



Horbury Bridge Academy Geography Overview 2023

Curriculum Drivers

At Horbury Bridge Academy we want all our children to gain the experiences they need to thrive in today's ever changing global landscape. As a small school serving a local community, it is important for us to not only focus on our area and what makes us unique, but also to provide experiences for pupils beyond those available within our community in order for us to support them in becoming global citizens of the future. In order to achieve this, we have three core drivers that run through our curriculum and alongside our Christian vision. These drivers are used to shape the choices we make when planning and delivering learning experiences for our pupils.

Our vision:

“Living by Our Christian Values: Together in Faith, Hope and Love”

Our drivers:

1. **Diversity**
2. **Sustainability**
3. **Enrichment**

Geography Principles

Pupils should:

- Know that geography is a subject – focussing on learning about the world's locations and the reasons they are as they are (including the impact of humans).
- Understand that 'field work' is at the heart of geography – observing and learning first hand
- Understand that geography and science are closely linked – with evidence generally leading to facts being established
- Know their place in the world – where they live and how that fits in to the wider world

- Know the key knowledge identified in each unit, so that they have a firm knowledge base to continue studying.

Our Geography curriculum is mapped across the year groups in three forms: **substantive knowledge, disciplinary (and procedural) knowledge and vocabulary.**

1. Substantive knowledge includes locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. This is based on the knowledge specified in the National Curriculum.
2. Disciplinary knowledge relates to how geographers understand our physical world to resolve real-world social, economic and environmental problems. Our aim is for pupils to learn more, do more and remember more.
3. We teach vocabulary explicitly alongside the substantive and disciplinary concepts.

Geographical Concepts

To further support the children to know more and remember more, we return to key substantive and disciplinary concepts as we learn about different areas of Geography. This supports children to make links and comparisons in their learning.

Substantive Concepts	Disciplinary Concepts
Locational knowledge Place knowledge Human, physical and environmental geography Geographical skills and fieldwork Geographical enquiry	Using and making maps Understanding and using symbols Ways of recording Making comparisons

Early Years Foundation Stage

Across Foundation Stage, geographical knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the geographical knowledge aligned to the Early Learning Goal – and beyond.

The geography topics allow children to develop knowledge and skills in order for them to reach the requirements of ‘The Natural World’ and ‘People, Culture and Communities’ Early Learning Goals.

ELG: People, Culture and Communities (aspects)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World (aspects)

Children at the expected level of development will:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Children will have the opportunity to constantly learn about the world around them. They will explore the local environment in Autumn, Winter, Spring and Summer, noticing similarities and differences, taking photographs and making a big book. They will discuss the weather each day and notice how the weather changes through the seasons. We will also seize the moment, for example on a windy day provide items like; wind chimes, windmills, bubbles, kites ... to explore the effects of wind, play outside in the rain and snow and talk about where it comes from. They will be introduced to the idea that some things are man-made and some things are natural through discussions and observations.

EYFS Geography Themes	Links to KS1 Geography
Myself and My Community	Onward Christian Soldiers - Verse 1
Around the world	Feeling Hot, Hot, Hot
Africa	Under African Skies
Looking after our Planet	Feeling Hot, Hot, Hot
Farm Animals	Under African Skies

Key Stage 1

Class 1 Year 1/2 Cycle A			
Term	Autumn	Spring	Summer
Theme		Feeling Hot, Hot, Hot	Onward Christian Soliders - Verse 1
NC Coverage		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom (covered across the year) and the location of hot and cold areas of the 	<ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

		world in relation to the Equator and the North and South Poles	<p>physical features of its surrounding environment.</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify the United Kingdom and its countries ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Substantive Knowledge (Concepts)		<ul style="list-style-type: none"> ● know where the equator is and point to it on a globe ● know where the North and South Poles are and point to them on a globe ● recognise some of the more familiar weather symbols ● know which animals live close to the equator, North Pole and South Pole. ● know how animals living in the North and South poles keep warm ● know which clothes they would wear on hot or cold days ● Understand that the general temperature of the world is getting warmer ● know why people tend to like hot places for their holidays ● know their address, including their postcode 	<ul style="list-style-type: none"> ● Know where England, Northern Ireland, Scotland and Wales are on a map of the UK ● Know the name of their nearest town or city ● Be able to locate their nearest town or city on a map of the United Kingdom. ● Know about the human and physical features of their local area
Disciplinary Knowledge	Year 1		
	<ul style="list-style-type: none"> ● Show interest in what they see in field work ● Record what they have seen, in simple ways, including pictures and diagrams with labels ● Use a digital camera to record what they see ● Use concepts of N and S ● Fill in and use a class weather chart ● Use simple blocked maps and plans ● Make simple plans and talk about them 		

	<ul style="list-style-type: none"> ● Mark the location of buildings on a simple local map ● Identify where they have been on holiday, using a map 		
	Year 2		
	<ul style="list-style-type: none"> ● Use maps and identify the features using symbols ● Use atlases which show physical and human features ● Use concepts of NSEW ● Ask simple geographical questions ● Make and discuss charts that detail changes in weather and seasons. ● Make detailed sketches whilst on field work and/or draw labelled diagrams ● Use tally charts and simple tables to collect information ● Recognise characteristic physical and human features of places - built up, noisy, busy ● Record what they have seen including pictures and diagrams with labels 		
Vocabulary		<u>Revisit</u> Season, country, North Pole, South Pole, temperature	<u>Revisit</u> Map, town, city, village
		<u>New</u> north, south, east, west, globe, weather, equator, climate, equator, compass, Arctic, Antarctic, adapted	<u>New</u> Plan, birds-eye view, aerial, detached, semi-detached, bungalow, housing estate, human features, physical features, local, city, village, atlas, capital city, River Calder (Wakefield)
		<u>Disciplinary</u> Positive, negative, compare, orientate	<u>Disciplinary</u> navigate, fieldwork, mapping

Class 1 Year 1/2 Cycle B			
Term	Autumn	Spring	Summer
Theme		Under African Skies	Oh, We Do Love to be Beside the Seaside!

NC Coverage		<ul style="list-style-type: none"> • 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 of a contrasting non-European country • Name and locate the world's seven continents and five ocean 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: beach, cliff, forest, coast, hill, mountain, sea, valley, vegetation, river, soil, season, ocean and weather
Substantive Knowledge (Concepts)		<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the main differences between a place in England and that of a small place in a non-European country • Know that their life is different to so many other children in the world • Know that the climate in England is very different to so many other places in the world • Know that the animals living in the wild would be different in countries outside the UK • Know that the type of fruits and vegetables grown depends on the country's climate 	<ul style="list-style-type: none"> • How to identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Explain some of the advantages and disadvantages of living in a city or village • Know what they could find in a rock pool • Begin to recognise the type of work that a seaside resort brings • Know that British resorts were very much more busy in the past • Know why some seaside resorts have lifeboats
Disciplinary Knowledge	Year 1		
	<ul style="list-style-type: none"> • Show interest in what they see in field work • Record what they have seen, in simple ways, including pictures and diagrams with labels • Use a digital camera to record what they see • Use concepts of N and S • Fill in and use a class weather chart • Use simple blocked maps and plans • Make simple plans and talk about them 		

	<ul style="list-style-type: none"> ● Mark the location of buildings on a simple local map ● Identify where they have been on holiday, using a map 		
	Year 2		
	<ul style="list-style-type: none"> ● Use maps and identify the features using symbols ● Use atlases which show physical and human features ● Use concepts of NSEW ● Ask simple geographical questions ● Make and discuss charts that detail changes in weather and seasons. ● Make detailed sketches whilst on field work and/or draw labelled diagrams ● Use tally charts and simple tables to collect information ● Recognise characteristic physical and human features of places - built up, noisy, busy ● Express views about human, physical and environmental geography in different ways 		
Vocabulary		Africa, North America, South America, Oceania, Asia, Antarctica, North Pole, South Pole, Southern Ocean, polar, emperor penguin, China, India, Russia, Arctic, Atlantic, Indian, Pacific and Southern, Australia, savannah, herd, Kenya, Tanzania, Equator, Climate, Temperature	Country, United Kingdom, England, Wales, Scotland, Northern Ireland, landmark, Africa, climate, Equator, coast, coastline, water, buoys, windbreaks, lifeboat, Rainforest, remote, Continent, country, city, capital, landmark, mountains, harbour

Lower Key Stage 2

Class 2 Year 3/4 Cycle A			
Term	Autumn	Spring	Summer
Theme		Mamma Mia!	Onward Christian Soldiers - Verse 2
NC Coverage		<ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Europe ● understand geographical similarities and differences through the study of human and physical 	<ul style="list-style-type: none"> ● Rivers: describe and understand key aspects of physical geography, including:, rivers, and the water cycle.

		geography of a region of the United Kingdom and a region in a European country.	
Substantive Knowledge (Concepts)		<ul style="list-style-type: none"> • Know at least five differences between living in the UK and a Mediterranean country • Use maps to locate European countries • Locate the Mediterranean and explain why it is a popular holiday destination • Explain how the lives of people living in the Mediterranean would be different from their own • Name some well-known European countries • Name and locate the capital cities of neighbouring European countries • Be aware of different weather in different parts of the world, especially Europe 	<ul style="list-style-type: none"> • Know how a river is formed • Know the difference between the upper, middle and lower courses of a river • Know the names and location of many famous rivers in the UK and the world • Know how waterfalls and ox bow lakes are formed • Know what erosion and deposition are in relation to rivers • Know why many cities are situated next to a river • Know why rivers cause flooding • Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary • Understand the reasons to keep plastics and other pollution out of waterways • Understand the process of the water cycles (covered in science)
Disciplinary Knowledge	Year 3		
	<ul style="list-style-type: none"> • Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate • Draw maps of local places, including sketches from field work • Use maps with simple grid references • Work out routes on maps and plans • Use contents and index pages of an atlas • Draw maps with a simple key 		

	<ul style="list-style-type: none"> • Suggest ways towards a reduction in climate change • Begin to express views about human, physical and environmental geography in different ways 		
	Year 4		
	<ul style="list-style-type: none"> • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information • Suggest own ways of presenting information, including graphically and in writing • Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements • Explain how people can both improve and damage the environment • Plan a route and work out distance using map scales • Compares the lives of people in two different environments or places • Express views about human, physical and environmental geography in different ways 		
Vocabulary		<u>Revisit</u> holiday, neighbour, weather, weather forecast, season, capital city, Europe	<u>Revisit</u> River Calder (Wakefield), physical features, human features
		<u>New</u> European, Mediterranean, border, coast, land-locked, tourist, holiday destination, attraction, resort, climate zone – polar, temperate and equatorial flora, fauna, vegetation	<u>New</u> River Calder (Wakefield), Docklands Canary Wharf, estuary, mouth, tributary, source, meander, erosion, deposition, channel, gradient, Upper, middle, lower course, rapids, spurs, gorges, valley, transportation conurbation
		<u>Disciplinary</u> Locate	<u>Disciplinary</u> Fieldwork, analyse

Class 2 Year 3/4 Cycle B			
Term	Autumn	Spring	Summer
Theme		The Floor is Lava	London Calling



NC Coverage		<ul style="list-style-type: none"> ● Volcanoes, earthquakes, Tsunamis and Flooding 	<ul style="list-style-type: none"> ● Capital cities ● Comparative study: London to locality
Substantive Knowledge (Concepts)		<ul style="list-style-type: none"> ● Know what causes a volcano to erupt ● Be able to label a volcano ● Know what a tsunami is and what causes one ● Know about the impact a volcano has on the lives of the people living close by ● Know where some of the most well-known volcanic regions of the world are ● Know how an earthquake occurs ● Know what and aftershock is ● Know why we have extreme weather in the UK 	<ul style="list-style-type: none"> ● Know why we have capital cities ● Know the differences between a major city and a town or village ● Know the names and purpose of many of London's famous buildings ● Know what is meant by monarchy ● Know the names of other capitals
Disciplinary Knowledge	Year 3		
	<ul style="list-style-type: none"> ● Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires ● Use prediction and prior knowledge to find out about unknown places, and combine this with observation ● Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate ● Draw maps of local places, including sketches from field work ● Use maps with simple grid references ● Work out routes on maps and plans ● Use contents and index pages of an atlas ● Draw maps with a simple key ● Suggest ways towards a reduction in climate change ● Begin to express views about human, physical and environmental geography in different ways 		
	Year 4		
<ul style="list-style-type: none"> ● Examine, question, analyse what is discovered, using a range of evidence ● Discriminate between different sources of information ● Suggest own ways of presenting information, including graphically and in writing 			

	<ul style="list-style-type: none"> • Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements • Explain how people can both improve and damage the environment • Plan a route and work out distance using map scales • Compares the lives of people in two different environments or places • Express views about human, physical and environmental geography in different ways 			
	<table border="1"> <tr> <td></td> <td> <p>Earthquake, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, pressure, Java and Sumatra (both Indonesia), Philippines, MidAtlantic Ridge, Iceland, Active, dormant, extinct, 'Ring of Fire', Hazard, risk, danger, tsunami, advantages, disadvantages, social, environmental, economic, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy</p> </td> <td> <p>Capital City, London, Edinburgh, Cardiff, Belfast, Dublin, Government, Monarchy, King, Queen, Royal, Paris, Madrid, Canberra, Beijing, Nairobi, Berlin, Rome, Washington, Town, City, Village, Urban, Rural, Similarities, differences, location, transport links</p> </td> </tr> </table>		<p>Earthquake, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, pressure, Java and Sumatra (both Indonesia), Philippines, MidAtlantic Ridge, Iceland, Active, dormant, extinct, 'Ring of Fire', Hazard, risk, danger, tsunami, advantages, disadvantages, social, environmental, economic, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy</p>	<p>Capital City, London, Edinburgh, Cardiff, Belfast, Dublin, Government, Monarchy, King, Queen, Royal, Paris, Madrid, Canberra, Beijing, Nairobi, Berlin, Rome, Washington, Town, City, Village, Urban, Rural, Similarities, differences, location, transport links</p>
	<p>Earthquake, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, pressure, Java and Sumatra (both Indonesia), Philippines, MidAtlantic Ridge, Iceland, Active, dormant, extinct, 'Ring of Fire', Hazard, risk, danger, tsunami, advantages, disadvantages, social, environmental, economic, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy</p>	<p>Capital City, London, Edinburgh, Cardiff, Belfast, Dublin, Government, Monarchy, King, Queen, Royal, Paris, Madrid, Canberra, Beijing, Nairobi, Berlin, Rome, Washington, Town, City, Village, Urban, Rural, Similarities, differences, location, transport links</p>		

Upper Key Stage 2

Class 3 Year 5/6 Cycle A				
Term	Autumn	Spring	Summer 1	Summer 2
Theme			Welcome to the Jungle	Onward Christian Soliders - Verse 3
NC Coverage			<ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and 	<ul style="list-style-type: none"> • use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

			earthquakes, and the water cycle	<ul style="list-style-type: none"> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Substantive Knowledge (Concepts)			<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Know where many of the world's rainforests are situated Know about the endangered animals in the rainforests Know about deforestation and the arguments for and against deforestation Know where the Amazon is located Know about the people that live in the Amazon rainforest and about some of the unique plants there 	<ul style="list-style-type: none"> Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references Be able to read a local map Know how to plan a trip Know how to orientate a map
Disciplinary Knowledge	Year 5			
	<ul style="list-style-type: none"> Suggest suitable questions for a field work study Suggest relevant issues for further study Rank information found into order of importance Make careful measurements - e.g. rainfall, noise level, distance Carefully select sources of evidence, and sift information 			

	<ul style="list-style-type: none"> ● Collect statistics about people and places, and set up a database from fieldwork or research ● Suggest plausible conclusions, and back up with evidence ● Make a plausible case for environmental change ● Use and understand simple scale ● Use an 8 point compass ● Choose methods to record field study work 			
	Year 6			
	<ul style="list-style-type: none"> ● Work out a journey time, using their knowledge of time zones ● Come to accurate conclusions, using information ● Measure wind speed, rainfall and noise levels ● Make field measurements over time ● Make good use of ICT in charts and graphs ● Collect statistics about people and places, and set up a database from fieldwork or research ● Analyse data – e.g. population data - using similarity and difference ● Speculate and hypothesise about what is found ● Justify own viewpoint or decision, and use new information to adapt their own viewpoint ● Interpret other people’s arguments for change, analysing and evaluating viewpoints ● Use an appropriate scale when creating a detailed map ● Accurately use an 8 point compass ● Choose appropriate methods to record field study work 			
Vocabulary			<u>Revisit</u> Desert, flora, fauna, equator, equatorial	<u>Revisit</u> Human and physical features
			<u>New</u> Biome, Tundra, Grasslands, Marine, Freshwater, Tropical rainforest, Temperate forest (deciduous), Taiga forest (coniferous), tropical rainforest, Tropic of Cancer, Tropic of Capricorn, tropical, rainforest, deforestation, biodiversity	<u>New</u> Contour lines Ordnance Survey map Ordnance Survey symbols 8 point compass

			<u>Disciplinary Impact</u>	<u>Disciplinary Orientate Orienting Scale</u>
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Class 3 | Year 5/6 | Cycle B

Term	Autumn	Spring	Summer
Theme	North America		
NC Coverage	<ul style="list-style-type: none"> Locate the world's countries, using maps, to focus on North or South America and concentrating on their key physical and human characteristics , countries and major cities 		
Substantive Knowledge (Concepts)	<ul style="list-style-type: none"> Know key differences between living in the UK and in a country in North America Know how to use graphs to record features such as temperature or rainfall across the world Know the names of many North American Countries Know why the USA has a thriving economy Know the features of the USA, including its capital, population and languages Know about issues such as immigration in the USA Know about the climate of the USA and how it compares to the UK 		



	<ul style="list-style-type: none"> • Know what natural resources the USA has 		
Disciplinary Knowledge	Year 5		
	<ul style="list-style-type: none"> • Suggest suitable questions for a field work study • Suggest relevant issues for further study • Rank information found into order of importance • Make careful measurements - e.g. rainfall, noise level, distance • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Suggest plausible conclusions, and back up with evidence • Make a plausible case for environmental change • Use and understand simple scale • Choose methods to record field study work 		
	Year 6		
	<ul style="list-style-type: none"> • Work out a journey time, using their knowledge of time zones • Come to accurate conclusions, using information • Measure wind speed, rainfall and noise levels • Make field measurements over time • Make good use of ICT in charts and graphs • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data - using similarity and difference • Speculate and hypothesise about what is found • Justify own viewpoint or decision, and use new information to adapt their own viewpoint • Interpret other people’s arguments for change, analysing and evaluating viewpoints • Use an appropriate scale when creating a detailed map • Choose appropriate methods to record field study work 		
Vocabulary	City, state, country, continent, North America, South America, northern hemisphere, compass points (8), region, Brazil and other South American countries, southern hemisphere, Types of buildings (e.g. skyscrapers, public buildings, religious buildings), routeways,		

	city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains), Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Caribbean, Eastern/Atlantic coastal strip, Great Lakes), Itinerary		
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