

## Curriculum Overview High Ham Church of England Primary School

### Curriculum Area: **Geography**

The name of the current curriculum lead is on the school website on the curriculum page.

Our curriculum approach to geography reflects our ethos statement:

**'Discovering, Learning, Believing Together'.**

In particular, we are keen for pupils to discover their own passion for geographical learning.

#### **Intent**

For all children to develop a curiosity about the world and its countries and continents. For children to develop an awareness of both human and physical geography and how daily routines across the world can be changed by these. For all children to have the opportunity to take part in activities that set an example in protecting our local environment and the World. For children to develop an awareness of their own local area and develop fieldwork through activities on and off site (school trips and OPAL).

#### **Implementation**

Each class/year group will have a different topic focus every half term. Each teacher is responsible for delivering Geography lessons as part of our 'Topic' work. Lessons can be cross-curricular. At the beginning of each topic, teachers decide complete a WOW activity to engage children in topic. An example of this could be cooking or something fun on the field. Topics are currently on a 1-year rolling programme and specific to a particular class/year group. This will be reviewed regularly. Each half term, optional topic homework is set linked to either the history or geography from that are being covered that half term. This is to develop wider links and develop deeper geographical enquiry and research.

#### **Impact**

Children develop their knowledge and understanding of geographical features and the significance of this. Children develop their understanding of continents, countries and seas. Children feel confident when using fieldwork to support their ideas and can begin to apply this to opportunities in school (OPAL lessons). Children feel inspired to extend their curiosity about the World, either at home or at secondary school (Eco Warriors group).

#### **Planning**

At the beginning of each topic, we take our objectives from Educater from each key stage. We ensure activities provide opportunities for cross-curricular activities. The school website has links to planning. This has been separated into year groups: Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6. Each term, every class will have one half term with a geography focus. The other half of the term will have a history focus. This helps us to plan and to ensure the lessons are increasing the depth of understanding and range of knowledge throughout the whole of that academic year. Therefore, skills will be built upon consistently throughout the key stage.

#### **Knowledge and skills progression through the school**

At High Ham, KS1 geographical skills and knowledge will develop through building children's curiosity through exploring a range of locations.

**In KS1 this will involve pupils:**

#### **Locational Knowledge:**

- 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

### **Place Knowledge:**

- 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

### **Human and Physical Geography**

- Identify seasonal and daily weather patterns in the United Kingdom Identify the location of hot and cold areas of the world in relation to the
- Equator and the North and South Poles.
- 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

### **Geographical skills and fieldwork**

- 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

### **In KS2 knowledge and skills will be further developed to involve:**

#### **Locational Knowledge:**

- 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)

#### **Human and Physical Geography:**

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of 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:**

- 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.

### **Recording**

Recording of lessons will take place in Topic books across all year groups. Work will also be documented through Tweets and pictures.

### **Reporting**

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in Geography relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

### **Monitoring**

#HighHamGeography Twitter feeds show the learning objectives being taught. Curriculum leader to work alongside their curriculum partner to collate evidence including analysing how planning matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. Where relevant the implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda (aspect of the School Development Plan) to ensure the workload for geography is both manageable and is making an impact on the children's learning.

### **Review**

April 2023