



# Geography at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

## Rationale

Geography at HPF contributes to our Federation vision. Our geography curriculum provides a wide range of multi-sensory experiences, which engage, motivate and inspire deep learning and inspiration for life-long learning. At the core of our Geography provision is the National Curriculum and the progression of key skills. This ensures that our children receive a progressively challenging and engaging education that is personalised for Hanham Primary Federation. Our school vision is central to the way we explore Geography; we choose topics and explore areas that resonate with the pupils of the federation.

We believe the Geographical enquiry should be thoughtful and creative, enabling children of all ages to be **INSPIRED** by imaginative, constructive and meaningful learning. Our high-quality Geography education inspires our pupils with a curiosity and fascination about the world and its people. This enables learners to **CELEBRATE** other people and cultures and be equipped to engage with an **EVER CHANGING WORLD** as global citizens.

Our curriculum carefully links human and physical Geography, allowing children to make intrinsic connections between concepts which enables them to better understand the **EVER CHANGING WORLD** and their place in it. They understand the world, its environments and the processes which affect them. They are encouraged to relate this understanding to their experiences, lives and the experiences and lives of other people.

Children at Hanham Primary Federation gain an in-depth knowledge about diverse places, people, resources and physical and human processes. Throughout their Geographical journey through the Federation, children build on their rich learning by revisiting concepts so they can deepen their Geographical understanding of the world.

Our Geography curriculum fulfils a core value of the Federation by emphasising **RESPECT** for different cultures, asking thought-provoking questions about environmental issues and where the **RESPONSIBILITY** for change lies, providing stimulating topics that learners will **ENJOY** as well as requiring learners to engage in challenging tasks that will require **INDEPENDENCE** and **PERSEVERENCE**.



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## CELEBRATING – INSPIRING – LEARNING

Children are taught to value other cultures and celebrate difference.

Children are given agency to influence their curriculum and explore issues that inspire their curiosity.

Real-life issues that will impact on our learners' adult lives are taught, providing learners with the knowledge to become agents of change in the future.

### Perseverance

Geography is challenging and lessons retain the same high expectations of learners as the rest of the HPF curriculum. Learners are required to demonstrate commitment to their learning in order to be successful.

### Respect

The HPF approach to Geography is rooted in respect for diversity and value of difference. Learners are taught to respect the other cultures studied as well as developing their understanding of human's role in protecting the natural world.

### Responsibility

Environmentalism is a topic that is important to the children of HPF and, through their geography curriculum, they are provided with the knowledge they need to support their role as protectors of the natural world.

### Enjoyment

Geography is taught with enthusiasm, instilling children with a sense of awe and wonder about the world around them. Lessons are fun and children enjoy learning the subject. Learners have input into what is taught, giving them agency to explore the ideas that interest them.

### Independence

Children are taught the skills they need to become independent geographers. Maps skills are taught to enable learners to explore the globe themselves and explore their own ideas. Challenging, open tasks provide learners with the opportunity to show the depth of their understanding.

### **Children will learn about:**

**Locational Knowledge:** they will learn about where places are in the world, including where they are from and where they live. They will be able to identify the human and physical characteristics of these locations and understand how some of these may change over time.

**Place Knowledge:** they will understand what makes places similar and different and learn how to compare where they live with different places throughout the world.

**Human and Physical Geography:** they will learn to describe and understand key aspects of physical geography (including climate zones, natural disasters, the water cycle, topographical features and biomes). They will also understand and be able to describe human geography (including types of settlement and land use, economic and trade links between places and the global distribution of natural resources).

**Geographical skills and fieldwork:** they will learn to use maps, atlases and digital mapping to locate countries and describe their features. They will learn to use compasses and grid references and will understand the symbols and keys used in maps. They will use fieldwork to observe, measure, record and present information about the human and physical features of areas using a range of methods including drawing maps, analysing graphs, reviewing plans and through the use of digital technologies.

### **What does this look like in EYFS?**

In Reception, children develop geographical skills through their study of the framework strand: understanding the world.

They will begin to make sense of the world around them through exploring the weather. They will build a varied vocabulary of weather terminology and use this to discuss seasonal changes and temperature differences.

Whilst in Reception, children develop an understanding of the world and their place within it. This begins with discussing their own homes and families and locating where they live using a map. We then move on to comparing where we live with other parts of the world such as China and Africa. Children have an opportunity to immerse themselves in aspects of these foreign cultures by tasting food and learning how to respond to the register in different languages.

Children learn about the traditions, jobs and types of homes that exist in other parts of the world and compare these to their own experiences.

## **What does this look like in KS1?**

As they move in KS1, children continue to develop their knowledge about the world, the United Kingdom and Hanham. They are taught basic subject-specific vocabulary and use this to talk about human and physical geography. Children are taught to use geographical skills such as first-hand observation and map work to enhance their locational awareness.

Pupils' geographical learning at KS1 is based on four main strands:

### **Locational knowledge:**

- Pupils are taught to name and locate the world's seven continents and five oceans
- Pupils are taught to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### **Place knowledge:**

Pupils are taught to understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom, and of a small area in a contrasting non-European country.

### **Human and physical geography:**

- Pupils are taught to 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
- They are taught to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop).
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### **Geographical skills and fieldwork**

- Pupils are taught to 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
- Pupils are taught to use 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
- They are taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise maps; and construct and use symbols in a key
- They are taught to use fieldwork and observational skills to study the geography of the school and its ground as well as the key human and physical features of the surrounding environment.

## What does this look like in KS2?

As they move into the Junior school, pupils begin to extend their knowledge and understanding beyond the local area to include the United Kingdom as well as Europe and North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Learners develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

As in KS2, pupils' learning is organised into four strands:

### **Locational knowledge:**

- Pupils are taught to 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
- They are taught to 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.
- Learners 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 in North or South America.

### **Place knowledge:**

Pupils are taught to understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country, and a region in North or South America.

### **Human and physical geography:**

Pupils are taught to 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.

## Geographical skills and fieldwork

- Pupils are taught to use maps, atlases, globes and digital mapping to locate countries and describe their features
- They are taught to use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world
- Learners are taught to 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 as well as digital technologies.

Strand	Understanding the World: The World	Understanding the World: People and Communities
YR	<ul style="list-style-type: none"><li>• Talking about the weather (daily report)</li><li>• Understand seasonal changes</li><li>• Discuss temperature</li><li>• What is my address – using maps... where do I live?</li><li>• Where in the world is Asia? (China)</li><li>• Where in the world is Africa?</li><li>• Understand how to travel to a foreign country</li></ul>	<ul style="list-style-type: none"><li>• Talk about home and who is in our family</li><li>• Explore the different languages by doing the register in Hindi</li><li>• Explore the different languages by doing the register in Hindi</li><li>• Taste Chinese food</li><li>• Look at houses from around the world</li><li>• Understand the life and job of a farmer</li><li>• Explore the different languages by doing the register in Swahili</li><li>• Look at African traditions and homes</li></ul>

Strand	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	<ul style="list-style-type: none"> <li>Point out where the North Pole and South Pole are on a globe or atlas.</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like about their locality.</li> <li>Sort things they like and don't like.</li> <li>Think of a few good questions to ask about a locality.</li> </ul>	<ul style="list-style-type: none"> <li>Name key features associated with a town or village (e.g. church, farm, house).</li> <li>Describe a locality using words and pictures.</li> <li>Answer questions about the weather.</li> <li>Explain the main features of a cold place.</li> <li>Tell something about the people who live in hot and cold places.</li> <li>Explain what they might wear if they lived in a very cold place.</li> <li>Explain how the weather changes with each season.</li> <li>Begin to explain why they would wear different clothes at different times of the year.</li> <li>Explain how the weather changes with each season.</li> <li>Keep a weather chart</li> </ul>	<ul style="list-style-type: none"> <li>Point out where the equator, North Pole and south pole are on a globe or atlas.</li> <li>Answer some questions using different resources.</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Name the continents of the world and find them in an atlas.</li> <li>• Name the world's oceans and find them in an atlas.</li> <li>• Name the main cities of England, Wales, Scotland and Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• Label a diagram or photograph using some geographical words.</li> <li>• Find out about a locality by using different sources of evidence.</li> <li>• Say what they like and don't like about their locality and another locality.</li> <li>• Describe some physical features of their own locality.</li> <li>• Explain what makes a locality special.</li> <li>• Describe some places which are not near the school.</li> <li>• Describe a place outside Europe using geographical words.</li> <li>• Describe some of the features associated with an island.</li> <li>• Explain what facilities a town or village might need</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.</li> <li>• Find out about a locality by asking some good questions to someone else.</li> <li>• Describe some human features of own locality, such as the jobs people do.</li> <li>• Explain how the jobs people do may be different in different parts of the world.</li> <li>• Explore if people ever spoil an area and how.</li> <li>• Discuss if people ever make an area better and how</li> </ul>	<ul style="list-style-type: none"> <li>• Name the continents of the world and find them in an atlas.</li> <li>• Name the world's oceans and find them in an atlas.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Use an atlas to locate major countries including Egypt.</li> <li>• Locate the River Nile on maps and find out about its importance now and in ancient times.</li> <li>• Use an atlas to find the Sahara desert and other major deserts around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the land near the river was very fertile in contrast with the rest of the country of Egypt.</li> <li>• Locate and name some of the world's most famous volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how volcanoes are created.</li> <li>• Describe how earthquakes are created.</li> <li>• Describe how volcanoes have an impact on people's life.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE).</li> <li>• Use correct geographical words to describe a place and the things that happen there.</li> <li>• Identify key features of a locality by using a map.</li> <li>• Begin to use a 4 figure grid references.</li> <li>• Accurately plot NSEW on a map.</li> <li>• Use some basic OS map symbols.</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Do they know the countries that make up the European Union?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of main islands that surround the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> <li>• Main rivers in UK.</li> <li>• Explain why cities were built near rivers.</li> <li>• Understand how rivers link to the water cycle.</li> <li>• Explain the Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of main islands that surround the UK?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul>
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**Year 5**

- Name and locate counties, cities, regions and features of the UK.
- Recognise areas of the country that still have Anglo-Saxon names
- Identify and label the countries and key rivers of tropical regions.
- Identify on a map the countries the Anglo-Saxons travelled from and mark their routes across the seas to the UK.
- Identify and locate countries and capital cities of South America on a map

- Compare and contrast the UK and the rainforest.
- Compare the locations the Anglo-Saxons came from to the UK.

- Explain why people are attracted to live by rivers
- Explain how a location fits into its wider geographical location; with reference to human and economical features
- Explain how a location fits into its wider geographical location; with reference to physical features
- Design an Anglo-Saxon settlement and think about why the Anglo-Saxons chose to settle in certain areas
- Identify land-use patterns and understand these aspects have changed over time
- Understand how the indigenous population of the rainforests live and how they are under threat
- Research deforestation and the different uses for wood
- Create a campaign for alternative solutions

- Identify the world's largest rainforest on a map.
- Identify and label the countries and key rivers of tropical regions.
- Identify and locate countries and capital cities of South America on a map
- Identify on a map the countries the Anglo-Saxons travelled from and mark their routes across the seas to the UK.

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Locate key countries: Mexico, Scandinavia, Hanham, the UK and the Alps</li> <li>• Explain how the time zones work</li> <li>• Describe the human and physical features of the Alps</li> <li>• Give an extended description of the human features of the Alps</li> <li>• Describe the physical features of Mexico</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how some places are similar and others are different in relation to their physical features</li> <li>• Compare and contrast Mexico, the Alps and Hanham</li> <li>• Give an extended description of the similarities and differences between Mexico, Hanham and the Alps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use physical features and maps to decide on the best settlement for the Vikings</li> <li>• Describe how some places are similar and others are different in relation to their physical features</li> <li>• Use maps, aerial photos, plans and web resources to describe what a locality might be like</li> <li>• Map land use</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently explain scale and use maps with a range of scales</li> <li>• Use physical features and maps to decide on the best settlement for the Vikings</li> <li>• Recognise key symbols used on ordinance survey maps</li> <li>• Use maps, aerial photos, plans and web resources to describe what a locality might be like</li> <li>• Map land use</li> </ul>
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