







Challenge, Equality & Opportunity

Geography

Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p> 	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	<p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p> 	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others.</p> <p>Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

Geography Intent

We can build knowledge and skills

Provide a geography curriculum that inspires a curiosity and fascination about the world and its people.

Develop a deepening knowledge of the interdependent nature of key human and physical processes that shape the Earth.

Learn about the location of globally significant and diverse terrestrial and marine places, people, resources and natural and human environments and how these provide a context for understanding of human and physical processes.

We are Creative

Collect, analyse and communicate with data and knowledge gained through fieldwork experiences, to share and deepen knowledge about geographical processes.

Interpret sources of information such as maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Make connections between learning to further develop our understanding of the interdependent nature of physical and human processes.

We are Resilient

Use a wide vocabulary of appropriate and accurate geographical terms.

Communicate geographical learning in different ways such as use of maps, numerical and quantitative skills and writing at length.

Ask and answer questions with confidence drawing on geographical knowledge.

We Understand Ourselves and Each Other

Develop their understanding of the world by learning about the processes that shape the Earth.

Work collaboratively to develop their fieldwork skills, develop communication and critical thinking skills.

Begin to understand spatial variation and change over time in relation to the processes that are studied.

Geography Implementation

The Havannah Geography Scheme of Work makes extensive use of the 'Oddizzi' website which provides resources, support and guidance for teacher and pupils. While this is invaluable in our school, it is important to ensure that fieldwork opportunities also contribute to the Scheme of Work. The location of our school provides a range of environments for the investigation of some physical and human environmental processes. This is, however, at a small scale, and while important to provide these experiences, it is also essential that knowledge of human and physical processes taking place at a larger scale is developed.

Key knowledge and skills are identified for each Key Stage, and these address the requirements of the National Curriculum. The National Curriculum for Key Stage 2 has been distributed between Year 3 and Year 4 in our school and Year 5 and Year 6 in middle schools, with the intention of avoiding repetition and/or omission of elements of the attainment targets.

KNOWLEDGE AND SKILLS ACROSS THE CURRICULUM

KNOWLEDGE IN RECEPTION				
Context:	the local area			
KNOWLEDGE TAUGHT IN YEARS 1 AND 2	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Context:	world, the UK and the locality			
KNOWLEDGE TAUGHT IN YEARS 3 AND 4	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Context:	extended beyond the local area to include the UK, Europe, North and South America			

More information about the relationship between the curriculum and the school's plans can be found in the Long Term Plan for Geography.

Progression in History for Each Strand

This progression map is written to explain what children in each year group are expected to be taught. In addition, a summary of what has already been taught is included. This 'previous learning' is referred to as 'retrieval'. This is what children are required to know and understand before beginning the new learning for each year group.

	Retrieval	Reception
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	Retrieval	Year 1	Retrieval	Year 2
Locational knowledge	<ul style="list-style-type: none"> Children in EYFS have talked about Great Britain, England, Wales, Scotland and Ireland but less likely have talked of the United Kingdom They know that they live in England and may know we live on an island They are familiar with the nearest town or city because of school trips 	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK Know the names the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know the name of the nearest town or city 	<ul style="list-style-type: none"> Pupils in Year 1 have come across the names of the continents through some of the stories they will have read They have learned of the three main seas that surround the UK They know of London and that it is our capital city. Pupils have learned about the four countries that make up the UK in Year 1 	<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world
Place knowledge	<ul style="list-style-type: none"> Children, have, through small world play, explored a range of environments and homes They have experienced being hot and cold, and dress for the weather when learning outside They have learned about animals that live in cold place and animals that live in hot places 	<ul style="list-style-type: none"> Know features of hot and cold places in the world 	<ul style="list-style-type: none"> They have studied hot and cold places in the world, including those in Europe They know about the weather during different seasons in the UK They know about differences in weather within the UK 	<ul style="list-style-type: none"> Know the main differences between a place in England and that of a small place in a non-European country

	Retrieval	Year 3	Retrieval	Year 4
Locational knowledge	<ul style="list-style-type: none"> Some pupils may have been on holiday in a European city However, some may have been but not linked the city to Europe Some may have familiarity through foods, e.g. pizza Food technology opportunities may have familiarised some pupils with different European food They may be familiar with a globe but not with the southern and northern hemispheres Many may know names of cities in England but have not learned yet where they are on a map of the UK 	<ul style="list-style-type: none"> Know the names of and locate at least eight European countries Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern hemisphere and four from the northern hemisphere 	<ul style="list-style-type: none"> From their Year 3 learning about Europe, pupils should know about European countries Other cities like New York or Islamabad may well be known to them through personal or television. experiences Some may be familiar with a local river and may have heard of the river Nile through their Ancient Egyptian learning Pupils know what a city, country and a continent is They will know the difference between Great Britain, the British Isles and the United Kingdom Pupils have studied hot and cold places in Year 1 Pupils have used worldwide maps, globes and atlases to locate countries and cities 	<ul style="list-style-type: none"> 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 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'
Place knowledge	<ul style="list-style-type: none"> Some children may have links to holidays in the Mediterranean Some children may be able to talk about differences in food and climate when it comes to consider the Mediterranean Many may have heard of the Mediterranean but may not know what it is 	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

	Retrieval	Year 1	Retrieval	Year 2
Human and physical geography	<ul style="list-style-type: none"> Children have discussed the weather each day in EYFS so are aware of the range of weather we get in the UK Children may have seen some familiar weather symbols on television when the weather is being presented They may well live in a village, town or city and be able to have a good understanding as to what that means 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village 	<ul style="list-style-type: none"> Some pupils will already have a good idea what is meant by the physical features mentioned in the Y2 objective Because of learning about hot and cold places, they may have come across some of these features in stories they have read Some may be able to talk from personal experience about living in a city, town or village and what the benefits are 	<ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Children may associate the North Pole with Father Christmas They have learned about pirates and will be familiar with the four points of a compass Children in EYFS every street has a name Some may be familiar with their nearest town or city because of regular visits to them They are very likely to have become familiar with their school grounds when in EYFS 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass Know their address, including postcode Know the name of the nearest town or city Know how to follow a simple road map Use simple fieldwork and observational skills to study the geography of their school and its grounds 	<ul style="list-style-type: none"> Many pupils may know their left from their right hands and also be familiar with the terms below, next to, etc. They have made simple island maps related to pirate work Pupils know the names of some local towns but may not have located them on a map Pupils know what a city is 	<ul style="list-style-type: none"> Know and use the terminologies: left and right; below, next to Devise a simple map; and use and construct basic symbols in a key Know the name of the nearest town or city and locate it on a map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area

	Retrieval	Year 3	Retrieval	Year 4
Human and physical geography	<ul style="list-style-type: none"> • From KS1, pupils will have learned about different parts of the world and know about the continents • Most pupils will associate earthquakes and volcanoes with disasters • However, they may not have a clear understanding as how they are caused • Some may link disasters with stories they have read 	<ul style="list-style-type: none"> • Know what causes an earthquake • Label the different parts of a volcano • Know about the human characteristics and features of a European country and its major cities 	<ul style="list-style-type: none"> • The learning about earthquakes in Year 3 may help pupils understand that in many countries they have to build to protect themselves from damage • Some pupils may have seen a tsunami on television • Link the learning on the water cycle with science • Most pupils will have some understanding about deserts. 	<ul style="list-style-type: none"> • Know how countries can prepared and protect themselves from the effects of an earthquake • Know how tsunamis are formed • Know why most cities are located by a river • Know the impact of the water cycle e.g. potential flooding • Know the names of and locate some of the world's deserts
Geographical skills and fieldwork	<ul style="list-style-type: none"> • Pupils may have some experience of seeing the images that drones provide and may be able to link this with aerial photographs • Pupils have studied a small area of a non-European country in Year 2 including human and physical features • Pupils have learned about the four points of the compass in Year 1, and basic human and physical features in Year 2 • Because of holiday destinations, some pupils may be able to relate to countries like Spain, France, Italy, Greece and Turkey 	<ul style="list-style-type: none"> • Use maps to locate European countries and capitals • Know and name the eight points of a compass • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Talk about the features in their local environment and compare it with another they know 	<ul style="list-style-type: none"> • Pupils learned about the Equator and the North and South Poles earlier in Key Stage 1, and some may have come across the tropics • Some may have been on a long car journey and will have noticed the road signs and heard the SatNav giving instructions 	<ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Know how to plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc.

Geography is taught as part of the continuous provision and as discrete lessons in Reception. In KS 1 and 2, there are three units for each year group, each unit consists of 5 or 6 lessons which are usually taught discretely. It can be taught weekly across three half terms (usually the second half of each term) or some units can be delivered on an history focus day or across several afternoons. We have built in flexibility to ensure that history is not 'squeezed' out

of the busy curriculum and it is taught in the most appropriate way for each year group or class. Provision is also planned so all classes are learning about similar themes or skills each term.

Please see Long Term Plan for Geography for more information.

Geography is not usually planned to match other topics in the curriculum but the units can be adapted where natural links form between geography and other subjects. Teachers meet with the geography lead to discuss this and ensure that any adaptations still include coverage of the Havannah Geography Curriculum.

A Typical Geography Lesson at Havannah First School

Each KS1 and 2 lesson typically follows the following format:

1. Fast recall (retrieval) of the previous lesson's content (knowledge and skills).
2. Setting an investigative question which will be the focus of the lesson, establishing that the question will be answered by completing the learning activities undertaken in the lesson.
3. Introduction to the geographical element in the context of the question being investigated during this lesson. (This may involve use of video, sources of evidence, a presentation or other teacher-led input, or a fieldwork activity in the classroom or an outdoor setting.)
4. Children practising and exploring as they apply and further develop their knowledge and skills in order to formulate an answer to the investigative question.
5. Evaluation learning and formulation of an answer to the investigative question set at the beginning of the lesson.

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with educational visits undertaken at least once in each year group to support the development of the children's knowledge. Examples of possible visits are included as part of the Long Term Plan. Fieldwork activities are expected in a range of contexts across the geography curriculum; these may be classroom based e.g. mapwork or outdoor e.g. making observations and taking measurements in a local environment.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the Long Term Plan.

SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS

www.oddizzi.com

www.geography.org

<https://www.geography.com/>

<https://www.natgeokids.com/uk/teacher-category/geography/>

<https://www.bbc.co.uk/teach/ks2-geography/zj7p47h>

<https://www.youtube.com/watch?v=Wg-pFtvsvmo> (BBC Teach – the world for KS1 & 2)

https://www.youtube.com/watch?v=kU_SpzWKtqE (BBC Teach – the UK for KS1 & 2)

<https://www.youtube.com/watch?v=GxTqLAJ6u58> (BBC Teach – maps for KS1 & 2)

<https://www.youtube.com/watch?v=EUv2ID7031c> (BBC Teach – city, town and village for KS1 & 2)

