical processes begins with the identification of human and physical characteristics of a place (natural or man-made). As pupils develop their understanding of this concept, they begin to recognise how physical and human processes have impacted our world through topics such as climate change, extreme weather event and natural hazards of sustainability.

Key Stage 1

Identify seasonal and daily weather patterns in the United Kingdom and hot and cold areas of the world Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop

Key Stage 2

Describe and understand key aspects of: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills

Geographical skills are the necessary skills pupils use to think geographically. It encourages pupils to ask questions, find, organise and analyse information in order to find the answer to their questions. Fieldwork provides outdoor opportunities and allows pupils to enquire about places first hand. It is a chance to collect and analyse data to establish conclusions to enquiries.

Key Stage 1

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 and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map; 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

Key Stage 2

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

Place Knowledge

The concept of place involves understanding the characteristics of a location that is being studied. Within this subject, pupils will explore different place meanings and identities both locally and distant. They will study the physical and human features of a location, how it has changed over time and what significant events have happened to shape that place.

Pupils should understand geographical similarities and differences through studying the human and physical geography of

Key Stage 1

A small area of the United Kingdom a small area in a contrasting non-European country

Key Stage 2

A region of the United Kingdom a region in a European country a region within North or South America

Substantive Knowledge: Established Facts

Substantive knowledge is the collection of established facts within a subject. It's the content that our pupils **need** to know. For example in KS1 geography, substantive knowledge involves learning the names of the four seasons. Substantive knowledge is content-driven and focused on what we know. It's the "what" of a subject, providing

the foundational knowledge needed to understand the world. The substantive knowledge in **ORANGE BOLD** we consider to be essential substantive knowledge that we want our children to retain as they move through each year group to enable them to become experts.

Disciplinary Knowledge: Methods and Concepts

Disciplinary knowledge is the "how" of learning within a subject. It's not just the facts, but the methods, theories, concepts, and perspectives that are unique to a particular academic discipline. Disciplinary knowledge involves learning how experts in a subject field think, question, and build knowledge. The disciplinary knowledge in **BLUE BOLD** we consider to be essential disciplinary knowledge that we want our children to retain as they move through each year group to enable them to become experts.

Whole School Substantive Concepts/Golden Threads

We have identified the key concepts that run through our curriculum which supports both teachers with delivering learning in a more impactful way and children with developing links and making connections between prior, current and future learning. Below are the **'Golden Threads'** that feature in the Curriculum for Geography:

Mapping 'Mapping' is at the heart of what we teach in geography. Learning that maps can take many forms, be simple or complex and be used for different purposes is a crucial aspect of geography. From looking at simple plans in the Early Years to looking at OS maps and beyond, children need to develop their understanding of what maps are and how they can be used. Developing the skills to orientate maps, follow routines on maps, and locate specific landmarks and geographical locations is just the beginning. Can they use maps alongside aerial photographs and digital mapping resource such as Google Earth or Digi maps? All this leads to children developing their knowledge and skills to create their own maps and plans.	Trade Trade as a concept has evolved throughout history. The development of currency has played a key role in how trade works today, but what are the geographical reasons trade happens? Children need to understand what trade might look like within their locality or at a 'high-street' level. They are given opportunities to investigate how this looks in a broader sense across the country and at an international level. They consider the reasons for trading across the world. Do other factors come into it such as climate and the natural resources that are available in certain places? Supporting children in developing questions around this is key to increasing their knowledge of how trade works and to consider both the positive and negative impacts trade can have on a country and its people. Exploring what 'Fairtrade' means in year 6 and why it's important is a must.	Climate/Weather Across our world, the climate has a massive effect on everything – where we live, what we do and how we do it. There are so many extraordinary physical processes within our world for children to explore and develop an understanding of, whether it's the water cycle or how tectonic plates create mountains and the different biomes that exist. Investigating the impact of the climate on us is essential, but we also want children to explore the impact we have on the Earth's climate, too. Climate change is happening across the world. It has a direct impact on weather systems but also impacts other aspects of geography, such as tourism, trade, the economy and political discussions around it. Children will explore how sustainability can become part of our daily lives
Local Area Our world is full of geographical features, both physical and human, and children need the opportunity to explore them. Children investigate the geography on their doorstep. Encouraging children to explore our school grounds and where they live is a key part of understanding geography across the world. Children compare the human and physical features of our locality, developing an understanding of	Natural Environment The world is full of incredible geography that has existed and changed over time, beginning long before humans existed. Children should be encouraged to explore the natural world around them, the raw materials that the world produces, the physical process that create hills, mountains and volcanoes and the life that has evolved within different biomes and habitats. There are links with science here regarding what	Settlement Settlements are all around us, but why have they occurred? Over time, we have developed from nomadic individuals or tribes to bustling metropolitan cities in many places. There are towns and cities that are swallowing up smaller towns and villages, and growth is continuing as populations grow. Why have settlements been created in the places they exist? Why do they grow? Are there part of the world where

differences. By looking at how our locality has changed, children develop a more secure knowledge and understanding of the geography around them and why it exists. Once this grounding is in place, they can make broader comparisons with other locations, landmarks and geographical features across the world.	humans do with the resources within the natural environment, but it is also important to look at the impact nature has on us and the world. Children should investigate how humans have developed and changed the natural environment within their locality, considering the differences between villages, towns, cities and rural and urban areas.	settlements have remained small? Children need to develop understanding of the physical resource required to create and grow a settlement. They should also investigate the cultural, economic and political geography surrounding this and consider how technology has also contributed to our changing geographical landscape, allowing settlements to develop and expand.
--	---	--

Key Geographical Concept Progression

The key geographical concepts such as place, space, scale, diversity, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity are clearly embedded in the curriculum plans. Pupils are taught to understand the links between these ideas and make connections.

Place Progression				
EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: Places have names to help people describe where they are. Places can be different sizes and types.	Pupils build understanding that: A place is more than just a location, it is about how it looks, what is there and how it makes you feel. A place has different features that make it unique.	Pupils build understanding that: Landscape and surrounding environment are important parts of a place. No two places are exactly alike.	Pupils build understanding that: A 'place' encompasses distinctive features, landscape, community, and diversity. A 'place' is shaped by various factors including culture and shared experiences. As individuals, they are part of the process of shaping the place where they live. People's shared experiences of a place can help people to connect as a community. Places are interconnected, influencing and being influenced by other places.	Pupils build understanding that: Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. Factors such as socio-economic influences, historical context, and environmental impact can influence a place. The significance of different places may vary from person to person.

Space Progression				
EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: Things can be distributed or spread out across a space in different ways.	Pupils build understanding that: Patterns can be seen in the way features are distributed within a space.	Pupils build understanding that: How far apart features are in a space can be compared and contrasted.	Pupils build understanding that: The concept of space can be observed in various physical and human geographical features like landforms and urban areas. 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. Elements, such as information, goods and people, within a space relate to and influence each other.	Pupils build understanding that: 'Space' involves examining features and the relationships between them. Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors

Scale Progression

EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: Some places are bigger than others.	Pupils build understanding that: Some features of an environment are bigger or smaller than others.	Pupils build understanding 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). Maps are small - scale representations of a place.	Pupils build understanding that: Scale can refer to local, national, international and global. Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	Pupils build understanding that: Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. Geographers examine features and the relationships between them at different scales, depending on their intended outcome. The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

Diversity Progression

EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: People have different daily practices and ways of life.	Pupils build understanding that: There are many similarities and differences between the ways of life of people in different places.	Pupils build understanding that: That similarities and differences between environments can contribute to cultural diversity.	Pupils build understanding that: They are part of a local, national and global community. 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.	Pupils build understanding that: That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. Different perspectives can provide different ways of understanding and interpreting the world.

Interdependence Progression

EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: Aspects of our world are connected.	Pupils build understanding that: Features and people are connected and rely on each other.	Pupils build understanding that: People, places, environments and processes are connected and can affect each other.	Pupils build understanding that: Changes or events in one location can affect another, regardless of distance. Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.	Pupils build understanding that: More complex interdependencies exist, such as how the economy of one place can affect another. Interdependence shapes our world, such as how trade connects different countries

Physical Processes Progression

EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: The physical environment changes over time.	Pupils build understanding that: Humans can have an impact on our surroundings.	Pupils build understanding that: Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community	Pupils build understanding that: Physical changes and human influences like urban growth can change the landscape of an area. 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.	Pupils build understanding that: Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Human Processes Progression

EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: There are differences between human and physical processes	Pupils build understanding that: Humans can have an impact on our surroundings.	Pupils build understanding that: Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.	Pupils build understanding that: Physical changes and human influences like urban growth can change the landscape of an area. 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.	Pupils build understanding that: Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment

Environmental Impact Sustainable Development Progression

EYFS	Year One	Year Two	Year Three/Year Four	Year Five/Year Six
Pupils build understanding that: Taking care of our environment is important and there are ways we can help do this.	Pupils build understanding that: Human activities can impact the environment in many ways and there are things we can do to care for the world around us.	Pupils build understanding that: Human activities can have a positive or negative impact on the environment.	Pupils build understanding that: Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. The impact of human activities on ecosystems and the environment may have long-term effects.	Pupils build understanding that: There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources. There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

Pupil Geographical Concepts Child Friendly Explanation

KS1 Place Concept	KS1 Space Concept	KS1 Scale Concept	KS1 Diversity Concept
Places are special areas that are different from each other. They look different, have different people and buildings, and make us feel different ways.	Space is like a big stage where all geography happens. It helps us know where things like mountains and cities are.	Scale is like a zoom button. We can look at places up close or zoom out to see the whole world.	Cultural understanding means learning about different people and how they live. It helps us understand our global community better.
KS2 Place Concept	KS2 Space Concept	KS2 Scale Concept	KS2 Diversity Concept
Place is more than just where something is on a map. It's like a unique mix of special things that make it different from other places. This mix includes what it looks like, the people who live there, the land and buildings, and even how it makes us feel. Places can be described by their location, shape, boundaries, features and environmental and human characteristics	Space is like the big stage where everything in geography happens. It helps us understand where things are, like mountains and cities. We study the way people organise, manage, structure, design and redesign the spaces we live in to achieve particular purposes.	Scale is like a zoom button for geography. We can look at geography from very close up, like our neighbourhood, or zoom out to our whole country, and even the whole world. This helps us see how different geography ideas are connected at different levels.	Cultural understanding means we learn about different people and how they live. We look at what's the same and what's different in how people live around the world. This helps us understand our global community better and appreciate different ways of life.
KS1 Interdependence Concept	KS1 Physical Processes Concept	KS1 Human Processes Concept	KS1 Environmental Impact Sustainable Development Concept
Interdependence is like a big web that connects everything in the world. What happens in one place can affect other places far away.	Physical processes are how nature changes our world, like weather and landforms	Human processes are what people do, like building cities and farming. We also learn how to use Earth's resources carefully	This is about how people can change the environment. Sometimes, these changes are not good for the Earth.
KS2 Interdependence Concept	KS2 Physical Processes Concept	KS2 Human Processes Concept	KS2 Environmental Impact Sustainable Development Concept
Interdependence is about how everything in the world is connected, like a large web. What happens in one place can affect another place, even if they are far away. We study these connections and see how they shape our world.	Physical processes are about how nature and natural things change our world. This includes things like weather patterns and how the land forms. This includes erosion, landslides, earthquakes, and volcanoes.	Human processes are all about what people do that changes the world, like building cities and farming. This includes the study of human populations, settlements, economics, transportation, recreation and tourism, religion, politics, social and cultural traditions, human migration, agriculture, and urbanization.	This is about how people can change the environment. Sometimes, these changes are not good for the Earth. So, we learn how to use Earth's resources carefully to make sure there's enough for the future.

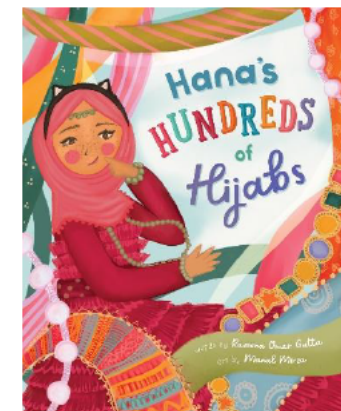
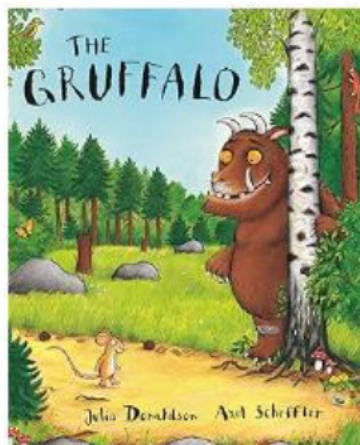
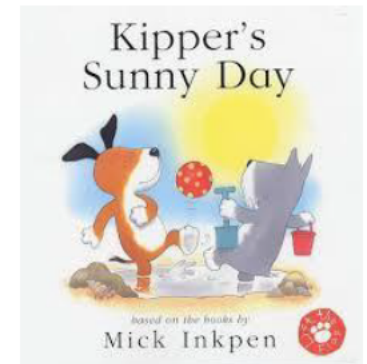
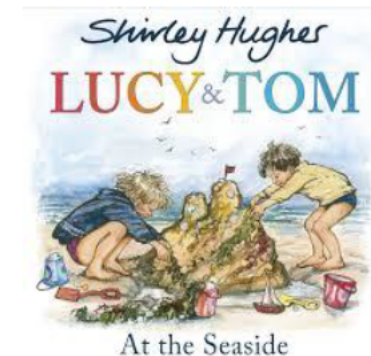
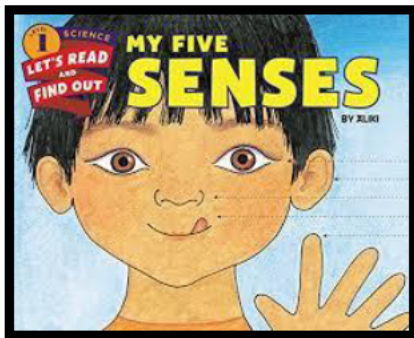
Staff Concept Explanation

Place	Space	Scale	Diversity
Place signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity. Features of a place make it distinct, including both physical and human features. Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far. Communities are often created when people are connected by their shared experiences of a place. Diversity refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location. Understanding and forming an imagination of a 'place' means looking at all these different characteristics together	Space acts as a foundation for ideas like location, distribution, pattern, interaction, and distance. Location refers to where something is, whether that's a mountain or a city. Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary. Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other. Distance is about how far apart things are within that space. Pupils learn that these concepts can be observed in various physical and human geographical features like landforms, urban areas, and political systems. Therefore, understanding 'space' involves examining these features and the relationships between them	Scale can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.	Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues
Interdependence	Physical Processes	Human Processes	Environmental Impact Sustainable Development
Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.	Physical and human processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Pupils learn that the two types of processes are interlinked and influence the other	Physical and human processes involve understanding the natural and societal influences that shape our world. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other	Environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations

High quality resources and texts underpinning our Geography curriculum

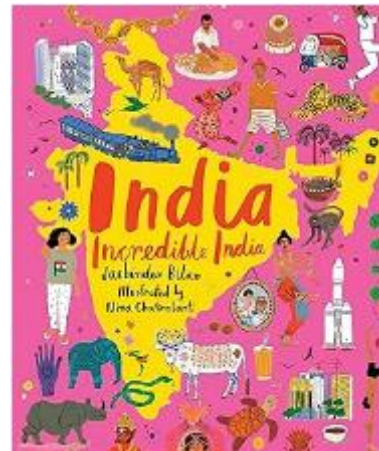
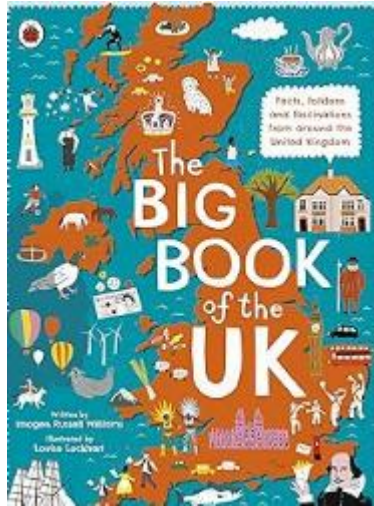
Geography is promoted throughout our core lessons at Brownlow Fold which means knowledge and vocabulary is consistently being revisited throughout the curriculum. We use high quality fiction and non-fiction texts to inspire our children to create high quality pieces of writing, encourage the love of reading and embed their skills further. These texts are chosen so that they are accessible and engaging for all children within the class. Children have access to a range resources which are used to support learning. Each year group has access to maps, posters, texts, atlases and globes linked to each of their topics.

Early Years: Nursery and Reception

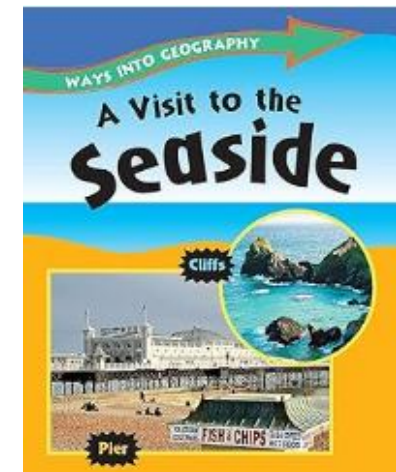
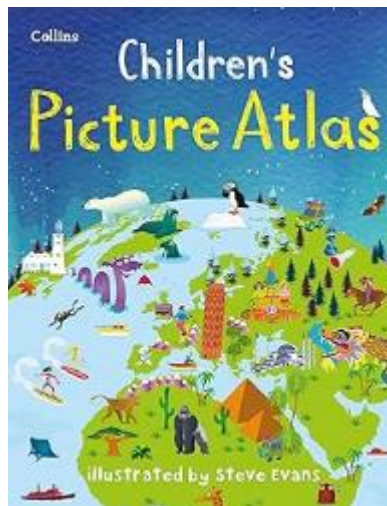


*Plus a variety of non-fiction texts

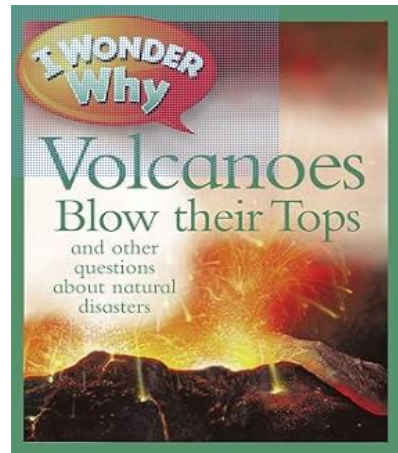
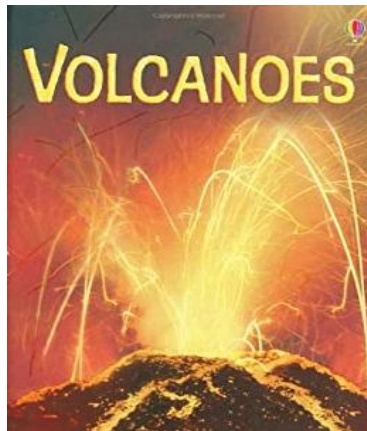
Year One



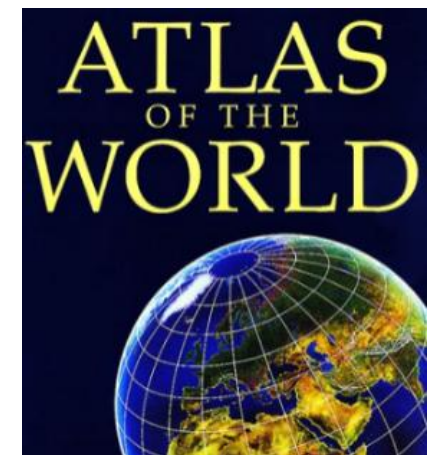
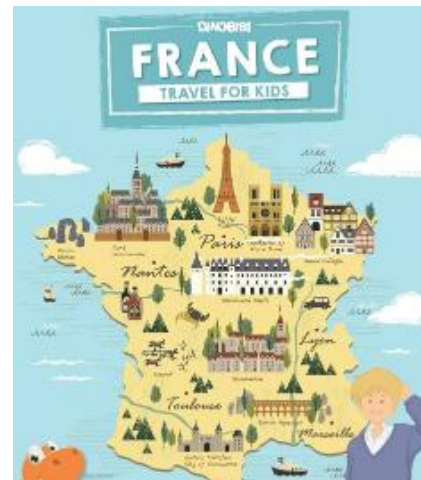
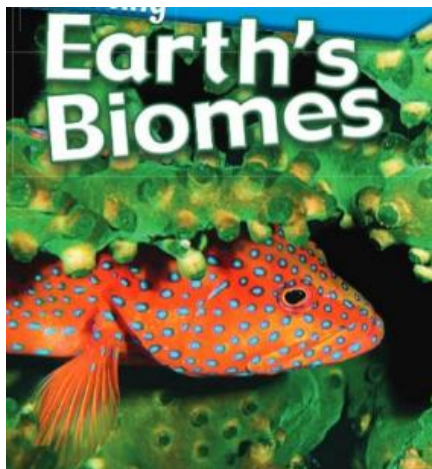
Year Two



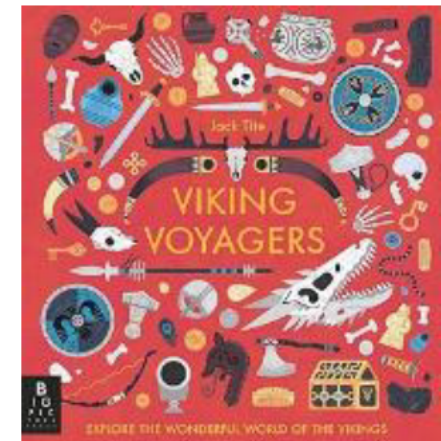
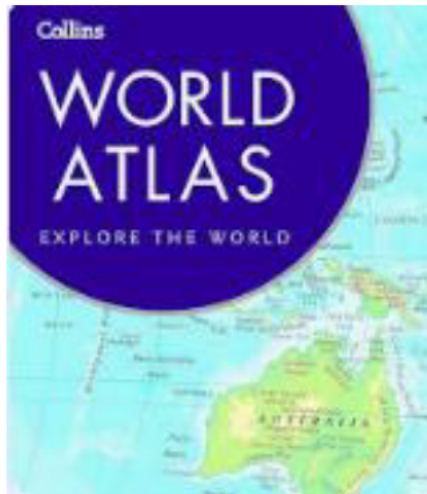
Year Three



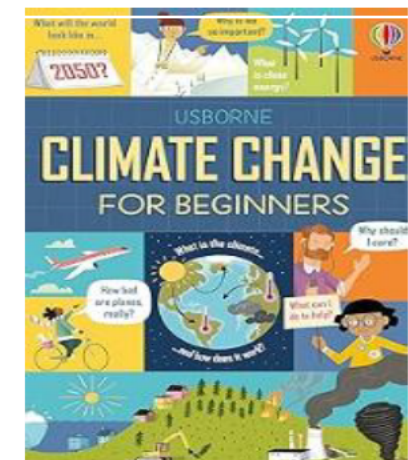
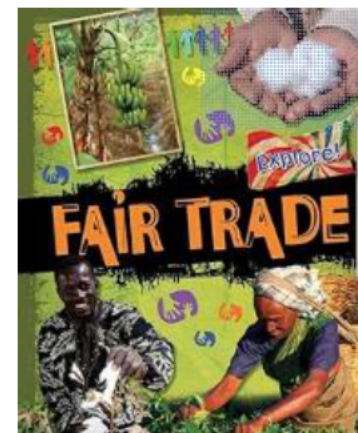
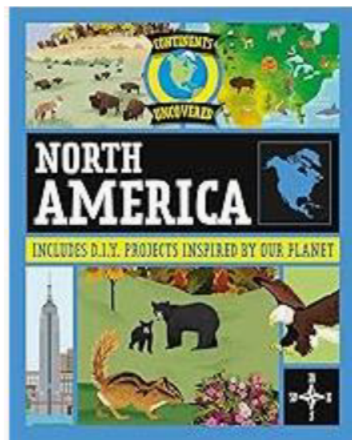
Year Four



Year Five



Year Six



The Brownlow Geography Curriculum Long Term Plan

EYFS Development Matters Links

Autumn

Spring

Summer

Three and Four-Year-Olds	Mathematics		- Understand position through words alone. For example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		- Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		- 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 to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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.
		The Natural World	- 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.

Year One

Do you know any hot and cold countries and what the weather can be like in them?



Do you know the countries and capital cities of the United Kingdom?

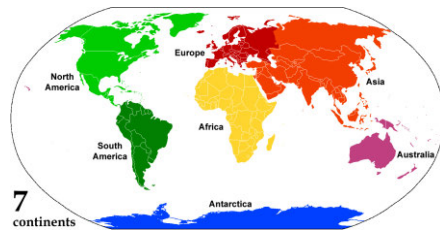


Do you know the key human and physical features of school its surrounding environment?



Year Two

Do you know how to use an atlas to locate and name different places?



Do you know how places in China look different to places in the UK?



Do you know what a seaside resort is?



Year Three

Do you know how to use an atlas to locate places in Europe?

Do you know all four compass points?



Do you know what causes earthquakes and volcanic eruptions?

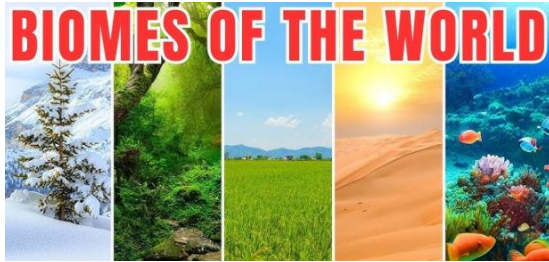


Do you know how to compare a region in the UK with somewhere else in Europe?



Year Four

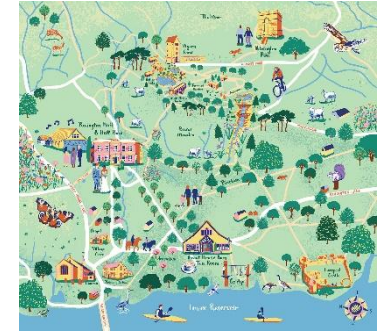
Do you know the similarities and differences between a tundra and a desert?



Do you know why so many British people go to the Mediterranean for their holidays?



Do you know your way around a map of a part of Rivington using Ordnance symbols and grid references?

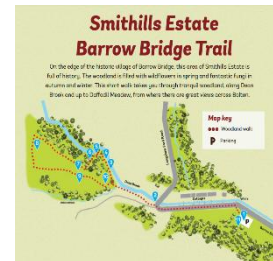


Year Five

Do you know why the Vikings wanted to settle in Britain?



Do you know how to apply your geographical knowledge and fieldwork skills to explore Barrow Bridge?



Do you know how the rainforest affects our lives and how we affect it?



Year Six

Do you know the key human and physical geographical features of North America?



Do you know what Fairtrade is and how it affects unsafe working conditions and unfair pay around the world?



Do you know the impact of renewable and non-renewable resources on the environment?



Teaching Sequence

- Prior Learning/Retrieval of previous knowledge
- Pupils complete the pre learning task for the unit of work.
- Pupils are introduced to the key vocabulary and key knowledge
- The teacher teaches the curriculum content for that aspect of the curriculum using retrieval practice/Metacognitive strategies
- Staff use various key lines of enquiry such as the examples below to develop the children's geographical thinking so that the children 'Think like a geographer'

CONTINENT – Which continent is it in?

OCEANS AND SEAS – Which oceans or seas are nearby?

WEATHER – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?

WHO AND WHAT – Who (people) and what (animals and plants) live there?

SEE – What would we see there? What is natural? What has been made by humans?

1st: Locate it on a map of the county/region it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)

2nd: Locate it on a map of the country it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)3rd: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location)

Locate it on a globe (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)

Locate it on a plan perspective or on aerial photographs

Show images of the place

Human Geography

Who lives there?

Which major landmarks are found here?

What human-made features are found here?

How was the land used here now and in the past?

What types of settlement are found here?

What kinds of economic activity happen here?

Which natural resources can be found here?

What is its population?

(If studying a country) What do they export and where do they export it to?

(If studying a country) What do they import and where do they import it from?

When learning about a new place always carry out these actions:

Use computer mapping (e.g. google maps) to zoom in to and out of the place, discussing location in relation to other known places

Locate it on a political map (and look at nearby countries and borders)

Locate it on a physical/topographic map (and look at elevation, mountains, rivers, bodies of water)

HEMISPHERE - Which hemisphere(s) is it in?

OTHER PLACES - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?

TIMEZONE - Which time zone(s) is it in?

CLIMATE - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)

LATITUDE - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?

US - Where is it in relation to our town/city/county/country?

BODIES OF WATER - Which bodies of water are nearby?

Physical Geography

Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate, Grassland/Tropical Grassland/ Taiga/Tundra)

What lives there?

What is the elevation like?

Which major rivers and valleys are found here?

Which major mountains are found here?

Which natural disasters are known to happen here?

Locate it on a climate map (and look at the colours used to show different climatic areas)

Locate it on a map with a satellite image overlay

Locate it on a globe (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)

Locate it on an Ordnance Survey map (and identify its grid reference and use symbols to locate local features)

Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

- The teacher formatively assesses the pupil's progress throughout the duration of the unit of work through marking/pupil discussion/pupil workbook evidence etc.
- One day each week the teacher makes explicit links across the curriculum in a specific Retrieval Practice session
 - Retrieval Practice Sessions are 30 minutes for pupils in KS1.
 - Retrieval Practice Sessions are 45 minutes for pupils in KS2.
 - Retrieval Practice pupil work is documented in a Retrieval Practice Book.
- Retrieval Practice sessions incorporate aspects of the whole of the curriculum from that year group from different periods of time.
- Topics taught in a given term are regularly retrieved through lesson starters during the term it is being taught.
- Retrieval lessons on Tuesday mornings revisit learning from the previous term. For example, if The Titanic is taught in Autumn 1, it will be revisited in retrieval lessons during Autumn 2.
- Pupils complete a Green for Growth check at the end of the following term e.g. Titanic in history in Year 6 is taught in Autumn 1. Therefore, the Green for Growth Check takes place on a specified week in Autumn 2.
- Green for Growth checks are documented in the Retrieval Practice Book.
- Children are given specified periods of time to complete the Green for Growth Check:
Key Stage One - 20 minutes
Key Stage Two - 30 minutes
- The Teacher uses the evidence base (pupil workbook, pupil retrieval practice book, Green for Growth Check) to make a 'professional judgement' about a pupils attainment. The teacher inputs the data on to BROMCOM using the year group end points for that subject.
- In some subjects the assessment is based on a final, finished piece of work such as a musical performance (solo or ensemble), a sporting performance (e.g. dance, gymnastics) or competency in team games and tactics. Hand-written pre-learning tasks for these subjects would not be appropriate; however, pupils' musical or sporting competence is informally assessed by Bolton Music service and class teachers/Commando Joe coaches.

Curriculum Conversation/Retrieval Practice: Geography

Each half term the children are split into mixed year groups and all teachers lead a 'Curriculum Conversation.' This provides the children with the opportunity to share their learning with others and make connections between components. Children are therefore more likely to remember key knowledge in the long term. Our curriculum builds on prior learning and re-visits content, supporting the children to develop strong schemata.

- How does your understanding of the concept scale developed over time?
- How is your fluency in location developed?
- How efficient are you when locating features on a map/globe or in an atlas?
- Do you understand the locational context of the places you study in Geography?
- What do you understand about this locality (location of the school) as well as the wider world?
- What fieldwork activities do you do in Geography?
- How proficient are you at collecting data and presenting it?
- How do teachers help you to develop and refine your use and construction of maps, atlases and globes?
- What different types of maps and scales do you use?
- What key concepts in Geography do you know?
- How have your geographical skills increased?
- How has your positional language developed?
- How can you apply your Geographical knowledge and skills in different contexts?
- Where do you live? How does it look? How do I feel about it? How is it changing? How do I want it to change?
- What is the world (and this place) made of? Why do things move?
- Where is this place?
- What is it like? Why?
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?
- What could/should the world be like in the future?
- What can we do to influence change?
- What might the weather be like in this place?

Geography Key Retrieval

Year One	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.	Begin to understand the need to respect and care for the natural environment and all living things.	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.
Year Two	Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them)	Describe the weather patterns in the UK	Describe the differences between locations studied
Year Three	Know location of: capital cities of countries of British Isles and U.K, seas around the UK	Name and locate cities of the UK and develop a deep understanding of the location of Bolton	Recognise that people have differing quality of life living in different locations
Year Four	Know about changes in Bolton over time	Name and locate major cities of the UK	Describe and understand key aspects of weather conditions
Year Five	Use maps, atlases, globes to locate countries studied previously and describe geographical features	Describe and understand key aspects of physical geography, including: biomes, climate zones	Use positional language linked to the 8 compass points (North, North East, East, South East, South, South West, West, North West) to talk about the location of a place
Year Six	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and Scandinavia	Describe and understand key aspects of physical geography, including vegetation belts and the water cycle	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) York compared to Sweden.

End Points in Geography

Nursery Geography End Points	
What will the children be able to know and do by the end of Nursery?	
Human and Physical Geography	Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.
Place Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Locational Knowledge	Describe a familiar route. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Reception Geography End Points	
What will the children be able to know and do by the end of Reception?	
Human and Physical Geography	ELG Understand some important processes and changes in the natural world around them, including the seasons. ELG 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.
Geographical Skills and Fieldwork	ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Place Knowledge	ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Locational Knowledge	ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Year One Geography End Points

What will the children be able to know and do by the end of Year One?

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. Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, house, office, and shop
Geographical Skills and Fieldwork	Use simple compass directions (north/ south) Devise a simple map and use and construct basic symbols in a key Use a world map/globe/atlas to locate India
Place Knowledge	Name, describe and compare familiar places in Bolton and within the United Kingdom. Understand the geographical similarities and differences between Bolton and Udaipur. Link their homes with other places in their local Community – Bolton and other towns in the UK.
Locational Knowledge	Name the world's seven continents Locate the capital cities for the United Kingdom on a map. Begin to identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them) Understand how places are linked to other places e.g. Bolton and other towns and cities in the UK e.g. roads, trains. Locate where my house is on a map compared to Brownlow Fold.

Begin to develop an understanding of the key concepts that run through our Geography curriculum and begin to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for Geography

Mapping		Trade		Climate/Weather	
Settlement		Natural Environment		Local Area	
Place		Space		Scale	
Interdependence		Physical Processes		Human Processes	
				Diversity	
				Environmental Impact Sustainable Development Concept	

Year Two Geography End Points
What will the children be able to know and do by the end of Year Two?

Human and Physical Geography	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 directional language and the four points of the compass to describe where places are on a map in an atlas. Use aerial photographs and plan perspectives to recognise some landmarks of China. Use maps, atlases and globes to identify all continents and oceans studied including using the contents and index page as a starting point Use simple fieldwork / fieldwork instruments, e.g. camera, rain gauge and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding local environment.
Place Knowledge	Identify geographical similarities and differences through studying the human and physical geography of a Bolton and comparing with a small area of a non-European country, Beijing China Compare and contrast the place where they live with another UK town – Bolton with a coastal/seaside town
Locational Knowledge	Name and <u>locate</u> the world's seven continents and five oceans Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them) Name, <u>locate</u> and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas and begin to understand where Bolton is located.

Continue to develop an understanding of the key concepts that run through our Geography curriculum and continue to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for Geography

Mapping		Trade		Climate/Weather	
Settlement		Natural Environment		Local Area	
Place	Space		Scale		Diversity
Interdependence	Physical Processes		Human Processes		Environmental Impact Sustainable Development Concept

Year Three Geography End Points
What will the children be able to know and do by the end of Year Three?

Human and Physical Geography	Describe and understand key aspects of physical geography, including: earthquakes, volcanoes, rivers, mountains, Describe and understand key aspects of human geography, including: types of settlement and land use topography
Geographical Skills and Fieldwork	Use maps, atlases, globes to locate countries and describe features studied Begin to use the 8 points of a compass, 4- and 6-figure grid references 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 Ask and respond to geographical questions about locations e.g. Why is it like this? How is it changing?
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a European country. Snowdon (UK) and the Alps (Europe)
Locational Knowledge	Name and locate counties and cities of the United Kingdom (Manchester), geographical regions and their identifying human and physical characteristics Locate some of the world's countries, Spain, Portugal, France, Italy focusing on Europe (including Russia) and N/S America, using a map.

Continue to develop an understanding of the key concepts that run through our Geography curriculum and continue to develop links and make connections between prior, current and future learning.
'Golden Threads' that feature in the Curriculum for Geography

Mapping		Trade		Climate/Weather	
Settlement		Natural Environment		Local Area	
Place		Space		Scale	
Interdependence		Physical Processes		Human Processes	
				Diversity	
				Environmental Impact Sustainable Development Concept	

Year Four Geography End Points
What will the children be able to know and do by the end of Year Four?

Human and Physical Geography	Describe and understand key aspects of physical geography, including: climate zones, biomes Describe and understand key aspects of human geography, including: types of settlement and land use economic activity including trade links
Geographical Skills and Fieldwork	Use maps, atlases, globes to locate countries and describe features studied Begin to use digital/computer mapping to locate countries and describe features studied 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 Use the 8 points of a compass, 4- figure grid references, symbols and key
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and the Mediterranean
Locational Knowledge	Locate some of the world's countries, focusing on Europe (The Mediterranean coast) using a map. Name and locate counties and cities of the United Kingdom, geographical regions (Tenby) 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.

Continue to develop an understanding of the key concepts that run through our Geography curriculum and continue to develop links and make connections between prior, current and future learning.
'Golden Threads' that feature in the Curriculum for Geography

Mapping		Trade		Climate/Weather	
Settlement		Natural Environment		Local Area	
Place		Space		Scale	
Interdependence		Physical Processes		Human Processes	
				Diversity	
				Environmental Impact Sustainable Development Concept	

Year Five Geography End Points
What will the children be able to know and do by the end of Year Five?

Human and Physical Geography	Describe and understand key aspects of physical geography, including vegetation belts and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use economic activity including trade links and the distribution of natural resources including food, minerals and water
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure record and present the human and physical features in the local area (Barrow Bridge) using a range of methods, including sketch maps, plans and graphs, and digital technologies Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and Scandinavia
Locational Knowledge	Locate some of the world's countries, focusing on Europe (including Russia) and N/S America, using a map. Norway, Sweden, Denmark and Brazil in South America. 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) York compared to Sweden. Begin to look at the Prime/Greenwich Meridian and time zones (including day and night)

Continue to develop an understanding of the key concepts that run through our Geography curriculum and continue to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for Geography

Mapping		Trade		Climate/Weather	
Settlement		Natural Environment		Local Area	
Place	Space		Scale		Diversity
Interdependence	Physical Processes		Human Processes		Environmental Impact Sustainable Development Concept

Year Six Geography End Points
What will the children be able to know and do by the end of Year Six?

Human and Physical Geography	Describe and understand key aspects of physical geography in North America, including: climate zones, biomes, rivers and mountains Describe and understand key aspects of human geography, including: types of settlement and land use economic activity including trade links and the distribution of natural resources including food, minerals, energy and water
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to formulate informed answers to complex geographical questions Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build 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
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of the Lake District and the Grand Canyon.
Locational Knowledge	Locate some of the world's countries, focusing on Europe (including Russia) and N/S America, using a map. Including USA, Mexico, Canada, Greenland and Jamaica. 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) 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

Continue to develop an understanding of the key concepts that run through our Geography curriculum and continue to develop links and make connections between prior, current and future learning.
'Golden Threads' that feature in the Curriculum for Geography

Mapping		Trade		Climate/Weather	
Settlement		Natural Environment		Local Area	
Place	Space		Scale		Diversity
Interdependence	Physical Processes		Human Processes		Environmental Impact Sustainable Development Concept

Humanities (geography) Champions

Brownlow Fold Primary School

Pupil Roles and Responsibilities

Vacancy



Humanities Champions

Do you have what it takes to be a Brownlow Fold Humanities Champion?



Main purposes of the job

To work with a member of staff to promote a love of Humanities throughout school

Main responsibilities and tasks

To speak with the other children to find out their views
To feedback pupil views to the Head teacher and Senior Leadership Team
To meet regularly meet regularly and focus on ways in which to promote a 'Love of Humanities' in school.

Experience

Experience of talking to others and sharing viewpoints
Experience and a love of Humanities

Knowledge, Skills and Abilities

Can work as part of a team
Ability to communicate to large groups confidently
Ability to promote Humanities throughout school

You must be in Year Three, Year Four, Year Five or Year Six to apply for this role

If you think that you have the necessary skills to do this role then please take an application form and complete it.

Please give your completed form to your class teacher.

Mrs Cheung will look at all applications together with the person responsible for overseeing each role in school. Good Luck

Pupil Roles and Responsibilities at Brownlow Fold Primary School



Congratulations on your new pupil role at Brownlow Fold! You have successfully passed through a rigorous selection process.

Below are a series of tasks that I would like you to complete.

Humanities Champions

Design a logo

Our logo needs to be a symbol that captures

HISTORY and **GEOGRAPHY** in a single image.

You could include your favourite location in your logo,
or your favourite period of British or World history.

Humanities and English

You have the say!

Bringing history and geography into our English lessons is a great idea, so why not give more suggestions for making history and geography part of writing lessons?

Research task

What is history? How do we know?

We learn many things about history in school, but what is history? How do we know what really happened? How do we find clues from the past that are honest and real?



Do we always have the right answer?

Getting creative!

Can you perform?

There are many expressions of history and geography in the creative arts: art, music and drama.



Music is symbolic all around the world. Can you find and perform music which is linked to part of our history curriculum? Could you do a performance from a part of World History? This will be recorded and shared with the whole school.

Humanities Champions take part in a wide variety of tasks from suggesting ideas to improve learning experiences, speaking in assemblies about their subject or supporting deeper understanding of the subject in mixed year group curriculum conversations.

The role has purposely been implemented to encourage a 'love and passion for learning in this subject' with pupil voice as the subject champions.

Progression in	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locational Knowledge	Nursery Describe a familiar route. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Reception ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understand how places are linked to other places e.g. Bolton and other towns and cities in the UK e.g. roads, trains. Locate where my house is on a map compared to Brownlow Fold. Name the world’s seven continents Locate the capital cities for the United Kingdom on a map. Begin to identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them)	Name and locate the world’s seven continents and five oceans Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them) Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas and begin to understand where Bolton is located.	Name and locate counties and cities of the United Kingdom, geographical regions (Manchester) and their identifying human and physical characteristics Locate some of the world’s countries, focusing on Europe (Spain, France, Italy, Portugal, Russia) Name and locate cities of the UK and develop a deep understanding of the location of Bolton. Recognise that people have differing quality of life living in different locations Know location of: capital cities of countries of British Isles and U.K, seas around the UK	Locate some of the world’s countries, focusing on Europe (Mediterranean coast) using a map. Name and locate counties and cities of the United Kingdom, geographical regions (Tenby) 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 Name and locate major cities of the UK	Locate some of the world’s countries, focusing on Europe (Norway, Sweden, Denmark and Brazil in South America, using a map. 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) Begin to look at the Prime/Greenwich Meridian and time zones (including day and night) Name and locate major cities of the UK and its surrounding areas and beyond the UK	Locate some of the world’s countries (North America USA, Mexico, Canada, Greenland, Jamaica) 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) 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 (Lake District and Grand Canyon) Know location of: counties, capital cities of the countries of U.K, seas around the UK, name EU countries and the largest cities in each continent.

Progression in	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Geographical skills and fieldwork	Reception ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Ask simple geographical questions e.g. What is it like to live in this place? (Bolton and the other towns and cities in the united Kingdom Use simple observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment – Bolton Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Use basic geographical vocabulary linked to Bolton and other towns and cities in the UK Use simple compass directions (north/south) Devise a simple map and use and construct basic symbols in a key Use a world map/globe/atlas to locate India	Use world maps, globes, atlases and digital mapping to identify the UK and its countries, as well as other countries, continents and oceans, answer questions on key features on the local area Use simple fieldwork / fieldwork instruments, e.g. camera, rain gauge and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding local environment. Make detailed fieldwork sketches of Bolton Devise a simple map; and use and construct basic symbols in a key. Use maps, atlases and globes to identify all continents and oceans studied including using the contents and index page as a starting point Use directional language and the four points of the compass to describe where places are on a map in an atlas. Use aerial photographs and plan perspectives to recognise some landmarks of China.	Ask and respond to geographical questions about locations e.g. Why is it like this? How is it changing? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc Begin to use the 8 points of a compass, 4- and 6-figure grid references Use maps, atlases, globes to locate countries and describe features studied 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,	Ask geographical questions Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues Measure distances using the appropriate scale using short distances and longer distances on a map such as between school and Bolton town centre 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 Use maps, atlases, globes to locate countries and describe features studied Begin to use digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key	Research to ask geographical questions Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues Draw accurate maps with more complex keys with positioning of key features and use OS symbols Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure record and present the human and physical features in the local area (Barrow Bridge) using a range of methods, including sketch maps, plans and graphs, and digital technologies Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	Use maps, atlases, globes and digital/computer mapping to formulate informed answers to complex geographical questions Understand and use a widening range of geographical terms to communicate findings on a geographical issue Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build 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

Progression in	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Human and Physical Geography	Nursery Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Reception ELG Understand some important processes and changes in the natural world around them, including the seasons. ELG 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.	Identify physical and human features of Bolton and UK Use basic geographical vocabulary to refer to key physical features of Bolton Know about changes to school environment over time Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, house, office, and shop 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.	Know some of the key human and physical features of a seaside resort, such as the beach, the sea, cliffs, harbour, town, port and shop and the key physical features of Bolton Know about changes to Halliwell local area over time. 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	Describe and understand key aspects of physical geography, including: earthquakes, volcanoes, rivers, mountains, Describe and understand key aspects of human geography, including: types of settlement and land use topography Broaden knowledge of world locations related to 7 continents –“ring of fire” Describe how people have been affected by changes in the environment Explain about key natural resources of including energy, food, minerals and water. Know about changes to Bolton over time	Explore weather patterns and describe impact on land use/, environment Know about changes Bolton over time Begin to understand why people seek to manage and sustain their environment Describe and understand key aspects of physical geography, including: climate zones, biomes Describe and understand key aspects of human geography, including: types of settlement and land use economic activity including trade links Understand the water cycle (through Science)	Understand about weather patterns and relate these to climate zones Describe and understand key aspects of physical geography, including vegetation belts and the water cycle Know about changes to environments over time including the human effect. Understand why people seek to manage and sustain their environment Describe and understand key aspects of human geography, including: types of settlement and land use economic activity including trade links and the distribution of natural resources including food, minerals and water	Describe and understand key aspects of human geography, including: types of settlement and land use economic activity including trade links and the distribution of natural resources including food, minerals, energy and water Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains in North America Know about changes to environments over time including the human effect. Understand why people seek to manage and sustain their environment and suggest ways this can be done

Progression in Place Knowledge	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Nursery Describe a familiar route. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Reception ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Name, describe and compare familiar places in Bolton and within the United Kingdom. Understand the geographical similarities and differences between Bolton and Udaipur. Link their homes with other places in their local Community – Bolton and other towns in the UK.	Compare and contrast the place where they live with another UK town – Bolton with a coastal/seaside town, e.g. Identify geographical similarities and differences through studying the human and physical geography of a small area of the UK (Bolton) and comparing with a small area of a non-European country, Beijing China	Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a European country. Snowdon (UK) and the Alps (Europe)	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and the Mediterranean Know about some present changes that are happening in the local environment – around school	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Yorkshire and Scandinavia Understand the differences and similarities: positives and negatives of life in different areas of the world Know about some present changes that are happening in the local environment - Halliwell	Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom Lake District and North America. Know about some present changes that are happening in the local environment - Bolton

Progression in Substantive Concepts – Golden Threads

Mapping						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery Describe a familiar route. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Reception Draw information from a simple map. ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Children are introduced to maps of the UK, allowing them to identify the four countries and their capital cities. Children also use the globe and a world map to identify the countries close to the Equator and those close to the North and South Poles. The globe must be used here because it is easier to explain with the globe why the places they are considering are always cold or always hot. Children draw a map of the school and look at aerial maps of the surrounding school grounds.	Children re visit the four countries, their capital cities and the surrounding seas. They use local maps to place the school and streets around it, identifying some local geographical features. They link their work on maps to understanding a postcode and its use to identify a specific area (Halliwell) within the locality. Children progress to using the map of the UK to find towns on the coast. They should look for places like Lytham, Blackpool, Scarborough, Whitby, Brighton, Poole, Tenby, etc. They then consider their nearest seaside resort and the road journey to it in preparation for their visit to Lytham. Children learn to pinpoint the seven continents and the five oceans of the world. They become familiar with a world map that has the continents and oceans labelled. The use of the globe is essential, so children are familiar with the world represented in 2D and can see it is a sphere. They examine a map of Beijing, China and identify the key features they will spend time learning about.	Children are given many opportunities to use the map of the UK in different ways. Children locate the unique features using geographical terminology. Many of these locations will be mountainous or have features such as lakes. Children will become familiar with using keys and relief maps. They will also be familiar with the counties of the UK as this supports descriptions of the unique features of the UK. All children should know the difference between Great Britain, the British Isles and the United Kingdom.	Children become familiar with a map of the Mediterranean coastline and are able to place at least 10 countries. Capitals or prominent cities should be linked to each country. Children locate different biomes on a world map and look for common factors associated with each biome, such as the arid desert or the cold tundra. Relief maps of a specific biomes help children understand more about the physical features of different biomes. Children identify different Ordnance Survey map symbols, use the 8 points of a compass and understand 4-figure grid references. Children use positional language to navigate and follow a map around a part of Rivington.	Children use a world map to locate South America before moving on to a map of South America to locate individual countries. They then use a physical map of South America to locate significant rivers and mountain regions. The maps help them understand longitude and latitude, which will inevitably lead to the subject of time zones. Using maps, the children locate where rainforests can be found. They consider the conditions necessary for a rainforest and identify where rainforests can flourish. There is a focus on the Amazon Rainforest in South America. Children use a world map in order to locate Europe and then focus on the Scandinavian countries and the UK. Children use an OS map to explore our local area including Barrow Bridge. They are reminded of what an OS map is and the symbols that correlate.	Children use Digi maps for activities but also make extensive use of OS maps and get to know about the symbols associated with them. There are links with Year 6 orienteering in the residential. Google Earth will be used extensively. Children locate their hometown including their street along with North America using Google Earth. Using grid references reinforces what they have already learned about time zones. The aim here is for the children to be familiar with different types of maps and develop their navigation skills.

Settlements

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Using maps, the children explore their local area and the features around the school. In doing this, they investigate the features of the settlement they live in. They consider where they live in relation to the nearest town or city and some of the fundamental differences between these types of settlements. They investigate things like street signage and consider its role in their locality. Children look at how people acclimatise to live in different climates. This impacts the type of homes they have and their daily routines. For example, in very hot places, people tend to have a long midday break. Clothing is another factor they need to think about. Two of the components are about adapting to live in very hot or very cold places, so the issue of the types of settlement they have is an important one.	Children recognise that a seaside resort has more hotels or boarding houses than a non-seaside resort town. Cafes and restaurants may be another helpful focus, as would the types of shops, such as souvenir shops. Most seaside resorts have a much smaller population in the winter. If there is time, consider the transient nature of the population. Children compare a local area with that of an area in a non-European country, in this case Beijing, China. Children become aware of the local area's key features and recognise whether they live in a village, town or city. The most important comparisons is about climate, life for children, animals, safety features, locally grown fruit and vegetables, and clothes. The primary consideration could be their life if they lived in Beijing, China how would their life be different, etc.		Children contrast the Mediterranean with the UK region Tenby. Children look at the similarities and differences of different biomes from around the world.	When talking about rainforests, many questions about sustainability need to be answered. They can provide bountiful resources for the people who live in and around them and for people worldwide. The effects of overusing these resources, particularly the impact of deforestation, is considered as part of this unit. Children will explore the settlements that the Vikings had in Britain, considering its benefits over Scandinavia	

Climate/Weather

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
ELG Understand some important processes and changes in the natural world around them, including the seasons.	Children learn about weather in the places studied. They need to appreciate what a temperature of 40 degrees or minus ten and below feels like. The critical issue is for children to realise that these extreme temperatures impact daily life and routines.	Children consider the weather when thinking of seaside resorts. Ask children if it is warmer in their locality than at the seaside. There is little temperature difference, but children often believe it is warmer at a seaside resort. Children learn how different the climate is in a place like Beijing, China. They create charts showing how temperature, rainfall and the amount of sun differ month-by-month. This may lead naturally to discussing the southern and northern hemispheres, where summer and winter differ.	The weather across the UK varies greatly. Children compare a region in the UK with somewhere else in Europe. Children learn about the risks and benefits of living near to a volcano and the damage an earthquake can cause.	Climate is a major factor when considering people's holiday needs. Children compare the average temperatures of countries that border the Mediterranean with the UK. The daily sunshine and rainfall amounts are major considerations. Children should be able to look at the data and conclude why the Mediterranean countries are popular holiday destinations for so many Britons. Climate is a crucial factor for different biomes. Children should be familiar with the key weather features associated with each biome and see if these features remain consistent across similar biomes. For example, are all rainforests hot and humid places?	The weather is mixed across countries. Some experience long periods of heat and little rain, while others have long cold periods. In America, much of what happens depends on the weather and this can be an important factor in governing a country's wealth. Children consider what makes a rainforest a rainforest. They examine the weather and climate and how they impact the people and animals who live in and around rainforests. Children consider the climate of Scandinavia and the UK to understand why the Vikings wanted to settle in Britain.	Children learn about environmental problems directly related to energy production and consumption include air pollution, land pollution, water pollution, thermal pollution, and solid waste disposal.

				This is in preparation for the work on rainforests later in KS2. By the end of the unit, children should be confident in their knowledge of the main features of each biome and where in the world we are likely to encounter them.		
--	--	--	--	---	--	--

Local Area						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. ELG 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Children explore their local area and the features around the school physically and through mapping. They investigate things like street signage and consider its role in their locality.			Children explore the local country side, Rivington. Whilst there, they will follow a simple OS map to navigate around an area of Rivington.	Children explore Barrow Bridge, an area of Bolton that is local to them, using maps and pictures to compare and contrast how the areas looks in the present, compared with the past.	

Natural Environments						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Reception Explore the natural world around them. ELG			This has a huge impact on rural and urban life in the UK. Children explain the main differences between a village, town and city. They compare a region in the UK with somewhere else in Europe and learn what causes earthquakes and volcanic eruptions.	Children become familiar with human and physical features associated with different biomes, such as whether an area has a dense or sparse population or what vegetation grows or doesn't grow. For some, such as deserts, they consider whether it is an expanding or contracting biome.	Children explore biomes further. They consider whether the rainforest is a biome and examine its features, including the different layers (forest floor, understory, canopy, emergent layer). They also investigate the plants and wildlife that inhabit the rainforest. Children discover how the natural area of Barrow Bridge was utilised in order to power the mills.	Children deepen their understanding of the natural environment and look at the impact of renewable and non-renewable resources on the environment

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						
--	--	--	--	--	--	--

Trade						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		For our children, this will be their first opportunity to explore the concept of ‘trade’. Children look at what is sold at seaside resorts compared with what is sold in our home town Bolton. This may extend to considering food outlets like fish and chip shops and discussing traditions.	The natural resources of South America are much sought after in different parts of the world. Their fruits and vegetables are important exports for some of the countries. However, some South American countries are relatively poor as they do not produce enough raw materials for export and rely heavily on imported goods such as oil and gas. This means that the amount they spend on essential goods exceeds the money they can make from selling their natural products.	Children learn about how trade was affected between the UK and European countries due to Brexit.		Children learn what Fairtrade is and how it affects unsafe working conditions and unfair pay around the world.

Progression in Map Work

Map Work	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	KS3
Positional Language	Discuss routes and locations using words like in front of, behind Use simple directional language like forwards, backwards	Use directional language up, down, left, right, forwards, backwards to navigate around a map	Use a mix of directional language and four points of a compass to navigate around a map	Use the four points of a compass to navigate around a map confidently	Use four figure grid references to navigate around a map Use the eight points of a compass to navigate around a map	Use six figure grid references to navigate around a map	Use four and six figure grid references to navigate around a map.	Use six figure grid references and scale to navigate around a map
Drawing Maps	Begin to draw places they know	Draw places that they know to form a basic map	Draw a map of a real place with some features	Draw a map that contains human and physical features	Draw a map with a key based on fieldwork with symbols and a key	Draw a map with positioning of key features and use OS symbols	Draw a map using a scale	Build on their knowledge of maps, globes and atlases and apply and develop this knowledge
Representation on maps	Know what a map shows	Use own symbols on a basic map	Use symbols and begin to understand the need for a key	Use symbols and a key	Begin to recognise basic symbols and an OS map	Use most OS symbols on a map	Use atlas symbols	Use GIS to view, analyse and interpret place and data
Using Maps	Know what a map is	Use picture map to move around school	Follow a short route on a small scale map	Follow a longer route on a small scale map with increasing accuracy	Follow a route on a large scale map	Select a type of map for a specific purpose	Select an appropriate map at an appropriate scale and follow a route	Interpret an Ordnance Survey map, topographical and other thematic planning

Enquiry based fieldwork skills	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	KS3
Planning	Ask who, what, when, where questions to find out information	Suggest simple geographical questions before taking part in teacher led enquiries based on their interests	Suggest geographical questions before deciding on a whole class enquiry planned by the teacher	Suggest geographical questions before deciding on a whole class enquiry that they help to plan	Suggest geographical questions before deciding on a whole class enquiry that they plan	Suggest geographical questions before deciding on an enquiry that they plan with guidance from the teacher	Suggest geographical questions before deciding on an enquiry that they plan	Suggest geographical questions that can be investigated in multiple locations
Collecting Data	Data is collected by speaking to an adult and through self-discovery play	Data is collected as a whole class using a method planned by the teacher	Data is collected in groups using a method planned by the teacher	Data is collected individually using a method planned by the teacher	Data is collected by the pupil	Data is collected by the pupil using a range of methods	Data is collected by the pupil with increasing accuracy using a range of methods	Data is collected using multiple sources of increasingly complex information

Reflecting and Evaluating	Discuss their answers with friends	Discuss fieldwork findings as a class	Discuss fieldwork findings as a group	Begin to formally present their findings with a question they would like to answer	Formally present their findings with some consideration of what they would do differently next time	Formally present their findings and plan what they would do differently next time discussing reliability of evidence	Formally present their findings and begin to analyse and draw conclusions from geographical data	Analyse and draw conclusions from geographical data
----------------------------------	------------------------------------	---------------------------------------	---------------------------------------	--	---	--	--	---

Ensuring the children are secondary ready

KS3 Essential mapping skills and enquiry based fieldwork skills				
Essential mapping skills children need to retain for future learning	Positional Language Use six figure grid references and scale to navigate around a map	Drawing Maps Build on their knowledge of maps, globes and atlases and apply and develop this knowledge	Representation on maps Use GIS to view, analyse and interpret place and data	Using Maps Interpret an Ordnance Survey map, topographical and other thematic planning
Essential Enquiry based fieldwork skills children need to retain for future learning	Planning Suggest geographical questions that can be investigated in multiple locations	Collecting Data Data is collected using multiple sources of increasingly complex information		Reflecting and Evaluating Analyse and draw conclusions from geographical data

Careers in Geography

At Brownlow our aim is to raise aspirations and support career related learning, helping children learn about the world around them broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that children recognise the opportunities that are available to them.

[hashtag#startsmalldreambig](#)



Geography is a really useful subject as the skills and knowledge children gain can be used in almost every job sector. There are lots of geography related jobs available to deal with the consequences of climate change such as in flood risk management and environmental management. There are practical roles working outside as a countryside ranger for the National Trust or planning sustainable transport networks for new towns.

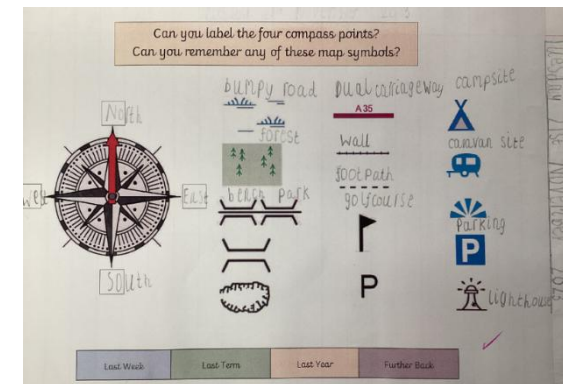
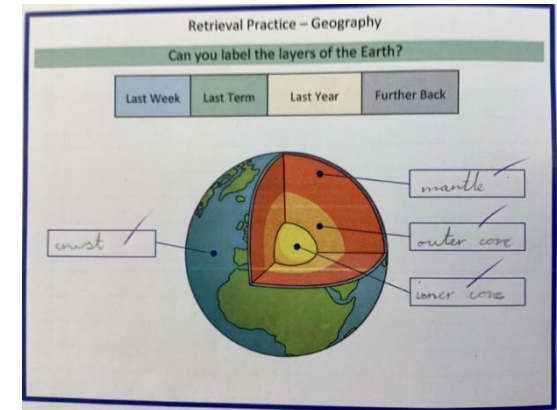
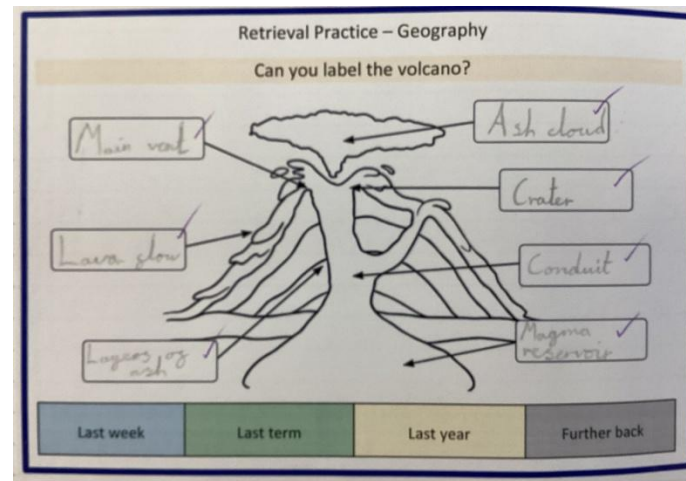
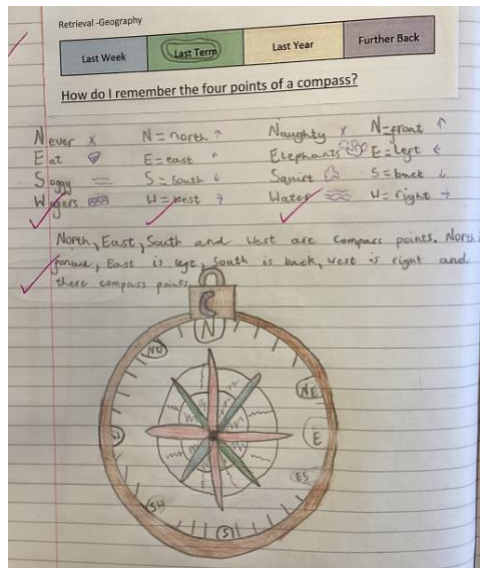
- [Architectural technologist](#)
- [Business analyst](#)
- [Cartographer](#)
- [Data analyst](#)
- [Environmental consultant](#)
- [Geographical information systems officer](#)
- [Marketing executive](#)
- [Nature conservation officer](#)
- [Social researcher](#)
- [Sustainability consultant](#)
- [Town planner](#)

Retrieval Practice

Retrieval practice involves generating answers to questions about previously learnt information. Retrieval practice provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

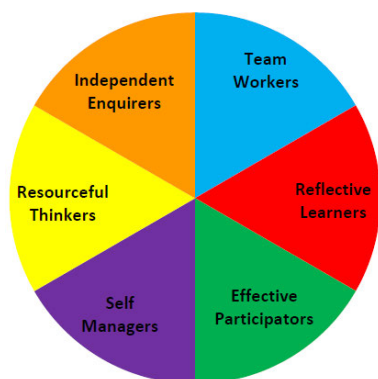
For example, this could take the form of a past paper, a multiple choice quiz or a verbal question and answer. This requires children recalling information that they have learned throughout the week, term, year, previous years and has several benefits:

- It helps the children make new connections
- It helps strengthen existing connections
- It is reliable under pressure
- It gets information into their long term memory (which also makes it easier to learn new things)
- It provides a foundation for future learning as it prompts feedback



Empowered Learner

Each term the 'Empowered Learner' focus emphasises six areas of personal development. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development. We recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of our pupils to enjoy and reflect on their learning across the curriculum.



Autumn One - Self Manager
Autumn Two - Effective Participators

Spring One - Resourceful Thinker
Spring Two - Reflective Learner

Summer One - Independent Enquirer
Summer Two - Team Worker

Self Manager – Our pupils commit themselves to learning about the world they live in and how they have a responsibility to take care of it.

Effective Participator – Our pupils are encouraged to break down practical ideas into manageable steps when learning geographical skills.

Resourceful Thinker – Our pupils are encouraged to explain what they have learnt to others using geographical vocabulary.

Reflective Learner – In geography pupils are encouraged to complete learning to the best of their ability.

Independent Enquirer – In geography pupils are encouraged to make links between different countries and explain their ideas to others.

Team Worker – In geography lessons, pupils are encouraged to listen to and take account of others' views and respond positively.

Extra-Curricular Clubs

At Brownlow Fold, we provide children with a wide range of extra-curricular activities. Extra-curricular activities help children to learn about themselves and develop and use their skills and knowledge in different contexts. In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. For example debating for public speaking, academic competitions for exam strategies and sport for teamwork. Being part of a group or team also provides a sense of belonging, with extracurricular activities offering an opportunity for children to interact with others with similar interests and potentially build friendships outside of their usual circle.

- Sensory Gardening – Cross curricular club
- Mindfulness – Cross Curricular

Chinese Dragon dance

Children learn about China in geography. Professional dancers bring a traditional Chinese dragon, parasols and fans for the whole class to create an exciting dance performance. The children learn the animal of the year for example that 2024 is the Year of the Dragon. They also learn that Dragon dances are performed to scare away evil spirits and dragons symbolises good luck, long life and wisdom.



VR day linked to learning about the Amazon Rainforest

Children put their geographical knowledge, vocabulary and exploration skills into action following in class research. They also have time to explore the rainforest.



Community/Sensory Gardens

The opportunity to take our lessons outdoors is wonderful for our pupils, as they often feel less inhibited both physically and mentally, allowing them to apply their learning in a real-world context whilst opening the door to all facets of development. Our Sensory Garden benefits the children's wellbeing and also supports the curriculum – from Maths and Science to Art, Geography and History. Each child at Brownlow Fold has the opportunity, throughout the year, to take part in activities to develop our Community Garden. The children learn gardening skills through planting seeds, weeding or harvesting produce. As well as this have the opportunity to sketch wildlife, understand how food goes from field to fork and learn how to attract more birds and insects into our outdoor environment. Pupils worked together to keep the weeds out of the flower beds and keep the community garden nice and tidy for people to use



Assemblies

During each academic year, the teachers in EYFS, KS1 and KS2 deliver assemblies which link to geography. These further embed the children's understanding of the world, its environments and places near and far, and the process that create and affect them and to boost their interest in caring for and improving the environment.



Knowledge Organisers

Our curriculum knowledge organisers contain key facts and information that children need to have about a topic. Our knowledge organisers include the essential facts about each topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings; images such as maps or diagrams; and famous quotations, if relevant. When pupils learn, they gain and retain deeper and more sophisticated knowledge in their mental models. Developing pupil knowledge is important as the more pupils know (and the better organised their knowledge), the better they can understand a new idea (by connecting it to their existing knowledge) and the better they can solve problems (by applying their knowledge). Their existing knowledge reduces the burden on pupils' working memory.

Learning Environment Celebrating Work



Parental Engagement

Parent/Carer: Brownlow Fold Provision
GEOGRAPHY

This parent/carer questionnaire aims to explore your thoughts and feelings about the quality of our in-school provision for **GEOGRAPHY**. Once completed, please return the questionnaire to your child's teacher. Thank you

Read each statement below and circle the best fit.

Q1. My child feels safe in school.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q2. The school has high expectations for pupil achievement, progress and behaviour.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q3. The school makes sure that pupils are behaving well.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q4. My child is taught well in geography.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q5. I know what my child is learning in geography.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q6. My child tells me what they are learning in geography.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q7. My child gets home learning linked to geography and it is age-appropriate and enjoyable.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q8. My child gets home learning linked to geography and it is age-appropriate and enjoyable.

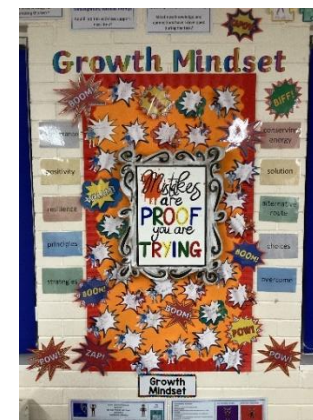
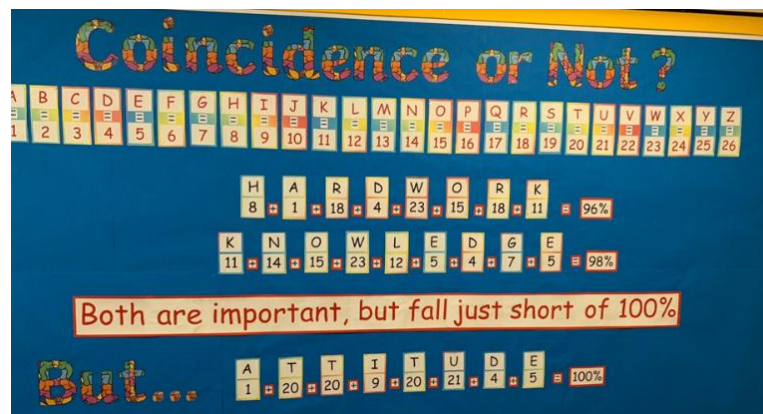
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Q9. School trips are relevant to my child's learning in geography.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
----------------	--	-------	--	---------	--	----------	--	-------------------	--

Growth Mind-set

At Brownlow Fold we teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning (even when they find work challenging). Adopting a Growth Mind-set approach offers an optimistic view about what is achievable for everyone at Brownlow Fold.



Brownlow Bucket List

At Brownlow Fold we have carefully designed a 'Brownlow Bucket List' to provide our pupils with a range of memorable and meaningful experiences during their time with us. Rather than being a list created individually, it is a collection of activities and opportunities chosen by the school, ensuring that every child has the chance to take part. Our aim is for pupils to leave Brownlow Fold having not only achieved academically, but also having enjoyed a wide variety of experiences that will enrich their personal growth, confidence, and sense of community. These activities include opportunities to:

- Try new challenges both in and outside of the classroom.
- Take part in cultural, creative, and sporting experiences.
- Develop life skills that will support them beyond primary school.
- Celebrate important milestones with their peers.

The Bucket List is something we want children to be proud of as they move on to the next stage of their education. Each item ticked off will represent an achievement or special memory that has shaped their journey with us.



Things to achieve before I leave...

Take part in a Forrest School Workshop 	Become a pupil ambassador 	Attend the Headteacher celebration tea party 	Share and debate my views 	Try food from another country
Have my art work exhibited 	Participate in the schools linking projects with pupils from another school 	Take part in a sports competition 	Visit a place of worship 	Carry out a science experiment
Take part in Geographical field work 	Read a target amount of books each year 	Recite a poem 	Perform on stage 	Achieve an Empowered Learner Award
Achieve the Teddy Award 	Take part in the Y6 residential 	Visit a beach 	Learn to ride a bike (Bikeability) 	Help look after our school dog (Teddy)
Visit a library or museum 	Learn to swim 	Achieve the Star of the week 	Meet a member of parliament 	Raise money for charity
Plant flowers and seeds in the sensory garden 	Record an episode for the Brownlow podcast 	Take part in the Learner to Learner programme 	Find my way using a map/compass 	Take part in an extracurricular club
Meet an author 	Learn to play an instrument 	Ensure I have a Growth Mindset 	Visit an airport 	Complete a Commando Joe mission
Sing on a stage as part of choir 	Achieve the reader of the week 	Take part in the Brownlow Bake Off 	Enter a competition 	Brownlow Fold Primary <i>Together we fly</i>

Useful resources for preparing information to help children answer HOTCLUB questions:

HEMISPHERE

Which hemisphere(s) is it in? Use Google: type in '<country name> + hemisphere' e.g. 'Algeria Hemisphere for the following, or similar:

<https://www.google.co.uk/>

OTHER PLACES

Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?

<https://www.climate-zone.com/>

gives information about where any country is located in relation to nearby places

<https://www.climate-zone.com/>

TIMEZONE

Which timezone(s) is it in?

Use Google: type in '<country name> + timezone' e.g. 'Madagascar timezone' for the following, or similar:

<https://www.timeanddate.com/worldclock/personal.html>

use this customisable site and the snipping tool to get a snip of clocks showing GMT and any other city in any other time

zonee.g.:<https://www.worldatlas.com/>

click on a continent/country; use the 'time' tab to find out about timezones

<https://www.timeanddate.com/worldclock/personal.html>

<https://www.worldatlas.com/>

CLIMATE

Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar

Tropical (A)/Dry (B)/Temperate (C)/Continental (D)/Polar (E) are the main 5 classifications in

Köppen's climate classification system. More information can be found at the following sites:

<https://en.wikipedia.org/wiki/K%C3%B6ppen>

_climate_classification

<https://www.mindat.org/climate.php>

- use the colours on the map to ascertain climate zone

BODIES OF WATER - Which bodies of water are nearby?

Use a map to locate nearby major oceans and seas

Use Google: type in 'rivers <name of place> longest' or similar e.g. 'rivers France longest' for the following, or similar

Generic resources, useful for answering most of the questions:

<https://www.climate-zone.com/> - gives official name, capital, area, climate, location, geographic coordinates, comparative area, land boundaries, coastline (length), terrain and elevation extremes for any country.

<https://www.worldatlas.com/webimage/flags/flags.htm>

flags of the world

<https://www.worldatlas.com/>

for each country there are various maps (including physical, outline and location maps), basic information (including area, population, population density, currency, largest cities), history, famous natives, weather, general facts, historical timeline and more.

<https://www.mapsofindia.com/worldmap/>

a wide selection of world maps can be found here including physical, political, outline, climate, tectonic plates, world time and religion maps (these maps cannot be downloaded but can be viewed on screen)

<https://askabiologist.asu.edu/sites/default/files/resources/articles/biomes/world-biomes-map.gif>

a useful map of the world showing biomes closely matched to the biomes selected to use (its accompanying article is useful too for defining the different biome types:

<https://askabiologist.asu.edu/explore/biomes>)

<https://www.internetgeography.net/wp-content/uploads/2017/12/world-map-biomes-.png>

a useful map of the world showing biomes closely matched to the biomes selected to use (its accompanying article is useful too for defining the different biome types:

<https://www.internetgeography.net/topics/what-is-a-biome/>)

<https://www.britannica.com>

use this site to search for information about a place – best for countries, but also works for cities too – information for towns is limited.

<https://www.kids-world-travel-guide.com/>

<https://www.natgeokids.com/>

<https://tutorful.co.uk/blog/learning-geography-useful-websites-and-resources-that-will-rock-yourworld>

a huge list of websites and apps to support geography learning