Hallaton CE Primary School – The Big Picture - Geography

Our Over-arching Curriculum Intent	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum		
Aims of our Curriculum	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
Core School Value	**Learn, Grow, Flourish**		

	Be Responsible	**Be Respectful**	**Be Resilient**	**Be Reflective**	**Be Remarkable**
The Intrinsic Core: Our Geography Intent	**To be able to investigate places by understanding the geographical location of places and their physical and human features.**	**To be able to investigate patterns by understanding relationships between the physical features of a place and the human activity within them.**	**To be able to appreciate how the world's natural resources are used and transported.**	**To be able to communicate as a geographer using and understanding geographical representations, vocabulary and techniques.**	
We will develop the knowledge and skills that children need to succeed	**Develop children's vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.**		**Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.**		

How we organise learning in Geography, through the development of following key themes linked to the National Curriculum

Key themes	**Geographical Enquiry**	**Geographical Skills & Fieldwork including mapping**	**Location & Place Knowledge**	**Human and Physical**	**Sustainability & Environment**

These key themes are developed through the understanding of The National Curriculum

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geographical skills and fieldwork** Use
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	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: - 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	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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge	**Place knowledge**	**Human and physical geography**	**Geographical skills and fieldwork** Use
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 - 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	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.

Implementation: How do we deliver our Curriculum?

Progression	**Progression in Learning from Reception to Year 6 is outlined in our Geography Overview and End Points document.**

Early Years	Children's development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning, including opportunities to explore, observe and find out about people, places, technology and the environment. A full outline of the EYFS specifically linked to Geography can be found in our Geography Overview and End Points document.

EYFS themes

All about me Looking at maps of the village that we go to school and live in. Describing immediate environments Seasonal changes – Autumn	**Dinosaurs** – Comparing and contrasting environments using dinosaurs. Looking at maps and atlases.	**Traditional Tales** – Story setting and stories from other countries using books.	**Under the sea/pirates** Comparing other environments and habitats i.e. the sea	**The world around me (2 terms)** Lifecycles of animals and plants linked to seasonal changes. Changes in seasons (spring to summer)

- 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.
- 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.

Explore and Investigate Key Themes (Schema)	**Geographical Enquiry**	**Geographical Skills & Fieldwork including mapping**	**Location & Place Knowledge**	**Human and Physical**	**Sustainability & Environment**

Key Stage 1 - Year 1 & Year 2

Key Stage One Disciplinary Knowledge - In the context of…	**Year 1**	**Year 2**
	Toys (ourselves and familiar environments) Simple fieldwork and observation skills, geography of school and grounds, human and physical features of surrounding environment including weather patterns and seasonal changes. **Space** Aerial photographs of the earth, images of the world, land, oceans, continents **Nature Explorers - The Galapagos Islands** A contrasting non- European country - Physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley - Human features city, town, village, factory, port, harbour shop, school, church **Castles of the United Kingdom:** England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Capitals, National Symbols, Flags. **An Island Life – What is it like to live on an island?** - Physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley - Human features city, town, village, factory, port, harbour shop, school, church **The Seaside** - beaches, coastline, cliff physical geographical features	**Japan** - A Contrasting non-European Country - Use basic geographical vocabulary to refer to: - key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, and shop **Polar Regions** - Polar Climates (Link to Habitats and The Environment in Science) Seasonal Change at the Poles, Extreme Weather (cold), Equator The Globe, Continents, World Maps, Images of the World - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **Magic Mapping** - Name and locate the world's seven continents and five oceans - The Globe, Continents, World Maps, Images of the World - 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
	The following **Geographical Components (Location, Human features, Physical features and Techniques)** will be covered through other subjects: **Science** Y1 - Weather / seasonal changes	

Lower Key Stage 2 - Year 3 & Year 4

Lower Key Stage Two Disciplinary Knowledge - In the context of…	**Year A**	**Year B 2023/24**
	A Contrasting non-European Country **Incredible India** - **R**egions, rivers and cities - Climate – desert, tropical backwaters, fertile plains - Contrast between rural and city features - Human Geography - Mumbai, Kerala, Rajasthan **The United Kingdom -Brilliant Britain** - Cities, counties, countries that make up the UK - UK physical and human features (Including key landmarks) - Mapwork, routes, aerial - Settlements and land use **Extreme Earth** - Ring of fire, tectonic plates and fault lines. - Mountains, volcanoes and earthquakes. - Bodies of water, tsunamis and hurricanes. - Hurricane-proof housing, devastation & survival. - Transport link disruption & effects. - Using atlases & maps.	**Rainforests (South America)** - Lines of latitude, hemispheres and climate zones. - Layers of the rainforest. - Effects of / reasons for deforestation including palm oil (industry) - Indigenous people (population & ethnicity). - Climate change. - Using atlases & maps. **Raging Rivers** - UK rivers & world rivers, longest vs biggest - Features e.g. meanders, ox-bow lakes, estuary, delta, source, mouth. - Man-made altered course, dams & reservoirs, flood defences, canals. - Google Earth & Google maps, measuring & recording. **European Roadtrip** - Location of countries in Europe and their capital cities. - Populations and currencies for some countries in Europe. - A comparison of local climate and temperatures with other countries in Europe. - Famous mountains in Europe. - How Christmas is celebrated in different European countries.

The following **Geographical Components (Location, Human features, Physical features and Techniques)** will also be covered though other subjects: **Science** [States of Matter, Living Things, Rocks and Soil]; and **History** [Romans, WW2, Anglo-Saxons & Vikings, Ancient Egyptians, Stone age & Iron age].

- Counties, continents, regions, oceans, capitals, cities, leisure, roads, baths.
- Land use (incl. farming), tube stations, cities.
- Urban vs rural (evacuees and population).
- Water cycle, desert vs fertile, trade, industry, transport, jobs, settlement.
- Using atlases & maps, weather / sunshine data and simple grid references (Europe then vs now, London vs countryside)
- Human impact (positive & negative e.g. litter, fire, tree planting etc.)
- Natural resources, identify & classify types of rock (e.g. Stonehenge and Pyramids), quarrying, resources & transport.
- Climate & importance of the River Nile
- Settlement vs migration vs refugees.

Upper Key Stage 2 - Year 5 & Year 6

Upper Key Stage Two Disciplinary Knowledge - In the context of…

Year A 2022/23	Year B 2023/24
The Amazing Americas: ***Would you like to live in the desert?*** **Maps and Mapping skills** - Countries, continents, oceans, biomes, climate zones, hemispheres, lines of latitude & longitude - Population density, indigenous peoples (ethnicity), migration (Gold Rush) - Tourism, transport, - Using atlases & maps, data gathering & graphs (temperature). **Magnificent Mountains:** ***What is life like in the Alps?*** - UK & world mountains, highest/ranges - Atlas's, legends, contours, - Identify mountain features and climate differences - Changes to mountain ranges – erosion/tourism **Rivers and Coasts (Norfolk study)** - Man-made altered course, dams & reservoirs, flood defences, canals. - Erosion & deposition, water cycle. - Transport, tourism, pollution. - Google Earth & Google maps, measuring & recording. - Residential on coast	**Frozen World** - Countries, continents, oceans, biomes, climate zones, ice formations, bodies of water, natural resources. - Weather-proof settlements, use of available resources. - Population density, indigenous peoples (ethnicity), migration. - Climate change and pollution - Using atlases & maps, data gathering & graphs (temperature). **Trade and Economics - include Fair Trade** - Understand imports & exports - Identify key aspects of Fair Trade - How trading has changed through history – commodities - Supply and demand and the Global economy **Our Changing World** ***Why does population change?*** ***Why do oceans matter?*** ***Where does our energy come from?*** Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.

The following **Geographical Components (Location, Human features, Physical features and Techniques)** will be covered though other subjects: **Science** [Evolution & Inheritance, Living things and their habitats, Properties and Changes of Materials]; and **History** [Ancient Greece, Shang Dynasty, WW1]

- Counties, continents, regions, capitals, political borders.
- Biomes and climate zones including climate diversity (adaptation to suit environment). - Bodies of water (Aegean sea, Mediterranean)
- Mountains (e.g. Mount Olympus), deserts, rivers.
- Cities, temples & monuments, settlement, farming and arable land (Shang Dynasty), travel (e.g. Marathon, Olympics).
- Poverty, slavery, population density / change over time.
- Using atlases & maps, lines of latitude and longitude, map reading, symbols, compass points.

Impact

Most children achieve the End Point Milestones for Geography

Children become… reflective geographers

Reflective, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how **remarkable** they are.	**Resilient**, articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	**Responsible** and **respectful** citizens of the world who have the capacity to make positive contributions to society.

Further Learning…

Weekly Picture News – Stories about people and places around the world with locations displayed on maps.

Links to an inner city school in a contrasting location.