

The Geography Curriculum at Hindhayes


Hooked on Thinking

Working with and for Local Families



Recent research shows us that: In their Education Inspection Framework (2019) Ofsted state curriculum leaders' intention must be to "construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life". They emphasise curriculums must be "coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning". They further state, through the implementation of the curriculum, leaders must ensure "teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts" and through the curriculums impact learners will "develop detailed knowledge and skills across the curriculum" meaning they "achieve well" and are "ready for the next stage of education" (EIF 2019). When planning the geography curriculum much thought and consideration has been given to the report by Ofsted as well as other sources of information. Teaching Primary Geography (2017) say, "Real world experiences are powerful and create lasting memories" and that fieldwork should ideally be undertaken on a regular basis as it is the crown jewel of geography and that it is "best learnt through the soles of your feet". The inspiring writer and traveller Michal Plain states, "Geography is a living, breathing subject, constantly adopting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose. Geography is a subject which holds the key to our future." With all of this in mind and drawing on the research in Leading Primary Geography (2020) the intention is to nurture young geographers through engaging and empowering learning, to develop their natural curiosity and understanding of the world around them and instil in them the desire to find out more. To give our children a curiosity, a love of finding out how and why our planet is as it is, a love of their bit of the world they see every day when they step outside their home. Our ambition is for our geography teaching to help build the knowledge and skills the children of today will need to realise their own potential and to solve the problems that will confront them in the future. Through our geography teaching, children will be able to make greater sense of, and act more thoughtfully about, both where they live and the wider world. What happens in their localities and across the globe affects them, directly and indirectly.

Developing geography teaching and learning at Hindhayes — Introducing a geography to the topic floor books/geography scrapbook; Staff meetings focussing on curriculum development/coverage; School trips to support Cultural Capital in geography

Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Further Primary Outcomes
<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>Geographers in the Foundation Stage will:</p> <p>The School Setting and Local Area:</p> <ul style="list-style-type: none"> -Become familiar with their classroom and the outside learning spaces. -Explore the school site and grounds. -Visit their local community and surrounding green spaces. -Learn to name and recognise the features of their school and local environment. 	<p>Geographers in Year 1 will:</p> <p>Local Area:</p> <ul style="list-style-type: none"> -Learn to name and locate places in their village using a map of the local area. <p>The UK:</p> <ul style="list-style-type: none"> -Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. <p>The World and Continents:</p> <ul style="list-style-type: none"> -Recognise and name some continents and oceans on a globe or atlas. 	<p>Geographers in Year 2 will:</p> <p>Local Area:</p> <ul style="list-style-type: none"> -Name and locate significant places in their locality. <p>The UK:</p> <ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map <p>Greater depth learners:</p> <ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps. <p>The World and Continents:</p> <ul style="list-style-type: none"> -Name and locate the seven continents and five oceans on a globe or atlas. <p>Greater depth learners:</p> <ul style="list-style-type: none"> -Know the relative locations of the continents and oceans to the equator and north and south poles. 	<p>Geographers in Key Stage 2 will:</p> <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 countries 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 studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. 	<p>Geographers in the Foundation Stage will:</p> <p>The School Setting and Local Area:</p> <ul style="list-style-type: none"> -Be introduced to members of staff and know where to find them within the school buildings and grounds. -Meet members of their local community and go to their place of work. -Explore their local park and green spaces building on their understanding of the natural and man-made world around them. 	<p>Geographers in Year 1 will:</p> <p>The UK and Local Area:</p> <ul style="list-style-type: none"> -Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features. <p>Understanding Places and Connections:</p> <ul style="list-style-type: none"> -Make observations about and describe the local area and the nearest local green space. -Describe an aspect of the physical and human geography of a distant place. -Show awareness of their locality and identify one or two ways it is different and like the distant place. 	<p>Geographers in Year 2 will:</p> <p>The UK and Local Area:</p> <ul style="list-style-type: none"> -Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings. <p>Greater depth learners:</p> <ul style="list-style-type: none"> -Know the local area and its physical and human geography, and create a vocabulary list of the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings. <p>Understanding Places and Connections:</p> <ul style="list-style-type: none"> -Make observations about and describe the local area and its physical and human geography. -Describe the physical and human geography of a distant place. -Describe their locality and how it is different and like the distant place. <p>Greater depth learners:</p> <ul style="list-style-type: none"> -Confidently describe the physical and human geography of a distant place. -Confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. 	<p>Geographers in Key Stage 2 will:</p> <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"> -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 feature, including city, town, village, factory, farm, house, office, port, harbour, and shop. 	<p>Geographers in the Foundation Stage will:</p> <ul style="list-style-type: none"> -Learn about the daily weather patterns using a weather chart. -Interact with classroom activities influenced by the seasons and weather patterns. -Listen to fun and engaging high quality texts depicting stories from around the world. -Discover new human and physical geographical vocabulary through fiction, non-fiction, class discussions and classroom activities. -Handle maps, atlases, world maps and globes to enhance their understanding of the world. -Consider the similarities and differences between their place in the world compared to places they learn about in texts and during class discussions. 	<p>Geographers in Year 1 will:</p> <p>Physical Themes:</p> <ul style="list-style-type: none"> -Talk about the day-to-day weather and some of the features of the seasons in their locality. -Show awareness that the weather may vary in different parts of the UK and in different parts of the world. -Talk about a natural environment, naming its features using some key vocabulary. <p>Human Themes:</p> <ul style="list-style-type: none"> -Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. 	<p>Geographers in Year 2 will:</p> <p>Physical Themes:</p> <ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom. -Describe which continents have significant hot or cold areas and relate these to the poles and equator. Greater depth learners: -<i>Talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</i> -<i>Describe the pattern of hot or cold areas of the world and relate these to the position of the equator and the poles.</i> -Recognise a natural environment and describe it using key vocabulary. Greater depth learners: -<i>Recognise different natural environments and describe them using a range of key vocabulary.</i> <p>Human Themes:</p> <ul style="list-style-type: none"> -Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. Greater depth learners: -<i>Identify different human environments, such as the local area and contrasting settlements such as a village and a city.</i> -<i>Describe their features and some activities that occur there using a range of key vocabulary.</i> 	<p>Geographers in Key Stage 2 will:</p> <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 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>Geographers in the Foundation Stage will:</p> <p>Maps:</p> <ul style="list-style-type: none"> -Have access to simple maps of their classroom, the outside learning areas, and the school grounds. -Have their attention drawn to distinct features within the school grounds that are both natural and man-made. -Learn to follow simple directions using a map in the outside play area, that are based on stories such as What the Ladybird Heard. -Learn about map making through their play through their interactions with a small world scene from a story such as We're Going in a Bear Hunt. -Draw and create their own maps when learning stories such as We're Going on a Bear Hunt. -Interact with an array of real-life maps in their play, such as the local shopping centre and the high street as well as UK and World maps, along with globes and age-appropriate atlases. <p>Fieldwork:</p> <ul style="list-style-type: none"> -Talk about their world around them, asking questions and finding out answers. -Devise their own investigations based on their own observations of the world and to carry out their own explorations to find an answer. -Meet members of staff and find out about their roles within the school. -Meet members of their local community and find out how they help us. -Immerse themselves in the natural world learning about trees and plants and the wild animals and creatures which visit our school. -Explore their local park and green spaces to develop their understanding of the natural and man-made world around them. -Travel to a local wildlife rescue centre on the Somerset Levels to see some local British wildlife. -Visit a farm to see typical farm animals and to develop their understanding of rural life in Somerset and the role farmers play in providing us with food. -Develop their geographical knowledge and vocabulary through questioning members of staff and the people they meet. 	<p>Geographers in Year 1 will:</p> <p>Map and Atlas Work:</p> <ul style="list-style-type: none"> -Can use a world map, atlas, or globe to recognise and name some continents and oceans. -Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom -Can locate places on a map of the local area using locational and directional language <p>Fieldwork and Investigations:</p> <ul style="list-style-type: none"> -Can use aerial photos to identify features of a locality. -Can draw a simple map. -Can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. -Can locate some features of the school grounds on a base map. 	<p>Geographers in Year 2 will:</p> <p>Map and Atlas Work:</p> <ul style="list-style-type: none"> -Use a world map, atlas or globe to name and locate the seven continents and five oceans. -Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. Greater depth learners: -<i>Use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south poles.</i> -<i>Use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</i> -Describe a journey on a map of the local area using simple compass directions and locational and directional language. Greater depth learners: -<i>Describe a journey on a map of the local area locating features and landmarks seen on the journey</i> <p>Fieldwork and Investigations:</p> <ul style="list-style-type: none"> -Use aerial photos to identify physical and human features of a locality. -Draw a simple map with a basic key of places showing landmarks. Greater depth learners: -<i>Use aerial photos to identify a range of physical and human features of a locality.</i> -<i>Draw a map with a key of places showing landmarks.</i> -Keep a weekly weather chart based on first-hand observations using picture symbols and present this data. -Locate features of the school grounds on a base map. Greater depth learners: -<i>Keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns.</i> -<i>Accurately locate features of the school grounds on a base map.</i> 	<p>Geographers in Key Stage 2 will:</p> <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.