



At Pool Hayes Primary School, we are committed to providing our children with a curriculum that inspires and challenges them to learn

Curriculum statement for the teaching and learning of Geography

INTENT

At Pool Hayes Primary we value geography as it provides an opportunity to develop a greater understanding of the world. As a school we are enthusiastic about teaching the geography curriculum in a practical way. At Pool Hayes Primary School we want our pupils to be both curious and fascinated with what they are learning about. We believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our pupils will learn a range of geographical skills that build throughout our school. The geographical skills that our pupils develop help equip them for their future. Our curriculum will encourage children to explore geographical concepts in depth and gain a deeper understanding. We will accomplish this through: thoughtful discussions, questioning and analysis, trips, themed days, visitors and quality first teaching.

The early years foundation stage aims to ensure that all pupils:

- Understand position through words e.g. the bag is under the table.
- Describe a familiar route and draw information from a map.
- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and explore the natural world around them.
- Recognise some environments are different to the one in which they live.
- Know that there are different countries and talk about the differences.
- Understand some important processes and changes in the natural world around them e.g. seasons.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

	<ul style="list-style-type: none"> ○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length 			
Underpinned By	High Expectations	Modelling	Fluency	Vocabulary
	<p>All children are expected to succeed and make progress from their starting points. Teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.</p>	<p>Teachers model new skills and terminology through high quality teaching.</p>	<p>Children soon become confident at applying their skills into other areas of the curriculum, e.g. understanding geographical features and identifying these in a book.</p>	<p>Subject specific vocab is taught explicitly and is expected to be used throughout, e.g. discussing the seaside and introducing the term coast.</p>

Implementation	<p>KS1</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge:</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography:</p> <ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes 	<p>KS2</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Pool Hayes Primary School</p> <ul style="list-style-type: none"> • The children are taught geography as the main part of one of the three terms and in the other two terms they have smaller fieldwork units. • The pupils participate in a geography lesson for a whole afternoon (2 hours) each week • Some geography topics last a whole term whilst others may take a few weeks • Teachers plan a stunning start and a fabulous finish for each topic to engage and hook the children. • Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
----------------	--	--	--

	<p>to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • 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 <i>Geography - key stages 1 and 2 3</i> • 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 	<p>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</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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 	
--	---	---	--

	<p>Taught discretely Children learn about a range of topics throughout their time at Pool Hayes Primary School. It is important that the children understand the world (both human and physical) deeper as they progress throughout the school.</p>	<p>Local links As a school, we try and link our local historical events into the topics we are studying e.g. when we learnt about monarchs we re-created the route King Charles took that went past our school.</p>	<p>Trips/visitors/inspire workshops/themed days</p> <ul style="list-style-type: none"> • As a school, we try and plan exciting and informative trips or invite visitors into our school. This helps the children to understand events in a different light e.g. when studying the rainforest the animal man came into school. • Every year, each class holds an inspire
--	--	--	--

	<p>Cross Curricular Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. a piece of writing related to the topic they are currently studying or creating a piece of artwork in the style of an artist that is linked to the topic</p>	<p>Showcasing our achievements As a school, we celebrate our historical achievements in a range of ways. We often have examples of work on our displays around the school, take photographs and we share examples with parents on class dojo.</p>	<p>workshop where the parents come into school and help us create masterpieces with the children based on their topic. These workshops are often creative activities and the parents participate with their children. A recent inspire workshop we have had was when the parents participated on a local walk with their children looking for geographical features and following a route.</p> <ul style="list-style-type: none"> • We have themed days to celebrate significant locations around the world.
--	--	--	---

Impact	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their geography topics. They are able to recall their favourite lessons and the topics they have studied. Children speak fondly of their geography lessons and enjoy learning about the world around us.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <ul style="list-style-type: none"> • Pupils can demonstrate their understanding. • Pupils have a sound geographical understanding and can make links. • Pupils deepen their understanding of human and physical geography throughout their time at Pool Hayes Primary School. • Pupils understand how both human and physical features affect the environment. • Each unit is assessed on DCPro using the criteria: working towards, working at or greater depth. 	<p>EVIDENCE IN SKILLS</p> <ul style="list-style-type: none"> • Pupils can use maps and other resources effectively. • Pupils can use key vocabulary to explain their learning. • Pupils can analyse, interpret and reflect on information. 	<p>OUTCOMES</p> <ul style="list-style-type: none"> • At the end of each year we expect the children to have achieved age related expectations for their year group. • Some children will have progressed further and achieved greater depth. • Children who have gaps in their knowledge receive appropriate support and intervention. • By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. • Pupils will develop excellent geographical and fieldwork skills.
---------------	--	--	--	---

