

Beaucroft School Geography Overview

Rationale: At Beaucroft School, it is our vision for every student to engage, enjoy and achieve, developing self-esteem and resilience in preparation for adulthood. We want our Beaucroft community to **THRIVE** and be **Thoughtful** and caring **Happy** and **Safe** **Resilient** **Independent** **Valued** **Empowered**.
At Beaucroft, we want our pupils to explore the world at a level appropriate to them including through sensory activities, photos and symbols, enquiry based approaches, and fieldwork activities that make Geographical knowledge and skills relevant to their lives.

Topic Knowledge

Skills Progression

Curriculum Sequence

EYS

Describe immediate events through observation, discussion, stories, non-fiction texts, maps;
Drawing on their experiences and books/stories:-
Know some similarities and differences between different religious and cultural communities in UK,
Identify some similarities and differences between life in this country and life in other countries,
Know some similarities and differences between the natural world around them and contrasting environments,
Understand some important processes and changes in natural world around them, including the seasons.

Describe where object is or place object using positional language. E.g. , "In, on, under 'Describe a familiar route. Describe routes and locations, using words like 'in front of' and 'behind'. Use all senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and identify difference they have experienced /seen in photos. Draw information from a simple map. Identify some similarities & differences between life in England + life in other countries. Explore natural world around them. Recognise some environments that are different to the one in which they live.

Our world

Myself , food and drink

The beach

Transport

Juniors

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be able to name and locate the four countries in the UK and its surrounding seas. Name the seven continents and five oceans. Understand geographical differences and similarities of a small area of the UK and another small area of a non-European country. Ask simple geographical questions. Use a range of maps, photos and the internet as a source of information. Draw a simple map and start to use symbols to make a key.

Geographical skills and fieldwork. Start looking at places further away and understanding differences of places and locations.

- Mapping the World
- Wimborne and London
- The United Kingdom
- Australia
- Season, Hot and Cold Places

Middle

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be able to locate world countries using maps and their geographical features. Understand geographical differences and similarities of a region of the UK, a region in another European country and in N or S America. Understand and explain key aspects of physical and human geography. Suggest and investigate geographical questions using a range of sources and explain the reasoning behind it. Record and collect data to support this. Draw maps with increasingly complexity

- locational knowledge, place knowledge, Human and physical geography, geographical skills.
- Uk Amazing landscapes (geomorphology)
- Mapping the World
- Europe
- Biomes and Climate Zones of the world
- North and South America

Seniors

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. They should develop greater competence in using geographical knowledge, approaches, concepts and geographical skills . pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. understand geographical similarities, differences and links between places through the study of human and physical geography. To understand, through the use of place-based examples the following concepts tectonics; rocks, weathering and soils, weather and climate, hydrology and coasts, population and urbanisation, international development and economic activity. To build on their knowledge of globes, maps and atlases. To interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

locational knowledge, place knowledge, Human and physical geography, geographical skills.

- Africa and India, 9Biomes, Population and Urbanisation)
- Asia a diverse Continent (Russia, China, & Japan, Population, Economic activity, Biomes, Tectonic Processes)
- Wimborne& the Jurassic Coast
- Weird Weather (Weather, Climate Change, Hydrology, Hot and Cold deserts, Natural disasters).