



Geography at Bridge Primary School.

At Bridge Junior School, children start in Year 3 with an understanding of where the school is located, where they live and the communities around them. They also have some understanding of the countries that make up the U.K. and some grasp of the continents and oceans of the world. Many children in the school have relatives in other parts of the world and have a knowledge of certain areas and cultures that they bring with them into lessons. The subject matter in the units of work, reflects this and builds upon the children's knowledge and understanding. During their time in infant school, they have been introduced to the terms Human and Physical Geography and have looked at weather around the world. These areas are again built upon throughout their time at Bridge.

At Bridge, we develop geographical skills and knowledge in a sequential and progressive manner. Throughout their time in school, children will learn about a broadening range of geography, issues effecting other parts of the world and the people in it. They will broaden their global understanding with focused studies of a wider variety of different countries, including those in Europe, Asia and The Americas. Children learn about the wider world, as well as local areas, which includes looking at physical, social and economic issues. Ultimately, children leave the school with an understanding of the world around them, how they can fit into it and how they can become global citizens. They have an awareness and understanding of geography that will allow them to be curious about the world throughout their time in secondary school.

The organisation.

At Bridge Junior School we follow the Geography Programme of Study from the 2014 National Curriculum. This is supplemented with the Primary Knowledge Curriculum (PKC) which allows us to cover all the statutory areas of the National Curriculum. We have devised, using PKC, our own Medium-term plans, to make learning more meaningful for our children incorporating Leicester links, wherever possible within topics. The PKC curriculum is used as basis from which our Medium Term Plans are written, it is adapted and modified to fit the needs of the children and our school. Teachers use it to plan engaging and exploratory lessons.

Our Long Term Plan maps out the units of work the children learn throughout each year group across the school. The units are taught throughout the year at a time which fits with other areas of the curriculum. Where possible, purposeful links between subjects are made and explored. In Year 3, the children's work is focused on the local area which allows them to build skills and knowledge within a context they are comfortable with and links directly to their work in KS1. They also learn about an exciting area of geography, which engages them whilst extending their knowledge of the world. In Year 4, a wider view of the world is taught and the children apply their skills to new areas of the world. They learn about the continent the UK is part of then about an area of the world that most of the children in school have some previous knowledge or experience of. Year 5 then comes back closer to home, using the skills and knowledge learnt in Years 3 and 4 and building upon these to learn more about the UK. Year 6 then broaden out again into looking at continents the children may not have such a background understanding of and applies their skills and knowledge to a new area of the world.

At Bridge Junior School, we provide our children with opportunities to become "Global Citizens," deepening their interest and wonder in exploring the world and their place in it. We encourage children to ask and answer thoughtful questions to broaden their understanding and make connections.

We provide opportunities for our children to develop a sense of the world at local, national and global levels. They will learn to make connections between how people and the environment interact. Through fieldwork children are encouraged to become observant and develop their enquiry skills.

Our children learn to think critically, use maps, visual images and the internet to gather, analyse and present information.

The key areas of the geography curriculum are:

Locational Knowledge (Where places are)

Place Knowledge (What a place is like)

Human and Physical Geography (What the natural process and the impact and behaviour of humans are like)

Geographical Skills and Fieldwork (Map work, asking, answering, organising and analysing)



The impact.

As the children progress through the school, they develop a knowledge and understanding of the world around them and can also think about their local area and its place within the wider world. The children have an understanding of locational knowledge and understand where places are and what they are like. We instil in the children a curiosity and interest in the developments of the world that will continue throughout their life. Geography at Bridge will give the children a grounding for them to develop in secondary school and in adulthood, allowing to make informed choices, be invested in and have an understanding of the world.

The National Curriculum Expectations.

Key Stage One Expectations.	Key Stage 2 Expectations.
<p style="text-align: center;">Prior Learning</p> <p>Pupils should be taught:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <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 in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 • 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 • key human features, including: city, town, village, factory, farm, house, office, port, • harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • 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. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • 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) <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <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 earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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 • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.