

Geography

Parent Information



What is Geography?

Geography deals with the Earth. Geographers are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans. They are also interested in the ways that people affect and are affected by the natural world. There are many skills which are taught through geography lessons. These are:

- Map reading
- Map Drawing
- Identifying and using Human and Physical Features
- Using Digimaps
- Using Compass Directions and Grid References
- Reasoning
- Locating landmarks
- Comparing similarities and differences
- Studying pictures and photographs

Who learns geography?

Children in Years 1-6 have half-termly topics which are either geography or history focused. Each year group has at least 3 geography topics per year. Children in Reception learn and take part in activities based on their EYFS educational programme 'Understanding the World' which has the foundation knowledge and skills to support their child when working towards and entering the National Curriculum in Year 1 in Geography.

Who leads geography?

Miss Robertshaw

Geography at Heptonstall

Geography and History LTP 24-25

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns Rec, Year 1 & Year 2	Rec Theme	All about me	Castles and Knights	Toy Museum	At the Park	Fire, Fire!	Commotion in the Ocean
	Cycle A	The UK and its Capital Cities	Kings and Queens	Toys in the Past	A Walk in the Park	The Great Fire of London	Brilliant Beaches
	Rec Theme	People Who Help Us	Crash, Bang, Whizz!	Wild Animals	At the Farm	Journeys	There's No Place Like Home
	Cycle B	Nurturing Nurses	Gunpowder Plot	Continents and Oceans	The UK	Travel and Transport – Amelia Earhart	Local Area: Heptonstall (Mapping) Local History – Heptonstall (David Hartley)
Sapling Year 3 & Year 4	Cycle A	North America	Romans	Anglo Saxons, Picts and Scots	Population & Settlements	Local History – Cragg Vale Coiners	Yorkshire
	Cycle B	Stones and Bones	Brazil	Antarctica	Early Civilisation Overview	Ancient Egypt	Weather & Climate
Oak Year 5 & Year 6	Cycle A	Space History	Rivers	Early Islamic Civilisation	Enough for Everyone	Ancient Greeks	Europe
	Cycle B	Extreme Earth	Crime and Punishment	Vikings	Trade & Resources	World War II	Biomes

Geography taught at Heptonstall



Geography programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Teachers in Years 1-6 plan using the National Curriculum.

They use these objectives provided to plan exciting lessons to teach the children about geography.

This provides the knowledge of the geography curriculum.

Geography Progression– EYFS – Y6

Teachers also use a progression document to ensure geography skills and knowledge are built upon in each year.

Yearly Progression of NC Knowledge, Skills and Understanding – Substantive Knowledge				
Location Knowledge – (Declarative Knowledge)				
	Reception	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
The Local Area	<p>Know the name of my school</p> <p>Know that I live in Halifax</p>	<p>Know the name of my school</p> <p>Know the town/city where I live</p> <p>Understand where my school is in my local area</p> <p>Use simple locational and directional language (near, far, up, down, left, right, forwards, backwards)</p> <p>Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.</p>	<p>Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the <u>eight point</u> compass, four figure grid references, maps, symbols and keys</p>	<p>Name, locate and describe a local river and understand how it has changed over time, using the eight compass points, six figure grid references, maps symbols and keys</p>
The UK	<p>Know that I live in England</p>	<p>Name and locate the countries in the UK.</p> <p>Name and locate the capital cities of the four countries in the UK.</p> <p>Name and locate the 3 mains seas that surround the UK.</p> <p>Name and locate some of he key features of the UK, the capital cities and other major cities and surrounding seas.</p>	<p>Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations) employing the use of the eight points of a compass, maps, symbols and keys.</p> <p>Name and locate counties and cities of the UK, national parks and their topographical features (hills, mountains, coasts and rivers) using the eight points of a compass, four figure grid references, maps, symbols and keys</p>	<p>Name and locate different types of UK mountains employing the use of the eight points of a compass, maps, symbols and keys</p>
The World	<p>Understand the terms 'land' and 'sea'</p>	<p>Understand the terms 'continents' and 'oceans'</p>	<p>Name, locate and understand the significance of the Equator, Northern/Southern Hemisphere,</p>	<p>Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys</p>

Geography Progression of Vocabulary

To support children's progression of vocabulary the geography leads across the Trust worked together to identify key geographical vocabulary to support children's learning across the school. This is then used to inform planning and to ensure children are exposed to a range of vocabulary, building upon their prior learning.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Area Aerial view Backwards Bird's eye view city Direction Feature Forwards Human feature Instruction Landmark Left geography map Physical feature Right Symbol town Village world The UK Belfast Capital city Cardiff Country Countryside Edinburgh England English channel Irish Sea London North Sea Northern Ireland Scotland UK	Walk in the Park Compass Differences East Key North Road map Similarities Sketch map South West The UK and Capital Cities Recap from year 1 Belfast Capital city Cardiff Country Countryside Edinburgh England English channel Irish Sea London North Sea Northern Ireland Scotland UK Wales Brilliant Beaches Beach Coastline Seaside	Climate and weather Altitude Climate Climate zone Factors Global warming Impact Influences Latitude Longitude Temperate USA Continent Contrast Deserts Field land use Moors Mountains Prairie land State Population and Settlements 8 point compass City Compact Conurbation Dispersed Hamlet North east North west Rural Settlements	Brazil Northern hemisphere Southern hemisphere Tropics Tropic of Cancer Tropic of Capricorn Antarctica Adapt Survive Survival Grid references Yorkshire Topographical features National parks Rural Urban Yorkshire Dales	Rivers 6 figure grid references Channel Deposition Drought Erosion Exports Feature Flood Floodplain Imports Levee Lower course Meanders Middle course Mouth Ox bow lakes Political map River River formation River Severn Source Transportation Tributary Upper course Water cycle Trade and Resources Developed Developing Distribution Economics Economy	Extreme Earth Cinder cone volcano Composite volcano Constructive plate Destructive plate Earthquake Earthquake zones Erupt Extinct Ground resonance Hot spot Landslide Mountain Mountain formation Seismographs Shield volcano Surface fault Tectonic plates Tsunamis Types of volcanoes Volcanic eruptions Volcano Biomes Biome British Summer Time BST Coverage Endangered Environment Fauna Flora GMT Greenwich Mean Time Meridian

Geography Medium Term Plans

From the National Curriculum objectives and progressions of skills and using the progression of vocabulary and greater depth questions, teachers then work across the Trust to create a sequence of learning for the topic called a Medium Term Plan.



Geography Medium Term Plan / Planning Sequence

Term: Autumn 2	Subject and Unit: Geography - Rivers
Year group: 5 & 6	Class: Oak
NC Objectives:	
<ul style="list-style-type: none"> 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 Describe and understand key aspects of <ul style="list-style-type: none"> Physical geography including climate zones, biomes, 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 	
Prior Learning:	
Year 4	
<ul style="list-style-type: none"> Name, locate and understand the significance of the Equator, Northern/Southern Hemisphere, Tropic of Cancer/Capricorn, latitude, longitude, Antarctic/Arctic Circle and different climate zones Locate countries of south America its environmental regions and key human and physical characteristics Study, understand, write about, draw and label key human and physical characteristics between the UK and South America including climate, environmental regions, key physical and human characteristics (eg. coasts, seas, rivers, capitals and other major cities, landmarks and population) Understand and compare the climate of South America with the UK Use maps, atlases, Google Maps and Google Earth to locate and describe human/physical features of South America including countries, land use, settlements, mountains, coasts, rivers, climate and temperature Use aerial images and age-appropriate graphs to acquire and discuss geographical information Describe and explain changing land use in South America, including the Amazon Rainforest Understand what life is like in cities, villages and other settlements of South America Use the 8 points of a compass, 4 figure grid references, maps with keys and Google Maps and Google Earth to describe features of locations in South America and create a tourist route. Create detailed maps. Use the 8 points of a compass and 4 figure grid references, maps, symbols and keys (including Ordnance Survey Maps) to identify and describe human and physical features of Antarctica Use the 8 points of a compass and 4 figure grid references, maps, symbols and keys (including Ordnance Survey Maps) to identify and describe human and physical features of a region of the UK when comparing with regions of Antarctica Understand the extreme weather conditions in Antarctica and their impact To describe and understand the effect of extreme weather conditions on settlements and land use in Antarctica Understand the effect of climate change on Antarctica 	

	Progression Statement	Lesson title / objective	Lesson Sequence	Vocabulary
Week 1	Describe and explain the water cycle Describe and explain river formation and key features of river systems	Key features of a river and river formation	<p>Remind the children about geography, what it is and what we learn about. Recap some other key facts from other years such as capital cities, continents and oceans. Recap the water cycle which is covered in year 4 science.</p> <p>Today we will be looking at how a river is formed and the key features of a river https://www.rqs.org/schools/teaching-resources/rivers-11/journey-of-a-river/ show the children pictures of the River Severn at different points. The River Severn is the UK's longest river. Show the river in the upper, middle and lower course. What are the photos showing? What does the landscape look like? What features can be seen? Is the surrounding land steep or flat? Is the river bed narrow or wide? How does the water change? Is it turbulent or calm? What is the evidence that these are rivers? This is a mini enquiry. Establish that the photos are of the same river. Explain that a river takes different characteristics at different points of its course. Children may notice that mud flats mean the tide is out. River Severn 220miles long Reiterate that rivers can be divide into stages - upper course, middle course and lower course. Go through the upper course and its features then the middle course and its features then the lower course and its features.</p> <p>TASK Children to write a paragraph explaining how a river is formed or children can voice record an explanation They will then stick in a picture a river. They will divide it into upper, middle and lower course and then label and explain the features that can be seen - Meanders, ox bow lakes, mouth, floodplain, source, levee, tributary, channel</p> <p>SEND Children to discuss what human and physical features are. Sort pictures into human and physical features. Can they name some of the physical features? Have pictures of river, stream, canal, hills, mountains, cliffs. Children to stick in a diagram of a river. Can they label the source and the mouth? Can they split the river into upper, middle and lower? If children are able, you could introduce a meander and a tributary.</p> <p>Must Know Fact <i>Precipitation, condensation and evaporation form the water cycle. Rivers begin at the source and end at the mouth. A river can be divided into stages, the upper course, middle course and lower course.</i></p>	Water cycle River River formation Feature River Severn Upper course Middle course Lower course Erosion Transportation Deposition Ox bow lakes Meanders Mouth Source Floodplain Levee Tributary Channel

Must Knows/knowledge organisers

Teachers create must knows/knowledge organisers linked to each area of the history curriculum to support the children in their learning. This also helps them to revise and remember. You will see these on your child's class dojo page. Children highlight these as part of their self-assessment.

Geography – Rivers
Oak Class – Heptonstall School

Key Vocabulary

canal	A <u>man made</u> waterway constructed to allow the passage of boats or ships carrying goods inland.
channel	A wide strait or waterway between two landmasses that lie close to each other.
confluence	The point where a tributary joins a river.
delta	A small island created by deposited material (soil and rocks).
deposit	When a river loses <u>energy</u> it will drop some of the material it is carrying.
erosion	The wearing away of land by forces such as water.
estuary	A drowned river valley in a coastal lowland area. It occurs near or at the mouth of a river, where the tide meets the current.

Key Information I will learn...

Rivers

The source of most rivers is on high ground or in the mountains. Some rivers join up with other rivers (tributaries). The point where they meet is called a confluence.

The Course of a River

<p>The Upper Course</p> <p>Rain falling on high ground collects in channels and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through valleys.</p> <p>Features include - waterfalls and rapids.</p>	<p>The Middle Course</p> <p>Fast flowing water causes erosion making the river deeper and wider.</p> <p>Features include - meanders.</p>
<p>The Lower Course</p> <p>Rivers flow with less force due to being on flat land. The river deposits the eroded material that it has carried.</p> <p>Riverbanks have shallower sides.</p> <p>Features include - floodplains, deltas and estuaries.</p>	

The Water Cycle

Topic Must Knows
Rivers

Key Facts

- Precipitation, condensation, evaporation form the water cycle.
- Rivers begin at the source and end at the mouth.
- A river can be divide into stages, the upper course, the middle course and the lower course.
- The River Calder is our main local river.
- The River Severn and the River Thames are the two longest rivers in the UK.
- Historically the majority of settlements were built on the flood plains of a river due to the benefits of river transport.
- Waterways eg. rivers and canals, are used to transport goods.
- The River Nile (in Africa) and the River Amazon (in South America) are the longest rivers in the world.
- Severe flooding is caused by atmospheric conditions that lead to heavy rain or the rapid melting of snow and ice.
- A drought is an event of prolonged shortages in water supply.

Inclusivity: Supporting ALL children

Some children may need extra support in order to achieve in geography. At Heptonstall we incorporate a teaching to the top style approach where all children are exposed to the same learning but ensure high quality support is in place to assist children's individual needs to get there.

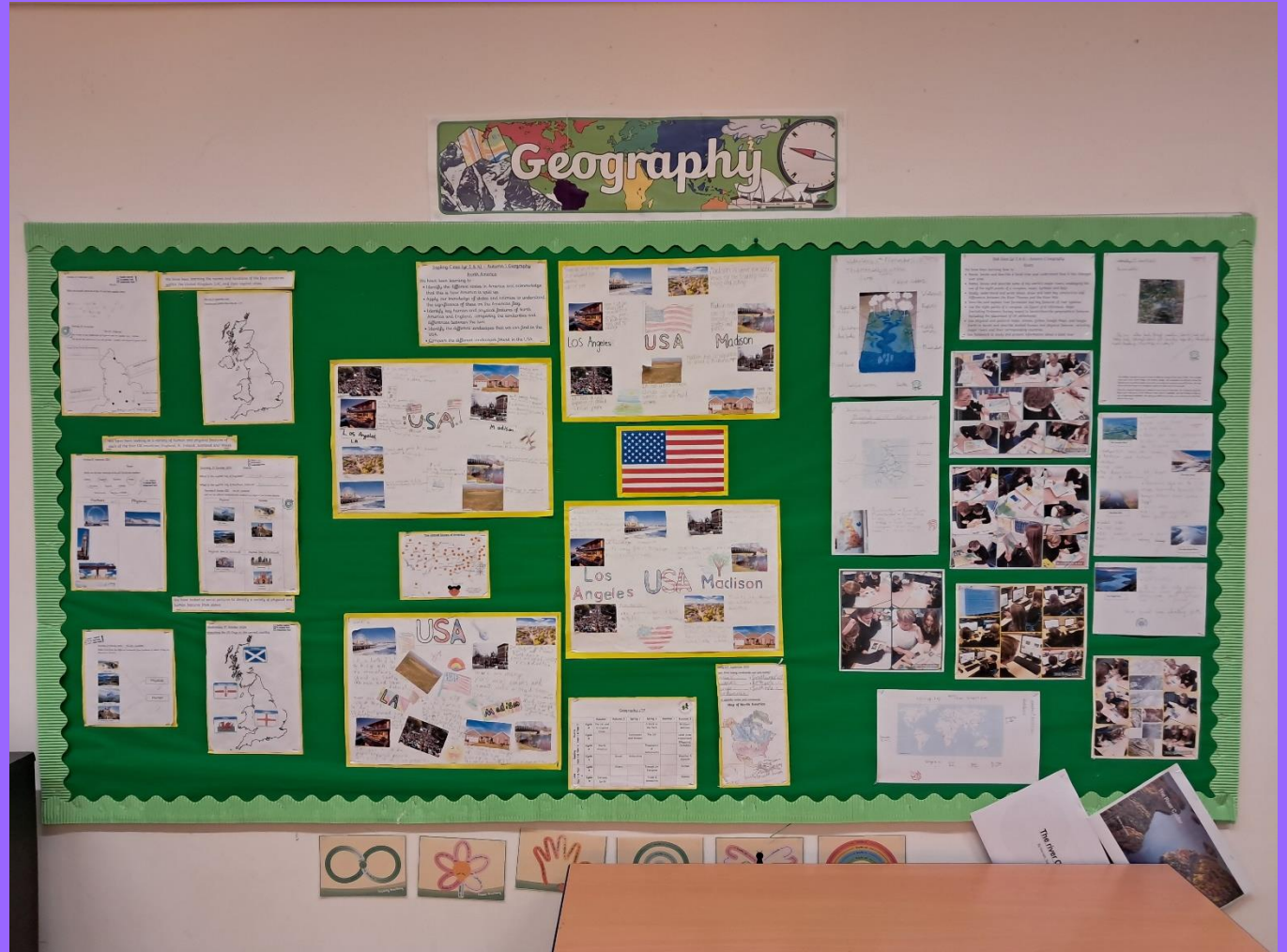
Therefore your child may...

- Complete learning verbally rather than written in books
- Have additional 1-1 or small group work supported by an adult
- Have a differentiated task which is more 'hands on' and verbal to accommodate their needs
- Have their own personalised 'Must Knows' to aim to achieve smaller steps in the subject before moving on

Recording Geography Learning

We evidence our geography work in individual exercise books throughout the year. Half termly overviews and examples of learning are displayed on the geography display board in the school hall.

These displays are changed and updated every half term or when a new Geography unit has been taught.



Embedded Geography

We also embed geography into other areas of our school day. This includes:

- themed events such as 'World Habitat Day' and 'World Food Day'
- providing homework projects
- Cross-curricular: using geography skills in other lessons.
- variety of class story and home reading books about stories across the world.
- using and referring to the class globe in each year group.
- topic boards in the school hall, updated every half-term.
- topic related books available in classrooms

Monitoring Geography

All subjects are regularly monitored in a variety of ways at Heptonstall. Geography is monitored by Miss Robertshaw through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for geography across the school for all children.

Some ways this is done is by:

- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and External deep dives (lesson observations, staff interviews and book looks)
 - Learning walks (display checks)
 - Data drops and the analysis of this
 - Trip overviews
 - Resource monitoring
 - Checking of planning
 - Staff training (webinars, meetings, courses)
- Celebrating staff and children's geography achievements
- Subject lead keeping up to date with reading, research and training

Can you help us?

Do you work in a job which uses geographer skills?

Do you know someone who does?

We would love to build some links with parents to our give our children context for their learning in the wider community, providing them with future aspirations.

If you have a background in any field of geography and would be willing to talk to one of our year groups or in an assembly about what a job relating to geography skills entails then please email the school office.

Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of geography at Heptonstall please ring the office and request an appointment to speak to Miss Robertshaw.

