Intent: How Geography transforms lives and builds futures

It is vital for children to engage with this subject in order to understand and gain knowledge of their world. Certain skills, for example map reading, are a vital learning tool that can be called upon throughout their life. An awareness of the wider world can also fire the imagination and therefore encourage the desire to explore our planet. This in turn would expose the children to a variety of cultures around the world. These experiences should ultimately encourage tolerance and respect for other countries, peoples and cultures around the world. Learning Geography encourages self-awareness and responsibility towards the positive future of our world. It is important that children of this generation recognise their place in an ever growing world population. They need to be aware of climate change and the impact that their everyday actions would create.

We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in.

Impact

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning, as well as a teacher assessment grid. By end of the Geography curriculum our children will: · Have a growing knowledge of the world and their place in it.

· Have a wider vocabulary of geographical terms.

· Aspire to discover more about the world, through reading, travel or the media.

· Know that they can use their voice to express themselves and their opinions.

· Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

Geography

Implementation: What does Geography look like at HTL?

Based upon the National Curriculum and the individual needs of our children, we have created a Geography progression map, which sets out the objectives taught in each year group. Geography skills are taught as a two-year cycle for each age phase. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is taught to specific year groups and revisited frequently, to make learning memorable, relevant and easy to retrieve. We alternate our Geography and History topics ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year. At times, we take the opportunity to create links between the two subjects to help solidify the learning taking place. Each individual lesson has content that is differentiated between, and within, year groups so that learning is age-appropriate and high expectations are maintained. We use writing in Geography as an opportunity for children to showcase what they have learned and embed their knowledge. Alongside their learning, children develop the subject-specific vocabulary relating to the human and physical aspects of geography. They are also able to use a variety of maps and plans to aid their understanding.

What do the children enjoy about Geography at HTL primary school?

"We liked making our own orienteering course on the school field."

"We really enjoyed doing the River Study at Sayers Croft."

"We enjoy using the atlases and maps."

Geography: EYFS

Nursery	**Mathematics**		Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'
	Understanding the World		Use all their 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 work and talk about the differences they have experienced or seen in photos.
Reception	**Understanding the World**		Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Recognise some environments that are different to the one in which they live.
ELG	**Understanding the World**	**People, Culture and Communities**	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
		The Natural World	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

Amy Gallagher 2019

Objectives in green = field work

Geography: Key Stage 1

	Locational Knowledge	Place knowledge	Human and Physical Geography		Skills & Fieldwork
National Curriculum	-name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *-name and locate the world's seven continents and five oceans*	*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*	*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:* *-beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *-city, town, village, factory, farm, house, office, port, harbour and shop*	*-Use world maps, atlases and globes* *-Use simple compass directions* *-Use aerial photos, construct simple maps* *-Undertake simple fieldwork within school locality*
Year 1	Know their address & postcode Know and locate the four countries of the UK and name 3 main seas. Know where the equator, North Pole and South Pole are	Know the features of hot and cold places.	Know which is the hottest and coldest season in the UK Know and recognise main weather symbols	Know the difference between city, town and village	Use simple fieldwork and observational skills to study / investigate the geography of the school and the key human and physical features of its surrounding environment. Identify land use around the school Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Use aerial images and plan perspectives to recognise landmarks and basic physical features Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place
Year 2	Know the names of and locate the 7 continents and 5 oceans of the world Know the name of and locate the four capital cities of England, Wales, Scotland and N.I.	Know the main differences between a place in England and a place in a small place in a non-European country		Identify the following physical features: mountain, lake, island, valley, river cliff, forest and beach	

Amy Gallagher 2019

Objectives in green = field work

				Make comparisons between and explain advantages and disadvantages of living in a city / village	Make simple comparisons between features of different places and countries (cold/hot, town/village, landlocked/coastal)

Vocabulary: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop Compass, North, South, East, West Continents (Europe, Africa, Asia, Oceania, North America, South America, Antarctica), North / South Pole, Equator Countries, Cities (including capital cities)	**Map use:** Picture maps Globe Aerial photos Globe related to flat map Infant atlas Large OS maps

Objectives in green = field work

	Geography: Key Stage 2				
	Locational Knowledge	**Place knowledge**	**Human and Physical Geography**		**Skills & Fieldwork**
National Curriculum	*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*	*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*	*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	*describe and understand key aspects of 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*	*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*

Objectives in green = field work

Geography: Lower Key Stage 2

	Locational Knowledge	Place knowledge	Human and Physical Geography		Skills & Fieldwork
Year 3	Know the names of and locate 6 counties and cities in England Know the names of and locate at least eight European countries Know the names of 4 countries from the southern hemisphere and 4 from the northern hemisphere	Describe geographical similarities and differences between living in the UK and Caribbean	Know what causes an earthquake Label the different parts of a volcano		Ask and answer geographical questions (using correct terminology) about the physical and human characteristics of a location. Explain own views about locations, giving reasons Use maps, atlases, globes and digital/computer mapping to locate countries and to identify and describe the key physical and human features of a location Collate and record evidence, analysing what the data is showing e.g. analysing a climate graph and comparing with the UK, compare tidal patterns Draw maps of routes experienced using simple standard symbols. Give accurate measurements between two given locations know how to plan a journey using a road map Use fieldwork to observe, measure and record human features in the local area using a range of methods e.g. use sketch maps, plans and graphs, digital technologies e.g. investigate the depth and flow of a river, investigate differences in terrain (contours) of land Locate places on larger scale maps, know and follow a route on a map using eight points on a compass, four-figure grid references, symbols
Year 4	Know the names of and locate at least eight major capital cities across the world Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK		Know and label the main features of a river Know the names of a number of the world's highest mountains Explain the features of a water cycle		

Objectives in green = field work

					and key e.g. orienteering, planning routes for a school trip.

Vocabulary: Compass – eight points, capital cities, counties, rivers and vocabulary associated e.g. abrasion, canal, current, confluence, dam, delta, deposition, downstream, drainage basin, erosion, estuary, fjord, flood, flood barrier, floodplain, ravine, reservoir, river channels, run off, saline, saltation, sediment, silt, Mountains, ranges, volcano, earthquake, molten, viscous, lava, magma, tsunami, geyser, fault, epicentre, Richter scale, seismometer, active, dormant, Continents (Europe, Africa, Asia, Oceania, North America, South America, Antarctica) Oceans (Pacific, Indian, Atlantic, Arctic, Southern)	**Map use:** Digital mapping Globe Junior atlas Aerial / Oblique photographs Large and medium scale OS maps (of more than one scale)

Objectives in green = field work

Geography: Upper Key Stage 2

	Locational Knowledge	Place knowledge	Human and Physical Geography		Skills & Fieldwork
Year 5	Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' Know the names of a number of European capitals Know the names of, and locate, a number of South or North American countries	Know key differences between living in the UK and in a country in either North or South America	Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is		Collect and analyse statistics and other information in order to draw clear conclusions about locations e.g. rainfall across the world, in local area Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map) Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols)
Year 6	Know about time zones and work out differences		Know the names of and locate some of the world's deserts	Describe how locations around the world are changing and explain some of the reasons for change. Identify and describe how the physical features affect the human activity within a location.	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Objectives in green = field work

Vocabulary:	**Map use:**
Compass, the eight compass points Continents (Europe, Africa, Asia, Oceania, North America, South America, Antarctica) Oceans (Pacific, Indian, Atlantic, Arctic, Southern) Vocabulary associated with orienteering 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) climate zones, time zones, biomes and vegetation belts, rivers, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Digital mapping Globe Junior atlas Aerial / Oblique photographs Large and medium scale OS maps (of more than one scale)

Objectives in green = field work