# GEOGRAPHY

# Curriculum Position Statement

## Intent (why?)

The curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Learners study a full and enriched curriculum. We teach geography through a sequence of lessons, centred around a particular topic or theme. Through this, children develop a secure understanding of geographical knowledge and concepts.

Establish a curriculum that is ambitious and designed to give all learners the knowledge and culture capital they need to succeed in life.

## How we teach it & why we teach it that way (In blocks, weekly etc.)

Geography is taught, following the NC, through clearly defined series of lessons. These form part of cross curricular topics, where lessons occur each week or may be blocked together when coverage in this way is more appropriate. All geography work is reinforced and built on throughout the topic/term. We do not use a scheme of work. We use Core Learning Grids to inform our planning, teaching, learning and assessment.

It is taught through investigative learning, with a range of resources and stimulus, to develop a sense of curiosity and desire to know more about the world around them. Children develop their geographical skills as they progress through the school, expand their knowledge of the world and the interconnections between human and physical features.

Planning is designed so that pupils build and retain knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Pupils are taught the geographical skills needed to collect, analyse and communicate data gathered through experiences of fieldwork that deepen their understanding of geographical processes, interpret a range of sources of geographical information and communicate information in a variety of ways.

Consolidation time is managed efficiently to ensure all children have the opportunity to review, revisit and practise.

Teachers present subject matter clearly- checking understanding systematically, identifying misconceptions accurately and providing clear, direct feedback.

Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform teaching. Assessment is part of the learning process in which multiple methods are used to systematically gather data about children's understanding and ability. Assessment opportunities are planned in to clarify and share learning intentions and criteria for success.

Classroom discussions are engineered effectively with appropriate questions and learning tasks.

Feedback is provided that moves learners forward. Children are encouraged to be the owners of their own learning and that of their peers.

# What we teach (Core Learning Grids, schemes of work)

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| **Y1**<br>**Amazing Animals** | • To name and locate the world's seven continents.<br>• Identify seasonal and daily weather pattern in the UK<br>• Identify hot and cold areas of the world in relation to the Equator and the North and South Poles<br>• Use world maps, atlases and globes to identify the seven continents.<br>• Begin to use aerial photographs to recognise human and physical features of the Earth. |
| **Explorers** | • To use simple fieldwork and observational skills to study the Geography of the school.<br>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the school.<br>• Devise picture maps of real and imaginary places.<br>• Use simple locational and directional language to describe the location of features routes on a map. |
| **Y2**<br>**Where I live.** | • Name locate and identify characteristics of the four countries and capital cities and the United Kingdom and its surrounding seas.<br>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Hartford.<br>• Use simple fieldwork and observational skills to study the geography of Hartford and the key human and physical features of its surrounding environment.<br>• To devise simple maps and use and construct basic symbols in a key<br>• Use basic geographical vocabulary to refer to human and physical features common to Hartford. |
| **Our World** | • To 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. (Mauritius, St Louis)<br>• To name and locate the world's five oceans and continents.<br>• To devise simple maps and use and construct basic symbols in a key.<br>• To use locational and directional vocabulary to describe the location of features and routes on a map including compass directions – North, South, East, West. |
| **Y3**<br>**Why was Tutankhamun famous?** | • locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics and major cities.<br>• identify the position and significance of the Equator.<br>• use maps, atlases, globes to locate countries and describe features studied |
| **What in the World are you made of?** | • To identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.<br>• To describe and understand key aspects of physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle.<br>• To identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.<br>• To describe and understand key aspects of physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle.<br>• Use maps, atlases, globes to locate countries and describe features studied<br>• Compare geographical similarities and difference with a region in a European country (Iceland). |
| **Who were the real Croods?** | • Name and locate counties and cities of the United Kingdom.<br>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.<br>• Human geography, including: types of settlement and land use and economic activity.<br>• Use maps to locate countries and describe features studied. |

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| **Y4**<br>**Were the Marshall's worth their salt?** | • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity; including trade links, minerals and water and physical geography, including rivers. |
| **What is great about Britain?** | • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers) and land use patterns.<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. |

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| **Y5**<br>**What goes up must come down.** | • Locate the world's countries, using maps to focus on **Europe** (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities<br>• Name key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time<br>• Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, **mountains**, volcanoes and earthquakes, and **the water cycle**<br>• 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)<br>• Understand geographical similarities and differences through a study of human and physical geography of a region in the UK and a region in a European country<br>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps)<br>• Use fieldwork to observe, measure, record and present human and physical features |
| **Y6**<br>**Could you survive in the Hartford jungle?** | • Use maps, atlases, globes to locate countries and describe features studied<br>• Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities<br>• Understand geographical similarities and differences through the study of human and physical geography of a region in South America<br>• Learn about land use and economic activity including trade links and the distribution of natural resources including energy, food, minerals and water<br>• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts |
| **London** | • Use fieldwork to observe, measure, record and present the human and physical features of London including sketch maps and plans.<br>• Use maps, atlases and globes to locate countries and describe features studied<br>• Understand geographical similarities and differences through the study of human and physical geography of London and New York. |

Developed and embedded Core Learning Grids are used throughout the school. These have a positive impact on the teaching and learning of geography by having clear objectives so teachers are confident in what they need to cover during each topic.

We enhance the learning with a rich and broad geography curriculum to optimise children's learning experiences and give them the skills they need to learn about and understand the widening world around them.

Geography Education:

Quality online resources to enhance teaching and learning
Planning – clear objectives and skills progression.
Stimulus to engage and spark curiosity
'Hooks' to draw on emotions – links with own experiences or current topics in the news
Sequence of fieldwork activities
Knowledge so children can read, write, represent and talk geography
Assessment opportunities - prior learning task/low-stake quizzes/good questions to provoke discussion and maintain curiosity/tailored assessment

The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.

Support learners to develop their character – including their resilience, confidence and independence.

## Progression (Sequencing/Interleaving)

| | Autumn | Spring | Summer |
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| Nursery | • Discuss how we get to school, on holiday, familiar places.<br>• Use a small world road map and vehicles to imagine routes.<br>• Use the Investigation Area to discuss where natural materials come from such as shells (beach) and pine cones (woods).<br>• Talk about holidays using photographs on Tapestry. | | |
| Reception | • Look at maps through 'Explorers' and 'Pirates' e.g., OS maps to look at Northwich, imaginary maps of islands.<br>• Discuss how people live in the Caribbean through learning about pirates.<br>• Share stories which include other countries such as Handa's Surprise, A is for Africa, We're going on a lion hunt.<br>• Explore the changes in the outdoor area and Marshall's Arm – e.g., seasonal changes. | | |
| Year 1 | **Human and physical**<br>To know we have 4 seasons and talk about the changes in climate over the year in the UK. | **Amazing Animals**<br>**Human and physical**<br>Identify seasonal and daily weather pattern in the UK.<br>Know hot places are found near the Equator and coldest parts of the Earth are at the Poles. Know what it is like to live there.<br>To make comparisons to the weather and climate in the UK (Link to our daily weather and continuous Seasons work) | **Explorers**<br>**Human and physical**<br>Continue to identify seasonal and daily weather patterns in the UK – Summer.<br>To use aerial photographs and plan perspectives to identify features of the school.<br>To know physical features are natural and identify some of these in our school grounds.<br>To know human features are created by people and identify some of these in our school grounds, places known to us and in stories. |

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| | | **Locational**<br>Name and locate the world's seven continents and five oceans.<br>Know the location of hot and cold areas in relation to the Equator and north and south poles.<br>Explore world maps, atlases and globes.<br><br>**skills and fieldwork**<br>Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map.<br>**Zoo visit** - Reinforce continents knowledge and where animals live.<br>Maps - Explore zoo maps. Create picture and imaginary maps of a zoo. At the zoo begin to identify use of signs and symbols. | **Locational**<br>To know we live in the country of England in the UK and identify on a map.<br>To know we go to school in Hartford and identify on a map.<br><br>**skills and fieldwork**<br>Use a simple picture map to move around the school, describing routes.<br>Draw own picture maps of real and imaginary places and begin to use of symbols.<br>Make first hand observations of our **school environment.**<br><br>**Place**<br>Explore the features of the school setting as a place and express opinions. |

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| Year 2 | **Where I live**<br><br>**Human and physical**<br>Use basic geographical vocabulary to refer to: key human and physical features, including the local area, ie: city, town, village, factory, farm, house, office, shop etc<br>**Locational**<br>To use a range of sources to identify the other countries of the UK and the surrounding seas.<br>To know some key features of each country and name it's capital city.<br><br>**skills and fieldwork**<br>To use first hand observations to identify and name the human and physical features of **Hartford** (walk in local area)<br>Know the key features of maps.<br>Explore maps of the local area to begin to identify key landmarks and features.<br>Know how symbols can represent these features on sketch maps.<br>Devise a map of Hartford, adding details to a given base map.<br>Understand the need for a key and use class agreed symbols.<br><br>**Place**<br>Use simple fieldwork, mapping and observational skills to study the human and physical geography of Hartford. | | **Our World**<br><br>**Human and physical**<br>Compare aspects of the Physical Geography to Hartford using appropriate vocabulary. (Weather, temperature, vegetation, plants, animals and physical landmarks)<br>Compare aspects of Human Geography to their own. (Local Landmarks, clothes/culture/school and daily life)<br><br>**Locational**<br>To know and name the seven continents and five oceans.<br>To locate continents and oceans in an atlas and identify on a map and globe.<br>To locate UK/England/Hartford on a world map. To locate Mauritius on a world map.<br><br>**skills and fieldwork**<br>Use aerial photographs, maps & 1st hand sources to investigate Mauritius.<br>Know why we use compass directions and describe routes using locational and directional language (including N, S, E, W) Use an infant atlas to identify continents and oceans. Make comparisons with their own lives and those of children in different environments.<br><br>**Place**<br>To understand geographical similarities and differences between Hartford (UK) and Mauritius, St Louis. |

| Year 3 | Why was Tutankhamun famous? | What in the world are you made of? | Who were the real Croods? |
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| | **Human and physical**<br>Compare human geography from past and present Egypt.<br>Investigate physical features of Egypt.<br>Know settlements are close to rivers.<br><br>**Locational**<br>Use maps to locate Egypt and it's seas, rivers and deserts.<br><br>**skills and fieldwork**<br>Use aerial photographs, maps etc to investigate Egypt and how it has changed.<br><br>**Place**<br>Focus on Egypt, main places, sites of significant historical value, position, importance of River Nile. | **Human and physical**<br>Know what is the weather like in different parts of the world and why<br>Know how seasons are made.<br>Know what the layers of the Earth are called and made from and explain how volcanoes are created<br>Learn the effects of natural and man-made disasters<br><br>**Locational**<br>Identify the Northern and Southern Hemispheres<br>Locate the Equator and to understand weather and climate there.<br><br>**skills and fieldwork**<br>Use maps, atlases, data, videos etc to investigate weather, disasters, volcanoes etc<br><br>**Place**<br>Compare geographical similarities and difference with a region in a European country (Iceland). | **Human and physical**<br>Investigate stone age settlements and look at what physical features make a good settlement.<br>Look at geographical similarities and differences (human & physical) between Elgin and the local area.<br><br>**Locational**<br>Recap countries of UK. Locate Northwich, Skara Brae, Elgin, Stonehenge.<br><br>**skills and fieldwork**<br>Use maps to pinpoint specific locations.<br>Use eight compass points to give directions.<br><br>**Place**<br>Compare the local area, (Hartford & Northwich) with Elgin. |

| Year 4 | What did the Romans ever do for us? | Were the Marshall's worth their salt? | What is great about Britain? |
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| | **Human and physical**<br>Understand the importance of landscape and physical features in the establishment of settlements.<br><br>**Locational**<br>Locate Italy, Rome and Britain on a map of Europe using an atlas.<br>Identify the modern names for towns and cities with Roman origins.<br><br>**skills and fieldwork**<br>Use maps and atlases etc to identify countries in Europe. | **Human and physical**<br>Investigate salt mining in our local area<br>Know that man-made changes (canalisation) created the different landscapes of Marshall's Arm. Economic activity has impacted the landscape especially when the River Weaver was canalised and through subsidence in towns, from an industrial landscape, before overgrowing and becoming a local nature reserve.<br>**Locational**<br>Use maps, aerial photos etc to locate Marshall's Arm, Northwich, River Weaver, Boat Lift etc Follow links to wider area of NW.<br><br>**skills and fieldwork**<br>Investigate human and physical features of the local landscape, including **Marshall's Arm & Northwich.**<br>Make sketch maps; drawing on aerial photos, OS maps and fieldwork. (Include 8 points of compass)<br><br>**Place**<br>Investigate geographical features of the local area (Hartford & Northwich) | **Human and physical**<br>Investigate UK landscapes from urban centres to upland and lowland areas as well as coastlines. Focus on land use and farming, linking to climate & weather.<br>Look at erosion and coastal features.<br><br>**Locational**<br>Recap countries & cities of UK.<br>Know difference between UK, Britain etc. Know that UK is split into counties , name & locate some, including local area.<br><br>**skills and fieldwork**<br>Use a variety of map types, including OS maps & atlases, to locate features within UK countries. Use 4-figure grid references, symbols and keys.<br>Make comparisons between a region within and outside the UK, including the use of data.<br><br>**Place**<br>Compare the NW region with another UK region (SW). Focus on human & physical features as well as economic activity. |

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| Year 5 | | **What Goes Up Must Come Down**<br>**Human and physical**<br>Investigate the key topographical features of Europe. Understand that a mountain is a high area of land over 600m and are made by tectonic plate movement or extinct volcanoes.<br>Know about processes in the water cycle including evaporation, condensation, precipitation and collection and that the same water is constantly recycled.<br>**Locational**<br>Name some mountains and mountain ranges in Europe. Identify the position of the world's imaginary lines and understand that they are used to locate positions in the world. Know some main countries and capitals in Europe.<br>**skills and fieldwork**<br>Use maps to locate countries and land heights, contour lines . Locate the world's mountains using latitude and longitude.<br>Use the eight points of a compass, four and six figure grid references to accurately pinpoint a location.<br>Use OS maps & draw sketch maps of Lakeside, human & physical features.<br>**Place**<br>Give geographical similarities and differences between the English Lakeside and Sierra de Tejeda, Spain | |

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| Year 6 | | **Could you survive in the Hartford Jungle?**<br>**Human and physical**<br>Focus on key aspects of: physical geography, including: climate zones, rainforest layers, and human geography, including: types of settlement and land use, economic activity – focus on Fair Trade and deforestation<br>**Locational**<br>Locate key physical features on a map of South America including: River Amazon, Andes, Amazon Rainforest and Atacama Desert Locate the countries and major cities in South America.<br>**skills and fieldwork**<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>Compare climate using data<br>Use world maps to locate different biome<br>**Place**<br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America that contains rainforests. | **London**<br>**Human and physical**<br>Focus on key aspects of: physical geography, including: climate zones, rainforest layers, and human geography, including: types of settlement and land use, economic activity – focus on Fair Trade and deforestation<br>**Locational**<br>Locate countries and major cities of North America using an atlas (including New York)<br>Locate some key states of the United States of America.<br>**skills and fieldwork**<br>Use maps & atlases to locate countries<br>Use fieldwork in London to sketch maps and plans, gather information etc.<br>Compare geographical features of different places. Compare aerial view of London (from the London Eye) to New York and explore why it is set out that way.<br>**Place**<br>Make comparisons between London, New York and the Amazon region studied last term- human and physical. Compare size, population, weather patterns, industry and reasons why London and New York have flourished in that specific location. |

In the early years, children are introduced to a wide range of vocabulary to describe the world around them. Vocabulary gained in early years, forms the start of geographical skills and concepts which will be built on throughout school.

Sequence lessons - Use Principles of Instruction

Review/new material in small steps/ask questions/provide models/guide student practice/check understanding/obtain high success rates/scaffold tasks/independent practice/regular reviews.

Spiralling curriculum where key concepts run through our curriculum. Knowledge is sequenced to form connection between the different disciplines and build on their knowledge and ability to work and think as a geographer.

Knowledge throughout the school is sequenced to enable the collaboration between substantive knowledge (models, theories, laws) and disciplinary knowledge (working as a geographer). This ensures children know not only the 'geography' but also the evidence and how to use enquiry and observation to explore and investigate a range of places and their connection to one another.

Key areas are developed across year groups allowing children to develop a more complex understanding over time:
Human geography
Physical geography
Places and how they are connected and change over time.
Locating and identifying places in the UK and beyond'
Geographical skills and fieldwork.

## Impact (Examples of work, Pupil Voice)

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Learners are ready for the next stage of education.

Children are able to…

Problem solve and answer questions - children explore their own ideas, develop and deepen their knowledge of places in the UK and beyond.

Work with independence – resilience and confidence

Be a geographer – toolkit of skills added over time

Communicate effectively – geographical vocabulary

Evidence - learning walks, books, displays, core learning grids and children's responses

Pupil voice activity established a base line for our school. From this, the Core Principles for Geography were established which shows a clear vision for the subject.

To enhance cultural capital in geography…

geography homework projects

Geography based school trips

Wildlife cameras, observations

Collaborations with other schools

Twitter/Facebook/Website

## Areas for development

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| Subject leader continue to gather evidence, books, pupil voice etc<br><br>Audit of staff subject knowledge and confidence<br><br>Training for subject leader & staff |

## Actions:

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| July 2022 | Feedback from pupil voice interviews. Children enjoyed geography & could talk about some of things they had learnt about. eg volcanoes, local area. Not all sure about what geography is and when they do it. Need to be much clearer about geography as a subject & use of geographical language. Feed this back to staff. |
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