



Intention Statement

Teaching Geography at Bishop Henderson is focused on igniting and sparking a passion for the vast curiosities of the world and all that lives in and among it. The subject itself covers many areas, from landscapes and environments to people and resources, so learners will leave Brookside equipped with skills and knowledge founded from within this investigative subject for life beyond education. Our learners will take with them, the desire to understand and enquire further about the wider world and their place within it. Living in a rural area, children will be taught about their direct geographical location, alongside other diverse places, broadening and comparing their experience of life outside of their immediate locality. This will be taught through map skills, physical and human processes, fieldwork and place knowledge. With an ever-changing planet, the Geographical curriculum will need to change with it to include current issues, such as plastic waste and problems faced by different Geographical areas. Our learners are the future generation and so it is our job to teach and guide them how to be responsible for our planet, and alongside cross curricular links, Brookside learners will be fully prepared to utilise their skills and expand their interest within the subject.

Early Years

Concepts (I understand)

Place	Human Features	Physical Features
<ul style="list-style-type: none"> • I understand that the place I attend school is a village called Coleford 	<ul style="list-style-type: none"> • I understand that I live in a man-made village. • I can identify features of a village. 	<ul style="list-style-type: none"> • I can describe different features of the countryside.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Know that we live in a village and understand the term 'village'. • Know that our village is in England. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • Draw simple maps of their own environment or a known story setting 	<ul style="list-style-type: none"> • village, town, country, map, weather, seasons, hot, cold, road, street, address, farm, beach, mountain, river, north pole, south pole



Year 1

Concepts (I understand)

Place	Human Features	Physical Features
<ul style="list-style-type: none"> I understand that the village our school is in is different to other places 	<ul style="list-style-type: none"> I can understand the difference between a city and village. I can find human features in my locality 	<ul style="list-style-type: none"> I can understand the difference between town and country in my locality
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know the names and locations of the UK and Europe I know the names and locations of the four countries of the United Kingdom I know the capital city of the UK and some of its key features 	<ul style="list-style-type: none"> I can identify and name the features of each of the seasons I understand geographical similarities and differences through studying the human and physical geography of Coleford and Peru. I can use world maps, atlases and globes to identify the United Kingdom and Europe I 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 Geography – key stages 1 and 2 3 key physical features, including: I can use aerial photographs and simple maps to recognise landmarks and basic human and physical features. I can create a simple map and follow a simple key I can observe features of the geography of the school and its grounds I can name simple human and physical features of the surrounding environment. I can use a globe to find the UK I can make links with known stories in relation to geographical vocabulary. 	<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical resources & skills: map, atlas, compass, aerial photograph</p>



Year 2		
Concepts (I understand)		
Place	Human Features	Physical features
<ul style="list-style-type: none"> I understand that there are many different places and each has its own characteristics 	<ul style="list-style-type: none"> I can understand the difference between a city, town and village. I can find human features on a map 	<p>I can understand the difference between town and country nationally</p> <p>I can understand that different countries have different climates.</p>
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know the names and locations of the world's seven continents and five oceans I know the names and locations of the four countries and capital cities of the United Kingdom and their surrounding seas I know some characteristics of the four countries and capital cities of the United Kingdom and their surrounding seas I 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 	<ul style="list-style-type: none"> I can 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 I can 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 I can 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 I can 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 I can 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. I can use a glob to find the UK, the 7 continents and 5 oceans I can make links with known stories in relation to geographical vocabulary 	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical resources & skills: map, atlas, compass, aerial photograph</p>



Year 3

Concepts (I understand)

Place	Human Features	Physical Features
<ul style="list-style-type: none"> I understand that the characteristics of a place are shaped by the physical geography and the people who live there. 	<ul style="list-style-type: none"> I can begin to understand the impact of humans on the world I can understand how man made features impact my life in Coleford I can compare human features from one part of the country to another 	<ul style="list-style-type: none"> I can begin to describe the impact of physical features on my life
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know the name and position of some of the UKs major rivers I know the names other countries in Europe I know the name and position of some the local counties and cities in the South West I know some of the regions geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) I know my full postal address. I know the 4 points of a compass, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> I can explain how humans use physical, geographical features for a variety of purposes I can Describe the journey of a river from source to sea I can locate some of the world’s countries of Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can identify the position of the Equator, Northern Hemisphere, Southern Hemisphere I can describe and explain geographical similarities and differences through the study of human and physical geography of Somerset and compare to a different UK region. I can locate my village/town on an ordnance survey map. I can use maps, atlases, globes and digital/computer mapping to locate countries of Europe and describe features studied I can use fieldwork to observe, record and present the human and physical features in their immediate local area using a range of methods, including sketch maps I can compare British rivers with rivers around the world 	<p>key physical features, including: river, estuary, meander, mouth, tributary, current, tide, erosion, flood plain, source</p> <p>key human features, including: Region Continent, country, county, major city, local environment, rivers, mountains, tropics, Area, Physical features, Water, Distance, Contour</p> <p>Geographical resources & skills: Atlas, Ordnance survey, Map, Globe, Aerial photography, Compass, Fieldwork</p>



Year 4		
Concepts (I understand)		
Place	Human Features	Physical Features
<ul style="list-style-type: none"> I can Identify and explain how the characteristics of a place are shaped by the physical geography and the people who live there 	<ul style="list-style-type: none"> I can describe impact of humans on the world and Coleford I can compare human features across the world 	<ul style="list-style-type: none"> I can begin to describe the impact of physical features on my local area over time
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know the name and position of some counties and cities of the United Kingdom I know some of the United Kingdom's geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) I 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 	<ul style="list-style-type: none"> I can locate some of the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle I can describe and explain 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 I can locate their village/town on a digital map. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use eight points of a compass, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world I can use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps 	<p>Physical Geography: Continent, country, county, major city, local environment, rivers, mountains, tropics, Area, Physical features, Water, Distance, Contour, North, South, East, West, NE, NW, SE, SW</p> <p>Human Geography: Human features, Environmental change, Settlement, Environmental issue, Water pollution, Route, Geographical Resources & Skills: • Atlas, Ordnance survey, Map, Globe, Aerial photography, Compass, Fieldwork</p>



Year 5		
Concepts (I understand)		
Place	Human Features	Physical Features
<ul style="list-style-type: none"> • I understand some of the reasons for geographical similarities and differences between countries. • I can explain how locations around the world are changing and explain some of the reasons for change. • I can Begin to understand and explain geographical diversity across the world. 	<ul style="list-style-type: none"> • I can describe how physical geography influences the day to day life of inhabitants of an area. • I can recognise that humans can have some control over physical features. • I can describe how human features impact the world 	<ul style="list-style-type: none"> • I can describe key aspects of physical geography and know how physical geographical features are formed. • I can describe and understand the water cycle and how some weather events are formed e.g. Tsunamis.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • I know the name and location of the some of the countries of North America • I know the names of a number of European capital cities. • I know the names and locations of some of the countries and cities of the world and know their identifying human and physical characteristics and understand how some of these aspects have changed over time • I know the name of some counties which suffer flooding and understand geographical similarities and differences of UK river flooding and flooding in other countries e.g. Thailand and Calgary. 	<ul style="list-style-type: none"> • I can locate physical geographical features on a map and describe their location in relation to land use and look for patterns in the locations. • I can 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. • I can express and explain opinions on geographical and environmental issues and recognise why other people may think differently. • I can use 8 compass points; Begin to use 4 figure coordinates to locate features on a map • I can identify the position and significance of: Longitude and latitude, equator, Northern and Southern Hemisphere, Arctic and Antarctic circle and the prime/ Greenwich Meridian and times zones (including day and night) • I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. • I can identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • I can sse maps to identify how coasts and rivers change the land over time. • I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. 	<p>Physical Geography: Continent, country, county, major city, local environment, rivers, mountains, tropics, Area, Physical features, Water, Distance, Contour , North, South, East, West, NE, NW, SE, SW, Longitude, latitude, minerals, water</p> <p>Human Geography Human features, Environmental change, Settlement, Environmental issue, Water pollution, Route, prime/Greenwich Meridian, Time zones, Distribution, Trade links, Dependent links, Natural resources, energy, environmental change, land use, economy</p> <p>Geographical Resources & Skills: • Atlas, Ordnance survey, Map, Globe, Aerial photography, Compass, Fieldwork</p>



Bishop Henderson Geographer

	<ul style="list-style-type: none"> • I can identify and locate physical and human characteristics of South and central America. 	
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Year 6		
Concepts (I understand)		
Place	Human Features	Physical Features
<ul style="list-style-type: none"> • I can explain and discuss a range of reasons for geographical similarities and differences between countries • I can Explain how locations around the world are changing and explain some of the reasons for change • Describe geographical diversity across the world. 	<ul style="list-style-type: none"> • I understand types of settlement • I understand about land use • I have a basic understanding of economic activity (including trade links) • I understand distribution of energy, minerals, food and water • I can describe how human features impact the world and suggest ideas to prevent detrimental effects 	<ul style="list-style-type: none"> • I can describe how humans are impacted both positively and negatively by physical features.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • I know the name and location of chosen countries, using maps to focus on Europe (including the location of Russia) and North and South America • I know the environmental regions, key physical and human characteristics, countries, and major cities of the chosen countries above • I know the name and location of chosen counties and cities of the United Kingdom, their geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and that some of these aspects have changed over time • I know 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) 	<ul style="list-style-type: none"> • I can describe and understand key aspects of: <ol style="list-style-type: none"> 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2. 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 • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • I can 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 • I can 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. 	<p>Physical Geography: Continent, country, county, major city, local environment, rivers, mountains, tropics, Area, Physical features, Water, Distance, Contour , North, South, East, West, NE, NW, SE, SW, Longitude, latitude, minerals, water</p> <p>Human Geography Human features, Environmental change, Settlement, Environmental issue, Water pollution, Route, prime/Greenwich Meridian, Time zones, Distribution, Trade links, Dependent links, Natural resources, energy, environmental change, land use, economy</p>



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<ul style="list-style-type: none">• I 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	<ul style="list-style-type: none">• I can explore a wide range of map types, including digital resources	Geographical Resources & Skills: • Atlas, Ordnance survey, Map, Globe, Aerial photography, Compass, Fieldwork
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