

Geography	
Intent	<p>At Brotherton and Byram Primary Academy we aim for a high quality geography curriculum with accessibility for all children which ensures excitement, creativity and critical thinking in our children to learn about the world, our community and its people.</p> <p>Our teaching equips all children with the knowledge to promote their interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>Our children will develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.</p> <p>We are always enhancing our enquiry skills to ensure that all children are obtaining the right level of independence in their geography learning, particularly with opportunities to investigate and make enquiries about their local area of Brotherton & Byram and Yorkshire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.</p>
Implementation	<p>Geography is taught at Brotherton across 3 Cycles within the school year and is taught in block units within the Cycles to allow for continuity across each topic. Each topic provides the opportunity for children to learn about careers related to geography, ensuring that they are well prepared for the next steps of their education. The key skills and knowledge for geography have been identified by teachers for each topic to ensure there is progression within a year group and also across all year groups. High quality texts are used alongside this to stimulate and enhance geographical knowledge across the school.</p> <p>Cross curricular outcomes in Geography are planned for, with strong links between geography and English lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Real life experiences and a wide range of resources (such as videos, pictures, globes, digital mapping and a bespoke orienteering course) are used to ensure all children can access learning. Outcomes are regularly monitored to ensure they reflect a sound understanding of key identified knowledge.</p> <p>All children work towards the end of year objectives, with some pupils being supported or challenged where necessary. This may be through the choice and amount of vocabulary, visual aids, word lists, sentence length and complexity, the use of IT and the style of activity.</p>
Impact	<p>Outcomes can be found in the curriculum books, demonstrating evidence of a broad and balanced geography curriculum. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's link with an international partner school in Spain which supports our Spanish learning across school and an international partner school in Sierra Leone as part of our Global Goals project.</p>

BB Geography Knowledge and Skills Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	- Our home/school/village - Travel and Transport - Seaside Features	Around Our School Weather Seaside	London, UK Capitals, Brotherton Great Barrier Reef (Oceans and Seas)	Yorkshire	Amazon Rainforest Extreme Earth	Polar Regions	Italy Scarborough Energy & the Environment
Geographical Enquiry	- Shows care and concern for living things and the environment. - Looks closely at similarities, differences, patterns and change. - They talk about the features of their own immediate environment and how environments might vary from one another	- Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Investigate their surroundings - Make observations about where things are e.g. within school or local area.	-Children encouraged to ask simple geographical questions; Where is it? What's it like? -Use NF books, stories, maps, pictures/photos and internet as sources of information. -Investigate their surroundings -Make appropriate observations about why things happen. -Make simple comparisons between features of different places.	- Begin to ask/initiate geographical questions. - Use NF books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes at more than one scale - Begin to collect and record evidence - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	-Ask and respond to questions and offer their own ideas. -Extend to satellite images, aerial photographs -Investigate places and themes at more than one scale -Collect and record evidence with some aid -Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps	- Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	- Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/ Location	- Can describe their relative position such as 'behind' or 'next to'. - Know some environments are different to the one they live in. - Knows that they live in Britain and know some other countries in the world.	- Follow directions (Up, down, left/right, forwards/backwards)	-Follow directions (as Year 1 and inc'. NSEW)	- Use 4 compass points to follow/give directions: - Use letter/no. co-ordinates to locate features on a map.	-Use 4 compass points to follow/give directions: -Use letter/no. co-ordinates to locate features on a map confidently.	- Use 8 compass points; - Begin to use 4 figure coordinates to locate features on a map	- Use 8 compass points confidently and accurately; - Use 4 figure co-ordinates confidently to locate features on a map. - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps	N/A	- "Draw picture maps of imaginary places and from stories."	-Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	- Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing.	-Make a map of a short route experienced, with features in correct order; -Make a simple scale drawing.	- Begin to draw a variety of thematic maps based on their own data.	- Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity.
Representation	N/A	- Use own symbols on imaginary map.	-Begin to understand the need for a key. -Use class agreed symbols to make a simple key.	- Know why a key is needed - Use standard symbols	-Know why a key is needed. -Begin to recognise symbols on an OS map.	- Draw a sketch map using symbols and a key; - Use/recognise OS map symbols.	- Use/recognise OS map symbols; - Use atlas symbols.
Using Maps	- Can draw information from a simple map.	- Use a simple picture map to move around the school - Recognise that a map represents a place.	-Follow a route on a map. -Use a plan view. - Use an infant atlas to locate places.	- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	-Locate places on large scale maps, (e.g. Find UK or India on globe) -Follow a route on a large scale map.	- Compare maps with aerial photographs. - Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) - Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	- Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. - Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)

Scale/ Distance	N/A	- Use relative vocabulary (e.g. bigger/smaller, like/dislike)	-Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	-Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	- Measure straight line distance on a plan. - Find/recognise places on maps of different scales. (E.g. river Nile.	- Use a scale to measure distances. - Draw/use maps and plans at a range of scales.
Perspective	N/A	- Look down on objects to make a plan.	-Look down on objects to make a plan view map.	- Begin to draw a sketch map from a high view point.	-Draw a sketch map from a high view point.	- Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map Knowledge	- Knows what a map is and the purpose of one.	- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	-Locate and name on UK map major features e.g. London, River Thames, home location, seas	- Begin to identify points on maps A,B and C	-Begin to identify significant places and environments	- Identify significant places and environments	Confidently identify significant places and environments
Style of Map	N/A	- Picture maps and globes	-Find land/sea on globe. Use teacher drawn base maps. -Use large scale OS maps. -Use an infant atlas	- Use large scale OS maps - Begin to use map sites on internet - Begin to use junior atlases - Begin to identify features on aerial/oblique photographs.	-Use large and medium scale OS maps. -Use junior atlases. -Use map sites on internet. -Identify features on aerial/oblique photographs.	- Use index and contents page within atlases. - Use medium scale land ranger OS maps.	- Use OS maps. - Confidently use an atlas. - Recognise world map as a flattened globe.