



Co-op Academy  
Broadhurst

# GEOGRAPHY

**Curriculum Intent, Implementation and  
Impact for Geography at Co-op Academy  
Broadhurst**



## Why is Geography an important part of the curriculum at Broadhurst? (Rationale)

At Co-op Academy Broadhurst we have developed a high quality Geography curriculum that provides the opportunities for all pupils to:

- Become increasingly critical and analytical thinkers.
- Possess a secure understanding of place and location.
- To discover links and connections to the geography they learn and the wider community, locality and the world.
- Further their knowledge and explanations of human features, physical features, fieldwork, environmental issues and sustainability.
- Enquire into geographical themed questions and form their own opinions and interpretation of the issues.

## What are the key knowledge concepts in Geography at Broadhurst? (What do the children need to know?)

Place	Physical	Human
Children study areas at different scales to widen their knowledge of the world, the UK and their locality.	Children study key aspects of physical geography including rivers,, volcanoes and climatic zones.	Children study elements of human geography, such as resources, settlements and economic activity.
Environmental issues and sustainability	Fieldwork	
Children consider the effect of their own individual and collective actions on other people, living things and the environment and how beneficial it is now and in the longer term.	Children collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.	

### What does the Geography curriculum look like at Co-op Academy Broadhurst?

- Children are curious and ask questions about what they notice.
- Children develop their understanding of geographical strands through a range of activities.
- Through our geography lessons, children use different types of geographical enquiry to answer their questions.
- Broadhurst geographers observe and compare changes over time, noticing links, similarities and differences, and finding things out using a range of sources of information.
- Children use geographical language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.
- Medium term plans contain the key knowledge that children should learn through the topic, including expectations for children with SEN, how the historical strands are covered, key vocabulary and a 'Big Outcome' which gives children the opportunity to demonstrate their understanding of what they have learned in the topic.

### What does the delivery of the Geography curriculum look like at Broadhurst?

#### Geography Teaching

At Broadhurst, Geography is taught through cross curricular themes. It is one of the main drivers of the learning challenges for each year group, along with the History curriculum. Links are made with other subjects, such as art, D&T and English, where appropriate.

#### Extra Curricular Activities

We offer a variety of extra curricular provision and this can include clubs involving geography.

#### Curriculum Enhancements

Educational trips, workshops and visitors are used to enhance the curriculum.

#### EYFS

Through the joys of continuous provision, children are able to explore the world around them and changes over time.

## How do we plan for progression of knowledge and skills within Geography at Broadhurst?

### Rationale for progression

- The curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Increasing complexity of subject specific language and precision is expected
- Children are able to make links and comparisons between different places and processes.
- Children will develop their understanding and use of geographical terminology
- Children will be able to think critically and develop a more rigorous understanding of geography
- Children are able to talk about their learning using the appropriate vocabulary

### Links to prior learning

- Knowledge that is taught builds on prior learning and is therefore more in-depth
- Medium term plans also have links to previous and future learning to support staff in understanding what the children should already know and how it will link with their learning in other year groups.

## How do we plan for progression of knowledge and skills within Geography at Broadhurst?

Implementation	KS1	LKS2	UKS2
Place	<ul style="list-style-type: none"> <li>Children 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</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Children understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within another continent.</li> <li>Children locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Children understand geographical similarities and differences through the study of human and physical geography of a region of South America</li> <li>Children locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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)</li> </ul>

## How do we plan for progression of knowledge and skills within Geography at Broadhurst?

### Implementation

#### Physical

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| <ul style="list-style-type: none"><li>• Children 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</li><li>• Children 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</li></ul> | <ul style="list-style-type: none"><li>• Children describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</li></ul> | <ul style="list-style-type: none"><li>• Children describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li></ul> |
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## How do we plan for progression of knowledge and skills within Geography at Broadhurst?

### Implementation

#### Human

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| <ul style="list-style-type: none"><li>• Children use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul> | <ul style="list-style-type: none"><li>• Children describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and tourism.</li></ul> | <ul style="list-style-type: none"><li>• Children describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water</li></ul> |
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## How do we plan for progression of knowledge and skills within Geography at Broadhurst?

### Implementation

<b>Environmental issues and sustainability</b>	<ul style="list-style-type: none"><li>• Children investigate changes in their environment.</li><li>• Children identify the changes associated with the seasons and identify daily weather patterns.</li></ul>	<ul style="list-style-type: none"><li>• Children investigate and summarise changes in their environment including environmental issues.</li><li>• Children understand that people can influence and change the environment (e.g. litter, temperature, climate change).</li><li>• Children describe and understand key aspects of the water cycle.</li><li>• Children describe and understand key aspects of land use and its impact on the environment.</li></ul>	<ul style="list-style-type: none"><li>• Children summarise an environmental issue including its causes and possible solutions.</li><li>• Children summarise the ways that people are trying to manage an environment in both physical and human terms.</li><li>• Children recognise how the processes of the human and physical world are interdependent.</li></ul>
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How do we plan for progression of knowledge and skills within Geography at Broadhurst?

Implementation

Fieldwork

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| <ul style="list-style-type: none"><li>• Children 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.</li><li>• 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</li><li>• 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</li><li>• 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</li></ul> | <ul style="list-style-type: none"><li>• Children use simple fieldwork and observational skills to study the geography of the wider world and the key human and physical features of its surrounding environment.</li><li>• Children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul> | <ul style="list-style-type: none"><li>• Children use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li><li>• Use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul> |
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## Long term Plan

	Learning Challenge 1		Black History Month	Learning Challenge 2		Global Learning Week	Learning Challenge 3	
Year 1 UK	Why are you proud to be from Manchester?	Why are you proud to be from Manchester?	Mary Seacole	What makes toys terrific?		Climate change and extreme weather	Why do we have so many castles in the UK?	Why do we have so many castles in the UK?
Year 2 Africa	What makes Africa amazing?		Nelson Mandela	Was London better before or after the Great Fire?	Was London better before or after the Great Fire?		What is it like to be beside the seaside?	What have explorers done for us?
Year 3 Asia	What makes the earth angry?		Katherine Johnson	Why was the River Nile so important to Ancient Egypt?	Why was the River Nile so important to Ancient Egypt?	Water (the water cycle, coastal erosion, pollution)	When was it better to live - Stone Age, Iron Age or Bronze Age?	
Year 4 Europe	Where does our food come from?		Walter Tull	Who invaded Britain first?			Why would someone want to go to Greece?	How groovy were the Greeks?
Year 5 South America	What did the Victorians do for Manchester?		Fanny Eaton	Global Scholars (Taught across the year)		Homes (refugees, inequality, poverty)	What is the impact of deforestation on the Amazon Basin?	
Year 6 North America	Was World War II really bad?		Rosa Parks/ Martin Luther King	Early Islamic Civilization			What are biomes and climates?	

### How do we know that the children have made progress in Geography?

#### Assessments

Children's progress is continually monitored throughout their time at the Co-op Academy Broadhurst and is used to inform future teaching and learning. By the end of each key stage, pupils are expected to know, apply and understand the knowledge and strands specified in the relevant programme of study as set out in the National Curriculum.

#### AFL

Children receive effective feedback through teacher assessment, both orally and through written feedback in line with the success criteria. Children are guided towards achievement of the main objective through the use of process based 'success criteria', provided by and explained by the teacher. Children will have these to refer to in the lesson, where they will be evident in their books and used to identify areas of difficulty by children and teachers when reviewing and assessing work.



### How do we know that our Geography Curriculum is successful?

We know our curriculum is successful if children know more and remember more.

#### Pupil Voice

Children can talk about Geography with enthusiasm and are able to apply and test out their knowledge. Children are encouraged to ask and answer questions and discuss their work and ideas.

#### Assessment Analysis

Children will be tested on their geographical knowledge through the use of quiz assessments after each unit has been taught. 'Big Outcome' activities are used at the end of each topic for children to demonstrate their learning of key knowledge and geographical strands. Quizzes are used throughout the year to recap prior learning from different topics and year groups. All of this information is used to inform teacher assessment which is recorded throughout the year.