



Hennock Community Primary School Geography Curriculum

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.

The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It needs to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved.

Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is

underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Our geography curriculum is delivered as a two-year rolling programme as we have classes in curriculum phases. This is taught weekly each half term.

We build on a child's vocabulary by including key vocabulary at the start of each lessons. Teacher's will continually model the use of these Tier 3 words throughout the unit, which the children will become more secure in as they develop their understanding of the topic they are learning about.

Aspects of Geography are implemented and developed within our curriculum, where children revisit and expand their skills of collecting, analysing and interpreting data to communicate their findings and understanding of their environment. Due to our school's location, learners can investigate and explore a wide range of concepts first hand within the diverse environments of the school and their local area through outdoor learning opportunities such as trips on Dartmoor, guided pony walks and Torquay Museum.

We have a School Eco Council and children are encouraged to care for and respect their planet and develop their understanding of sustainability and the impact they have.

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

- 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 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

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.

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

- 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)

Place Knowledge

- 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

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
- 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.

At Hennock we use Cornerstones Education's subject scheme to deliver the geography curriculum. We have organised the scheme so that geography projects are delivered in half-termly blocks across the year. The projects are well-sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study. CurriculumPRO provides the tools to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the geography scheme with other curriculum subjects.

Links with EYFS

The geography curriculum begins as soon as the children start Pre-School. Learning in geography links to the EYFS Statutory Educational Programme: Understanding the world. Through hands-on experiences and a range of quality stories and non-fiction books, children explore their local environment and begin to compare it with contrasting environments around the world. They build essential knowledge and understanding that they can apply in geography in KS1. Focus activities and enhancement in the provision support children to explore and find out about environments, people and cultures where they live and worldwide.

Key Stage 1

In Key Stage 1, **each autumn term** begins with essential skills and knowledge projects (Let's Explore the World in **Cycle A** and Our Wonderful World in **Cycle B**). Teaching these projects in the autumn term enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term.

In the spring term of Cycle A, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

In contrast, in **Cycle B** children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom.

In the summer term, children revisit skills-based geographical learning to explore countries and features of the United Kingdom and carry out geographical fieldwork to explore human and physical features.

Lower Key Stage 2

In Lower Key Stage 2, children begin with essential skills and knowledge projects (Interconnected World in Cycle A and One Planet, Our World in Cycle B). Teaching these projects enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the spring term of Cycle A children carry out a study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

In contrast, in **Cycle B**, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes.

In the summer term, children carry out geographical enquiry and conduct fieldwork to develop their understanding of their local area.

Upper Key Stage 2

In Upper Key Stage 2, children again begin with essential skills and knowledge projects (Our Changing World in **Cycle A** and Investigating Our World in **Cycle B**). Teaching these projects enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term.

In the spring term of Cycle A, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.

In Cycle B children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture and rural land use. In the summer term, children carry out geographical enquiry and conduct fieldwork to continue to develop their understanding of their local area.

Inclusive Approaches adopted at Hennock

At Hennock, we work to ensure that all children receive a broad and balanced curriculum where children can access the knowledge and skills with support in place to ensure that no child is left behind.

These may include, but is not exhaustive, examples of the following:

Cloze paragraphs, widgets for technical vocabulary, adapted outcomes, recording pupil knowledge and understanding through scribing, video recordings of pupils investigation, laptops for extended pieces of writing, widgets and vocabulary on display, pastel coloured slides, neutral backgrounds on displays and scaffolded independent tasks

Key Vocabulary

<p>Year 1 & 2 A</p>	<p>Let's Explore the World globe, compass, continent, country, equator, sea, ocean, map, key, symbol, climate, temperature, sustainability, recycle</p>	<p>Coastline North, South, East, West, human feature, physical feature, map, key, symbol, cliff, erosion, seawall</p>	<p>Let's Explore the World Part 2 climate, continent, country, data, globe, human feature, landfill, northern hemisphere, ocean, physical feature, population, recycle, sea, South Pole, southern hemisphere, sustainability, symbol, temperate</p>
<p>Year 1 & 2 B</p>	<p>Our World Part 1 aerial photograph, capital city, cardinal point, city, compass, continent, country, equator, hedgerow, human feature, key, location, map, meadow, North Pole, northern hemisphere, ocean, physical feature, settlement, South Pole, Southern hemisphere, symbol, town, village, woodland</p>	<p>Bright lights, Big City cathedral, city, country, countryside, flag, landmark, map, mayor, monarchy, monument, palace, photograph, queen, route, royal signal, town, transport, zoo</p>	<p>Our World Part 2 aerial photograph, capital city, cardinal point, city, compass, continent, country, equator, hedgerow, human feature, key, location, map, meadow, North Pole, northern hemisphere, ocean, physical feature, settlement, South Pole, Southern hemisphere, symbol, town, village, woodland</p>
<p>Year 3 & 4 A</p>	<p>Interconnected World Part 1</p>	<p>Misty Mountain, Windy River</p>	<p>Interconnected World Part 2</p>

	<p>atlas, canal, capital city, cardinal point, climate, climate zone, compass, continent, coordinate, desert climate, temperate climate, desert climate, season, inquiry, horizontal, vertical, humidity, hypothesis, latitude, longitude, northern hemisphere, southern hemisphere, physical feature, Tropic of Cancer, Tropic of Capricorn, polar climate, human feature</p>	<p>altitude, base, bog, collection, condensation, contour line, delta, deposition, dome mountain, downstream, elevation, erosion, estuary, evaporation, fault block mountain, floodplain, fold mountain, groundwater, gully, habitat, interlocking spurs, lake, lower course, meander, middle course, mountain, mouth, oxbow lake, peak, plateau, precipitation, ridge, hill, river, riverbed, sediment, slope, source, spring, stream, topography, transportation, tributary, upper course, valley, volcanic mountain, V shaped valley, water cycle, water vapour, waterfall</p>	<p>atlas, canal, capital city, cardinal point, climate, climate zone, compass, continent, coordinate, desert climate, temperate climate, desert climate, season, inquiry, horizontal, vertical, humidity, hypothesis, latitude, longitude, northern hemisphere, southern hemisphere, physical feature, Tropic of Cancer, Tropic of Capricorn, polar climate, human feature</p>
<p>Year 3 & 4 B</p>	<p>One planet, our world Part 1 capital city, carbon footprint, cardinal point, city, climate, climate zone, compass, continent, continental drift, country, county, crust,</p>	<p>Rocks, Relics and Rumbles active volcano, cone volcano, continental crust, continental drift, convergent plate boundary, crater, crust, divergent plate boundary, dormant volcano, earthquake,</p>	<p>One planet, our world Part 2 capital city, carbon footprint, cardinal point, city, climate, climate zone, compass, continent, continental drift, country, county, crust,</p>

	<p>earthquake, easting, equator, 4 figure grid reference, human feature, inner core, cardinal point, latitude, longitude, magma, mantle, molten, northing, outer core, physical feature, plate boundary, prime meridian, rural, tectonic plate, town, village, volcano</p>	<p>effusive eruption, epicentre, equator, explosive eruption, extinct volcano, focus, fossil, igneous rock, inner core, latitude, lava, longitude, magma, mantle, metamorphic rock, molten, oceanic crust, outer core, palaeontology, Richter scale, sedimentary rock, seismic ray wave, shield volcano, stratovolcano, tectonic plate, transform plate boundary, tremor, tsunami</p>	<p>earthquake, equator, 4 figure grid reference, human feature, inner core, latitude, longitude, magma, mantle, molten, outer core, physical feature, plate boundary, prime meridian, rural, tectonic plate, town, village, volcano</p>
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Year 5 & 6 A	<p>Our changing World Part 1 natural resource, equator, line of longitude, line of latitude, cyclone, climate change, global warming, fossil fuel, prime Meridian, Like of longitude Arctic Circle, Antarctic circle</p>	<p>Frozen Kingdoms Antarctic peninsula, Arctic Circle, Arctic Ocean, carbon footprint, climate, climate change, climate zone, polar, iceberg, tundra, permafrost, fjord, indigenous, cyclone, ice field, boreal forest, natural resources</p>	<p>Our changing world Part 2 climate risk index, Greenwich mean time, hurricane, import, industry, manufacturing, map scale, map symbol, or, scale ratio, 6 figure grid reference, commerce shipping</p>
Year 5 & 6 B	<p>Investigating our World Part 1</p>	<p>Sow, Grow and Farm</p>	<p>Investigating our World Part 2</p>

	<p>aquatic, biodiversity, biome, climate, climate zone, contour line, desert, ecosystem, equator, forest, grassland, Greenwich mean time, hamlet, line of latitude, line of longitude, motorway, Ordnance Survey map, population density, prime Meridian, Savannah, scale, settlement, temperate, time zone, tropical, Tropic of Cancer, Tropic of Capricorn, tundra, vegetation belt</p>	<p>arable farming, biome, carbon footprint, climate, climate change, climate zone, contour line, cultivate, desert zone, fertiliser, food miles, greenhouse gas, irrigation, Mediterranean zone, mixed farming, monoculture, mountain zone pastoral farming, pesticide, polar zone, seasonality, temperate zone, topography, tropical zone.</p>	<p>aquatic, biodiversity, biome, climate, climate zone, contour line, desert, ecosystem, equator, forest, grassland, Greenwich mean time, hamlet, line of latitude, line of longitude, motorway, Ordnance Survey map, population density, prime Meridian, Savannah, scale, settlement, temperate, time zone, tropical, Tropic of cancer, Tropic of Capricorn, tundra, vegetation belt</p>
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In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task based on answering the Enquiry question for the topic and this will also be used to assess progress at the end of the topic based on the use of subject specific vocabulary that has been taught across the unit and the understanding of substantive concepts alongside an end of unit assessment where children will respond to feedback from the teacher's marking to address misconceptions.

As a measure of key skill coverage at the end of every lesson, teachers complete a coverage assessment for key skills taught to monitor that children are being taught key skills regularly throughout the year. This can be adjusted for pupils who haven't fully secured the skill taught.

At the end of every lesson, teachers will complete Knowledge ROCKs (Retrieval of Core Knowledge) where they ask children questions on identified knowledge from previous units to ensure that children's learning and understanding is fully secure. Children's progress is monitored against National Curriculum expectations, substantive and disciplinary knowledge and key skills. Judgement is informed through use of children's books, dialogue, Tapestry, and AFL pieces. The progress of children with SEND who find writing and communication a barrier to completing a written assessment could be assessed using an adult scribing, this being repeated at the end of the unit where they have an opportunity to express and explain their knowledge and understanding. From this, the teacher is able to make a judgement of progress achieved from the beginning to the end of the unit.

There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum by highlighting the objective to make it has been achieved.

We measure the impact of geography through the following methods:

- Using ICT, to gather images and videos of the children's learning
- Marking written work
- Moderation of children's learning in staff meetings, allowing opportunities for dialogue between staff members
- Annual reporting to parents on their child's progress
- Learning Walks
- Moderation of children's learning across our Academy
- Interviewing the children about their learning (Pupil Voice)
- Lesson observations
- Book scrutiny
- Ensuring knowledge and progression of skills is being taught

