The Bridge Trust Columbus

GEOGRAPHY



OUR APPROACH

At Columbus, our Geography curriculum ignites a lifelong curiosity and fascination with the world and its people. We aim to equip our learners with a deep understanding of our planet's diverse landscapes, cultures, preparing them to become informed and responsible global citizens.

We offer a broad, balanced, and engaging Geography curriculum designed to challenge and inspire every learner. The learning is adapted and personalised, ensuring all students can reach their full potential. We strive to develop contextual knowledge of globally significant places, understanding the processes that shape both physical and human geographical features, and how these bring about variation and change over time.

Introduction to the aims of the curriculum

Our curriculum aims to ensure that pupils develop

- Develop a strong sense of curiosity and fascination about the world and its people.
- Foster a deep understanding of the Earth's key physical and human processes.
- Equip learners with essential geographical vocabulary, map skills, and factual knowledge.
- Encourage critical thinking and inquisitiveness about the world around them.
- Instill a positive commitment to environmental responsibility and the future of our planet.

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Areas of Geographical Learning
Our Geography curriculum is carefully planned to ensure comprehensive coverage of the national curriculum guidance, developing essential skills and knowledge across four main areas:

1. Locational Knowledge
Learners will develop a strong understanding of where places are in the world, including their own locality and global significant locations, both terrestrial and marine. They will be able to identify the defining human and physical characteristics of these places and understand how some of these may change over time.

2. Place Knowledge
Students will explore what makes places similar and different, fostering a comparative understanding of diverse locations worldwide. They will learn to compare their own living environment with different places across the globe, appreciating the unique qualities and shared characteristics of various regions.

3. Human and Physical Geography
Learners will gain a comprehensive understanding of key aspects of both physical and human geography:
- Physical Geography: This includes exploring climate zones, natural disasters, the water cycle, topographical features (such as mountains, rivers, and coasts), and biomes (like rainforests and deserts).
- Human Geography: This encompasses types of settlement and land use, economic and trade links between places, and the global distribution of natural resources. Students will understand how these human aspects interact with and influence the physical world.

4. Geographical Skills and Fieldwork
Developing practical geographical skills is central to our curriculum. Learners will:
- Utilise maps, atlases, and digital mapping tools to locate countries and describe their features.
- Become proficient in using compasses and grid references.
- Understand and interpret symbols and keys used in maps.
- Engage in fieldwork opportunities to observe, measure, record, and present information about human and physical features of areas. This will involve a range of methods, including drawing maps, analysing graphs, reviewing plans, and utilising digital technologies.

By the end of their geography journey with us, learners will:
- Accurately use geographical vocabulary and understand the different strands of geography.
- Possess a strong understanding of the Earth's key physical and human processes.
- Be able to make relevant links from geography to other curriculum subjects, such as history and science.
- Show improved enquiry skills and an increased inquisitiveness about the world around them and their impact on it.
- Recognise their choices in the world, developing a positive commitment to the environment and the future of the planet.
- Confidently articulate their geography learning, skills, and knowledge.

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Locational, Physical and Human Geography	I know that the Earth has different climate, rocks and soil, streams, landforms and oceans across the planet	• Pupils use all their senses in hands-on exploration of natural materials. • Pupils explore collections of materials with similar and/or different properties • Pupils will explore physical features of a beach / forest	• Pupils use basic geographical vocab to refer to key physical features including: Clifts, hills, mountains • Pupils can recognise a range of different geographical phenomena e.g. volcano, glacier, earthquake, tornado.	• Pupils understand that a world map shows all the countries in the world. • Pupils use basic geographical vocab to refer to key physical features, including: sea, ocean, river, soil, valley, vegetation • Pupils use both maps and globes, identify the coldest places in the world – The North and South pole and make predictions about where the hottest places in the world are • Pupils can label key features of geographical phenomena	• Pupils know and can locate the world's seven continents and five oceans. • Pupils understand and describe simply how geographical phenomena are formed and the impact they have. • Pupils know how a volcano is formed and what causes an earthquake and tsunamis and can describe this

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Locational, Physical and Human Geography	I know that people live in different environments and adapt their lives to suit where they live. I know what animals, buildings, landscapes, and food sources are in my focus country.	• Pupils know that there are different countries in the world. Focus Country: **UK** • Pupils understand the need to respect and care for the natural environment and all living things. • Pupils use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. • Pupils begin to explore the way people live in the UK (England, Ireland, Scotland and Wales) i.e. The food they eat, the clothes they wear, animals in the habitat. • Pupils will begin to explore how the seaside is different to Basildon • Pupils know the names and basic features of types of environment: **Forest**	• Pupils know that there are different countries in the world. Focus Country: **Kenya, Australia, Spain** • Pupils use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Pupils recognise some similarities and differences between life in this country and life in other countries. • Pupils begin to explore the way people live in another country i.e. The food they eat, the clothes they wear, animals in the habitat. • Pupils know the name of the nearest town and locate it on a map of the UK. • Pupils know the names and basic features of • types of environment: **Desert**	• Pupils know that there are different countries in the world. Focus Country: **Mexico, France, India** • Pupils can talk about the differences between countries or places they have experienced or seen in photos. • Pupils compare similarities and differences between life in this country and life in other countries. • Pupils begin to explore the way people live in another country i.e. The food they eat, the clothes they wear, animals in the habitat. • Pupils can Identify the UK and the countries where members of the class come from or have visited. • Pupils know the names and basic features of • types of environment: **Rainforest**	• Pupils know that there are different countries in the world. Focus Country: **China, North America, Italy** • Pupils can draw pictures to show how places are different and write comparatively to show the difference. • Pupils will ask geographical questions e.g. What is it like to live in this place? How is this place different from where I live? How is the weather different? How are lifestyles different? • Pupils can express their own views about places, people and environments and reasons to support their own likes, dislikes and preferences. • Pupils can compare buildings across the world and compare the physical features • Pupils know the names and basic features of types of environment: **Polar regions**

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Locational, Physical and Human Geography	I know that there are different weathers	• Pupils explore and respond to different natural phenomena in their setting and on community visits. • Pupils can identify and use key vocabulary with weather and seasons and what clothing to wear during those seasons.	• Pupils are able to observe and record e.g. draw pictures of the weather across the 4 seasons • Pupils can keep a record of how many times it rains in a week in the winter and a week in the summer.	• Pupils can identify and label key features of weather phenomena. • Pupils can identify extreme weather conditions and state how to keep safe in these conditions. • Pupils can identify different weather symbols and explore where we would see them. • Pupils will create and film a weather forecast. • Pupils will understand how weather can be measured - Rain gauge, wind sock, weather vane, thermometer.	• Pupils can describe different types of weather and the effects they have on the environment, animals, plants and humans. • Pupils will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. • Pupils will begin to identify what climate change and global warming is.

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Geographical skills	I know how to use a map or globe to locate countries and describe features.	• Pupils can use a simple map or photo to locate a place in their school. • Pupils will experience maps in their role play. • Pupils move safely around the outdoor school environment. • Pupils will stay within defined limits • Pupils will follow and use simple positional language. • Pupils will begin to follow directions up/down, left/right, forward / backwards • Pupils will name different parts of their community through photos - Asda, Library, Co-op, Park	• Pupils will use a map to locate a place in their school or outdoor environment and a familiar location. • Pupils will use simple fieldwork and observational skills to study the geography of the school and its grounds. • Pupils will name and locate the UK on a map and a globe. • Pupils will recognise and describe the key features on a globe. • Pupils will be introduced to simple coordinates • Pupils will be able to make a map of their classroom	• Pupils can recognise the key features on a map and know why a key is needed. • Pupils will make their own map of a real area. Pupils will follow the map created to check for accuracy. • Pupils understand and can use simple coordinates. • Pupils will use simple maps of the local area e.g. large scale print, pictorial etc To find the specific places. • Pupils will be able to make a simple map of the school • Pupil will use and follow directions walking via a sat nav	• Pupils will know how to use a map or globe to find information, for example what sea surrounds Australia. • Pupils can Identify landlocked countries and Islands. • Pupils will begin to identify features on aerial photos / google maps etc. • Pupils will be able to make a simple map of the area. • Pupils can recognise symbols used on Ordnance Survey maps. • Pupils will use simple fieldwork and observational skills to study the geography of their local area and close proximity to the school e.g. the road, the park the pond, shops etc and follow Geo map searches • Use maps and electronic maps (google maps) to compare routes and find distances.

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		Key Vocabulary City Town Village Factory Farm, House Shop	**Key Vocabulary** Beach Coast Forest Mountain Sea River Season Weather Office Port Harbour Volcano Glacier Earthquake Tornado	**Key Vocabulary** Coordinates Map Globe Features Phenomena Compare Similarities Differences Vegetation	**Key Vocabulary** Continents Oceans Impact Environments Survey Tsunamis Local area
		Engagement model • Exploration: Pupils explore different materials through sensory play, including natural materials. They explore outside spaces safely. • Realisation: Pupils show realisation of familiar objects, places, smells and textures. • Anticipation: Pupils show anticipation of cause and effect. Do they show association between a stimulus or activity with an event? • Persistence: Pupils sustain their attention while looking at and exploring different environments and objects. • Initiation: Pupils to interact with objects and materials (mud, soil, water, rocks) How do they interact? Do they show a preference? How well are they developing independence?			