



Southport
Learning
Trust



Geography at Bedford

At Bedford Primary we are passionate about educating our children to be citizens of the globe. Through our engaging and challenging geography curriculum, our children are given the opportunity to explore our ever changing planet and to develop the skills to understand its physical and human features.



'Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'

Barack Obama



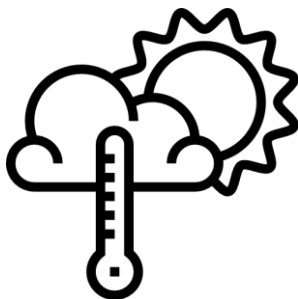
skills needed to be a Bedford geographer

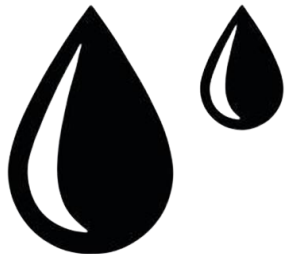
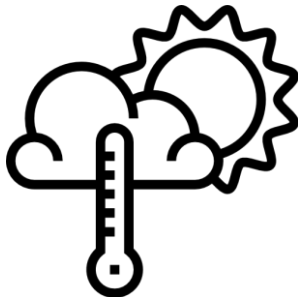


- A curiosity and fascination for the world around them
- Have a deep understanding of the world's physical features and processes
- Have knowledge of the planet's significant places and be able to make comparisons between them.
- Be able to collect and interpret a range of data from the world around them
- Be able to make connections between the physical and human features of our planet to other areas of the curriculum.

location knowledge	place knowledge	human and physical geography	geographical skills and fieldwork
			
Pupils are given the opportunity to explore and locate the countries of the United Kingdom and the wider world.	Pupils are encouraged to identify and explore the similarities and differences between regions of the UK and places around the world.	Pupils are taught to describe and understand key aspects of physical geography Pupils are taught to describe key aspects of human geography	Pupils are taught the important skills of using maps, atlases and digital computed mapping to describe the features of regions and places they have studied. Pupils are also taught to use compass points, grid references and map keys.

- Pupils undertake two geography units of study per year
- Our unique geography curriculum has been carefully designed to ensure that four substantive concepts are taught and revisited each year
- This allows pupils to make links across the curriculum, make connections to previous learning and builds foundations for future units of study.

water	weather and climate	settlement and land use	economic activity
			

water	weather and climate	settlement and land use	economic activity
			
Throughout the curriculum, children learn how water is essential to sustain life and help crops grow. They develop their understanding of the ways in which ports, rivers and coastlines are pivotal to the development and survival of settlements and cities	Children learn that climate determines what grows in different places and how it affects how people live their lives and make money. As they travel through school, they learn how to read weather data to compare climates across the world.	Children learn the different ways people make money and how geography plays a huge part in this. Throughout the curriculum, children have the opportunity to study how Liverpool (as a port) is an area of economic activity and compare this to other locations in the world.	Children learn the reasons why settlements develop and throughout the curriculum will identify the key features of successful settlements.

EYFS learning goal: understanding the world

location knowledge



place knowledge



human and physical
geography



geographical skills
and fieldwork



- know about similarities and differences in relation to places, objects, materials and living things.
- they talk about the features of their own immediate environment and how environments might vary from one another.
- they make observations of animals and plants and explain why some things occur, and talk about changes.

National Curriculum end of KS1 expectations

location knowledge 	▪ name and locate the world's 7 continents and 5 oceans ▪ name, locate and identify characteristics of the 4 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 ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

National Curriculum end of KS2 expectations

location 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 in 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 maps, atlases, globes and 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 (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

progression map

	Year 1	Year 2
location knowledge 	- Name and locate local home town - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	- Name and locate local town and some surrounding areas - Name and locate the world's seven continents and five oceans
place knowledge 	Begin to observe and describe the human and physical geography of a small area of the United Kingdom.	- Observe and describe the human and physical geography of a small area of the United Kingdom. - 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 non-European country.
human and physical geography 	- Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world - Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	- Identify seasonal/daily weather patterns in the UK 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 (inc - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country
geographical skills and fieldwork 	- Use maps, atlases and globes to identify the continents and oceans studied at this key stage. - Use locational and directional language (eg, near and far, left and right) - Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. - Use simple fieldwork and observational skills to study the geography of their school and its grounds.	- Describe the location of features and routes on maps. - Use simple compass directions(North, East, South and West), 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; and use and construct basic symbols in a key. - Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.

progression map

	Year 3	Year 4
location knowledge 	Name and begin to locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	- Locate some of the world's countries, using maps to focus on regions at the centre of the climate crisis, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. - Types of settlements in modern Britain: villages, towns, cities
place knowledge 	To locate countries within Europe and describe the similarities and some differences in geographical features.	- Name and locate cities in the United Kingdom, geographical regions and identify and compare their human and geographical features - To describe how key geographical features have changed over time and some of the reasons for this.
human and physical geography 	- Describe and understand key aspects of: physical geography including key topographical features (inc hills, mountains, coasts, rivers) and how these can be different through a study into a European country. - Describe and understand key features of volcanos, earthquakes and tsunamis.	- Describe and understand key aspects of the water cycle - Explore different views about an environmental issue - Distribution of natural resources including food, water and minerals
geographical skills and fieldwork 	- Begin to use maps, atlases and globes independently and to begin to use digital/computer mapping to locate countries and describe features studied. - To begin to understand the eight points of a compass, four and six-figure grid references, symbols and keys - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied - Know the eight points of a compass, and four-figure grid references. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

progression map

	Year 5	Year 6
location knowledge 	- Build on knowledge of previous years to locate the main countries in Europe and North or South America. Locate and name principal cities and locate and name the main counties and cities in England. - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones/night and day - Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. - Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. - Understand how these features have changed over time - Begin to understand climate zones, biomes and vegetation belts	- On a world map locate the main countries in central America Identify their main environmental regions, key physical and human characteristics, and major cities. - The following skills will be taught through history topics: - map how land use has changed in local area over time. - Compare 2 different regions in UK rural/urban
place knowledge 	Compare a region in UK with a region in N. or S. America with significant differences and similarities	Compare a region in UK with a region in N. or S. America with significant differences and similarities
human and physical geography 	- Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. - Human geography including trade between UK and Europe and the ROW - Fair/unfair distribution of resources (Focus on deforestation) - Taught through history: - Understand types of settlement since Viking, Saxon Britain	Describe and understand key aspects of: Physical geography including volcanoes, mountains and earthquakes.
geographical skills and fieldwork 	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. - Use fieldwork to observe, measure and record the human and physical features in the local area.	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Extend to 6 figure grid references with teaching of latitude and longitude in depth. - Expand map skills to include non-UK countries. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key enquiry questions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can we make a map of our locality?	What are the world's oceans and continents?	Why is the Mediterranean such a popular place to visit?	What happens to the water in our world?	Why do people live near rivers?	What's it like to live on the slopes of a mountain?
How is Liverpool different to other places?	What makes Liverpool a great place to visit?	If volcanoes are so dangerous, why do people live so near?	There is no planet B - how can we tackle climate change?	If the rainforest is so special, why is it disappearing?	How habitable is the Arctic?



long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Can we make a map of our locality?	How is Liverpool different to other places?				
Year 2		What are the world's oceans and continents?			What makes Liverpool a great place to visit?	
Year 3	Why is the Mediterranean such a popular place to visit?				If volcanoes are so dangerous, why do people live so near?	
Year 4	What happens to the water in our world?		There is no planet B - how can we tackle climate change?			
Year 5	Why do people live near rivers?	If the rainforest is so special, why is it disappearing?				
Year 6			What's it like to live on the slopes of a mountain?		How habitable is the Arctic?	

