Beaminster
St. Mary's Academy

Where children come first; belonging and building together
Respect ✝ Trust ✝ Kindness ✝ Friendship ✝ Responsibility

Geography Intent

Geography at Beaminster St Mary's

At Beaminster St Mary's Academy, our intent is to produce a high-quality geography education that inspires pupils' curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. At Beaminster St Mary's Academy, we aim to challenge children's stereotypes about countries across the world - Wordly. We want our children to identify how countries develop a rich economy and to identify global trends. Our units encourage children to learn about countries of their origin and culture. Teaching equips 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 enable them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

CCAW Curriculum Drivers

	In all subjects…	In Geography, this looks like…
Curiosity	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.	• We aim to foster enthusiasm and maintain pupils' curiosity in the world around them. The learning of Geography is done in a variety of ways: outdoor learning, exploratory and practical activities, investigations, fieldwork, trips and visitors. The varied and practical experiences we provide our pupils with promote a love of learning and inspire inquisitive minds.
Communication	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.	• Our Geography curriculum encourages pupils to talk in all areas of learning; communicating their ideas in a range of different and imaginative ways, so they are able to communicate effectively with confidence and enthusiasm.
Admiration	We aspire for pupils to become wise, respectful learners	• We provide first hand opportunities such as visits to the beach and rivers to bring their learning to life. Children take part in field work within our local area. This allows them to practise skills such as map work whilst thinking about things that we like about our local area.
Worldly	We aspire for pupils to become emotionally literate, tolerant and appreciative of an ever changing global environment.	• Our curriculum enables our children to develop an understanding about their local community where they live and how we can impact on our local area, including recycling, pollution and land use. We also teach children about our wider world and learn about our differences.

Learning knowledge is not an end point in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (geographical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through carefully planned enrichment activities.

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Cycle 1	'Wandering' around the world My local area Positional language and maps Houses around the world	What is the geography of where I live like? How does the geography of the Kampong Ayer compare with the geography of where I live? Why do we love being beside the seaside so much?	What is the sunshine state really like? How can we live more sustainably?	Why are mountains so important? Why are jungles so wet and deserts so dry? How is climate change affecting the world? Why is Fair Trade fair?
Cycle 2		Why does it matter where my food comes from? How does weather affect our lives? Why don't penguins need to fly?	How and why is my local area changing? Why do so many people in the world live in megacities? Why do some Earthquakes cause more damage than others? Who are Britain's National Parks for?	What is a river? How do volcanoes affect the lives of people?

Substantive Concepts – these are the concepts that give a subject substance or content.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at St Mary's. Our substantive concepts are:

	Place and Locational Knowledge		Human and Physical Geographical Knowledge		
	UK	The World	Climate	Natural Features	Human Features
EYFS	Local area Countries, Seas and Capitals	Countries, Seas and Capitals	Weather	Our school environment Beaches	Houses
KS1	Local Area Countries, Seas and Capitals	Continents and Oceans Features of Non-European country Hot and Cold places	Weather	Coasts	Food Production
LKS2	Local Area Counties, rivers, major cities	European countries North and South American countries Longitude and Latitude	Weather and Climate	Earthquakes	Settlements and Urbanisation Sustainability
UKS2	Local Area Major physical and human features	European countries and regions Tropics	Climate change	Volcanoes Rivers Mountains	Trade

Second order concepts – Shape the enquiry

Environment The surroundings of a place in which a person, animal or plant lives and interacts.	**Location** The precise site, position, or situation of a place.	**Scale** The size or extent of the area of the place e.g. local, regional, national, international, or global.	**Distribution** The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.	**Processes** The natural or human events and actions occurring in a place that maintain equilibrium or cause change.
Change The alteration or modification of places over time as a result of natural and/or human processes.	**Interaction** How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.	**Interdependence** The degree to which what happens in one place impacts positively or negatively on what happens in another.	**Sustainability** The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.	**Diversity** The variety and distinctiveness of the physical and cultural composition of the society of a place.

Disciplinary Knowledge: knowing how geographers establish knowledge through geographical enquiry

Outcome	Exemplification	
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a beach.	KS1
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.	
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or why some animals live where they do.	
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. that some places along a coast are being eroded by the sea faster than others.	
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. the three most significant factors about why houses in Kampong Ayer are built on stilts.	
Categorise/Classify	Arrange information into groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of buying local food.	
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Kampong Ayer	
Recall	Remember and recount something learned or experienced e.g. what is the main geography of the local area: farming / fields	
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why competing demands make managing Britain's National Parks a challenge.	LKS2
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. why people choose to live in megacities	
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain	
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic	
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. why or what should be done to reduce virtual water use by people in the UK.	
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why earthquakes are generally more hazardous to people around the world than volcanoes.	
Summarise	Outline or sum up briefly the main points about something e.g. how fair trade works	
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process or river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves	UKS2
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain	
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?	
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.	
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests	

Progression of Substantive Concepts

Second Tier Concepts	EYFS	KS1	LKS2	UKS2
Locational Knowledge				
Location The precise site, position, or situation of a place. **Scale** The size or extent of the area of the place e.g. local, regional, national, international, or global.	UK and local area			
	✓ I know the name of the town where I live ✓ I know the names of some other places in the UK and some other countries in the world	✓ I name, locate and identify characteristics of the four countries in the UK ✓ I name and locate the and capital cities of the United Kingdom ✓ I name and locate the surrounding seas of the UK on a map ✓ I name and locate the village, nearest town and county that I live in on a map.	✓ I locate major cities in the UK on a map ✓ I locate major UK rivers on a map ✓ I locate and describe where in the UK I live ✓ I can name nearby counties to Dorset ✓ I can name and locate on a map the south coast, including local landmarks, Weymouth Bay, West Bay, Lyme Bay, Charmouth Beach, Portland Bill	✓ I locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. ✓ I locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. ✓ I recognise broad land-use patterns of the UK. ✓ I name and locate famous hills and mountains
	The world and continents			
	✓ I know the name of the country I live in and other countries that are important to me	✓ I name and locate the seven continents and five oceans on a globe or atlas.	✓ I locate countries in Europe ✓ I locate countries in North and South America ✓ Use the words continent, country, state and city correctly to describe the scale of a location. ✓ I can identify the lines of latitude on a world map. ✓ I can name and locate the position of the prime / Greenwich meridian on a world map.	✓ I identify regions/areas of a European Country or North/South America ✓ I begin to identify the countries and capital cities of Europe and the USA ✓ I describe key physical and human characteristics and environmental regions of Europe and North and South America. ✓ I locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time

Place Knowledge				
Environment The surroundings of a place in which a person, animal or plant lives and interacts. **Distribution** The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface **Diversity** The variety and distinctiveness of the physical and cultural composition of the society of a place.	✓ I talk about similarities and differences about where I live and other places I have been or seen ✓ I know the name of the place where I live and some of the key features and landmarks ✓ I talk about similarities and differences between different religious and cultural communities in this country ✓ I talk about the lives of the people around them and their roles in society;	✓ I can identify and describe the physical and human geography of my local area. ✓ I can describe the physical and human geography of a distant place. ✓ I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country.	✓ I recognise physical and human features of a range of environments (volcanoes, earthquake zones, rivers, climate zone and biomes) ✓ I explain how natural disasters cause environmental change ✓ I explain how land use and development can cause/prevent flooding ✓ I explain how different organisations help conserve water ✓ I understand the impact of deforestation on the rainforest ✓ I explain how different organisations work to protect rainforests ✓ I recognise how settlement can change how land is used	✓ I explain and give reasons for how a region has changed and how it is different from another region of the UK. ✓ I describe a region of Europe and North or South America, its physical environment and climate, and economic activity. ✓ I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. ✓ I can explain how human activity is influenced by climate and weather. ✓ I can name some hazards from physical environments, such as avalanches in mountain regions.

Human and Physical Geography				
Processes The natural or human events and actions occurring in a place that maintain equilibrium or cause change. **Change** The alteration or modification of places over time as a result of natural and/or human processes. **Interaction** How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places. **Interdependence** The degree to which what happens in one place impacts positively or negatively on what happens in another **Sustainability** The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity (the variety of living things) enhanced.	Physical Themes			
	✓ I talk about the weather and how I can keep myself warm or cool ✓ I use geographical vocabulary such as town, hill, house and road.	✓ I can name the four seasons ✓ I can identify and describe seasonal weather patterns in the UK. ✓ I can name and describe which continents have significant hot or cold areas and relate these to the Poles and Equator. ✓ I can recognise and describe a natural environment and describe it using key vocabulary (listed on each unit)	✓ I can find tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. ✓ I use simple geographical vocabulary to describe significant physical features (rivers, hills, cities, towns etc.) ✓ I explain how a place has changed and suggest how it might change in the future ✓ I can describe the water cycle in sequence, using appropriate vocabulary.	✓ I can describe how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. ✓ I study how changes in the environment can affect the weather and climate ✓ I study how food production is influenced by climate. ✓ I can describe the key physical processes and the resulting landscape features of mountains, volcanoes and rivers.
	Human Themes			
	✓ I talk about the weather and how I can keep myself warm or cool ✓ I use geographical vocabulary such as town, hill, house and road.	✓ I use basic geographical vocabulary when identifying human features (listed on each unit) ✓ Begin to learn sustainability, locally sourced food, and what it means to be environmentally friendly.	✓ I identify and sequence a range of settlement sizes from a village to a city. ✓ I describe the characteristics of settlements with different functions, e.g. coastal towns. ✓ I use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. ✓ I understand the potential impact that a range of factors can have on quality of life. ✓ Develop the understanding of key concepts such as climate, economic activity, environmental management, government influence and sustainability and make judgements about the interaction between people and the environment, e.g. through the study of leisure and tourism.	✓ I compare and give reasons for the economy of a place in Europe or North/South America ✓ I explain the choices for a settlement ✓ Know and understand what life is like in cities and in villages and in a range of settlement sizes. ✓ Describe some of the effects of global warming, greenhouse gas emissions, climate change ✓ Develop understanding of the interconnectedness and interdependence of the world in which we live. ✓ Understand what international trade entails – manufacture, buying and selling of goods

Geographical Skills and Fieldwork				
Map and Atlas Work Fieldwork and Investigation	✓ I look closely at and can describe some similarities, differences, patterns and changes ✓ I know that an atlas contains maps and that a globe shows the countries of the world ✓ I use simple directional and positional language ✓ I recognise some famous or familiar landmarks in photographs	✓ I use maps, atlases and globes to locate the U.K and its countries ✓ I locate countries, continents and oceans using geographical resources ✓ I create a simple map ✓ I use simple compass directions (N,S,E,W) and locational directions (Near and Far, Left and Right) to describe a location and routes on a map ✓ I use aerial photographs to identify landmarks and basic human and physical features ✓ I construct basic symbols in a key for a map ✓ I use a basic key to locate and draw symbols on a map ✓ I record data in simple fieldwork to study the human and physical features of my local area ✓ I use my observational skills to communicate and record the human and physical features of my locality	✓ I identify what a place is like? What and who will I see in this place? Why are these people here and what are they doing? ✓ I find out about places and the features of those places by either going to that place or looking at information sources ✓ I use sentences, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places ✓ I describe different points of view on an environmental issue affecting a locality ✓ I use vocabulary related to human and physical features ✓ I make detailed field sketches and digital images ✓ I use atlases, maps and globes and identify the equator, hemispheres and Tropics to research a location ✓ I use aerial photos and a range of other sources to observe features ✓ I draw a plan or map using 4 figure grid references, keys and symbols and begin to recognise scale ✓ I use Google Earth to identify local features ✓ I discuss and present opinions about environmental issues using a range of evidence	✓ I identify which physical and human features a place has. I use geographical vocabulary to give reasons for this ✓ I map land use of a location and devise my own criteria e.g. leisure, retail, residential ✓ I use atlases, maps, globes and aerial photographs to competently research a location ✓ I collect statistics about people and places and choose the most appropriate way to present them ✓ I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue with supporting reasons ✓ I confidently use geographical vocabulary in different contexts ✓ I make detailed sketches and digital images, making careful measurement of patterns ✓ I identify the position and explain the significance of latitude, longitude, equator, hemisphere and the Tropics ✓ I use aerial photographs and a range of sources to identify patterns e.g. settlements ✓ I look at and make detailed maps including keys, 4 and 6 figure grid references and scale ✓ I use Google Earth to identify man-made and natural physical features ✓ I use knowledge of time zones to work out journey times around the world

Vocabulary

Cycle 1

EYFS

Same, Different, Similar
Autumn, Winter, Spring, Summer
Village, Town, City, Capital, Country (Names of countries and their capital cities)
North, South, East, West
Continent, Ocean, Land, Island
Weather, Seasons
Map, Globe

Key Stage 1

What is the geography like where I live like?		**How does the geography of Kampong Ayer compare with the geography of where I live?**		**Why do we love being beside the seaside so much?**	
• Landscape • Town • Commercial • Farm • pastoral	• city • village • retail • arable • service	• Kampong Ayer • landscape • village • rainforest • tropical • vegetation • river • tide	• Brunei • habitat • adaptation • deciduous • coniferous • emergent • island • canopy	• conservation • natural resource • pollution • resort • cliff	• island • cave • beach • tide • package holiday

Lower Key Stage 2

What is the sunshine state really like?			**How can we live more sustainably?**	
• Pattern • Ecosystem • Endangered • Sub-tropical • service	• Tourism • Habitat • Conservation • Temperate • conflict	• peninsula • pollution • hurricane • evacuate • management	• Resource • Non-renewable • Development • Green energy • pollution	• Renewable • Sustainable • Fossil fuels • Climate change • Waste

Upper Key Stage 2				
Why are mountains so important?			**Why are jungles so wet and deserts so dry?** **How is climate change affecting the world?** **Why is Fair Trade fair?**	
• Landscape • Range • Tectonic plate • Crust • Mantle • Core • Strata • fossil	• growing season • sanitation • reservoir • valley • hydroelectric • renewable • conservation • pasture		• climate • equator • continent • biome • tropical rainforest • desert • savannah • tundra • humid • deforestation • precipitation • arid	• climate • environment • processes • interdependence • interaction • economic activity • settlement • land use • energy • sustainability • region • carbon footprint • scale	• goods • services • consumer • producer • ethical • co-operative • premium • guarantee • estuary • port • domestic • international • export • import

Cycle 2

EYFS

Same, Different, Similar
Autumn, Winter, Spring, Summer
Village, Town, City, Capital, Country (Names of countries and their capital cities)
North, South, East, West
Continent, Ocean, Land, Island
Weather, Seasons
Map, Globe

Key Stage 1

Why does it matter where my food comes from?

- Raw material
- Export
- Import
- manufacture
- free range
- nutrition
- farm

How does weather affect our lives?

- island
- equator
- north pole
- south pole
- seasons
- observations
- temperature
- thermometer
- affects
- waterproof

Why don't penguins need to fly?

- adaptation
- equator
- North pole
- Habitat
- Ocean
- blizzard
- South Pole
- Polar
- Tropical
- Predator
- Continent

Lower Key Stage 2

How and why is my local area changing?

- Environment
- Co-ordinates
- Grid reference
- Scales
- Symbols
- county

Why do so many people in the world live in megacities?

- cities
- population
- economy
- megacity
- high rise
- urbanisation
- urban areas
- rural areas

Why do some Earthquakes cause more damage than others?

- earthquake
- strata
- epicentre
- Richter scale
- projection
- tectonic plate
- crust
- mantle
- core
- fault

Who are Britain's National Parks for?

- landscape
- agriculture
- industry
- urban
- rural
- remote
- enhance
- management
- vegetation

Upper Key Stage 2			
What is a river?		**How do volcanoes affect the lives of people?**	
• Landscape • Hazard • Course • Estuary • Profile • Habitat • ecosystem	• water cycle • confluence • port • dock • financial • commercial • monsoon	• landscape • volcano • evacuate • archipelago • geothermal • fjord • mid-Atlantic ridge	• crust • mantle • core • tectonic plate • remote • constraint • solidify