Geography Curriculum Intent

Geography is the study of places and the relationships between people and their environments. When children join our school, we intend for them to embark upon a learning journey which will develop their geographical capital and to develop an understanding of our world through experience and investigation. We intend to inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives and equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key human and physical processes.
As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between human and physical processes, and of the formation and use of landscapes and environments. Pupils should develop their understanding of how the Earth's features at different scales are shaped, interconnected and change over time.
The curriculum enables our learners to be confident to understand, ask questions and develop a responsible attitude towards the world around them. It is concerned with the lives of real people in a real world with real events, both past and present.

Aims for pupils
Through our teaching of geography we aim to:

- stimulate children's interest and curiosity about their surroundings
- facilitate children in developing a knowledge and understanding of the human and physical processes which shape places.
- enable children to gain knowledge and understanding of places in our changing world, gain a greater understanding of the ways of life and cultures of people in other places and help pupils to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- develop pupils' competence in specific disciplinary knowledge of: collecting, analysing and interpreting data through fieldwork; interpreting maps, diagrams, globes and aerial photographs, communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world
- provide opportunities for children to develop the vocabulary necessary to ask questions and develop research skills in order to evaluate opinions and propose solutions

learning begins in Reception and Year 1, where pupils learn the component location knowledge of their local area, the UK, such as the names of the countries, capital cities and key human features. In Year 5 and 6, this culminates in the development of rich geography scheme, encompassing, for example, a deep understanding of Trade and Resources, biomes and Europe.

At Heptonstall, pupils use a range of maps, atlases, globes and aerial images so that geography map and fieldwork skills are systematically developed. This geography progression map details the careful long-term curriculum sequencing of these essential skills. Essential geographical concepts such as the features of rivers, earthquakes and factors affecting settlement location are taught by focussing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

Geography Curriculum Implementation

Substantive Knowledge – sets out the subject-specific content that is to be learned -i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into **Declarative Knowledge** ('know what') and **Procedural Knowledge** ('know how'). **Declarative knowledge** includes: locational knowledge, place knowledge and human and physical processes – i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical Skills and Fieldwork', which can be termed **Procedural Knowledge** – this is about 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measure rainfall).

Disciplinary Knowledge – considers how substantive knowledge originates, is debated and is revised – i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways geographers think – how they questions, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, the disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'.

Procedural knowledge and disciplinary knowledge overlap considerably in geography and thus these sections of the progression map reflect this. They overlap because essentially, it is through knowing *how* to conduct fieldwork and interpret a range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.

Geography Curriculum Impact

Assessment and Feedback

All teachers use the progression document in Geography as a tool for teaching and assessment. The progression document ensures that teachers are able to understand what has been previously been taught, what they need to teach in their year group and what will be taught next. It is also a tool for identifying any gaps in pupils' learning and allows teachers to plan for this effectively. Teachers then assess children's progress by making informal judgements during lessons; this informs planning for subsequent learning experiences. Teachers will then use Target Tracker to give formal judgements about a child's progress in geography again the progression statements. Children demonstrate their ability in geography in a variety of different ways and teachers assess accordingly. Challenge questions are used to deepen learning and children are expected to respond to these. On completion of a piece of work, the teacher marks and assesses the work and uses this to inform future planning. Written or verbal feedback is given to the child to help guide their progress.

Once the children complete a whole unit of work, the teacher makes a summary judgement of work for each child in relation to the National curriculum objectives. The children will also complete a must know quiz based on the must know facts the children will have learned during the topic. The must know quizzes will also include knowledge facts from the children's previous topics to ensure children are constantly recapping and deepening their knowledge.

Substantive Knowledge

Content of the Geography National Curriculum

Declarative Knowledge Knowing 'what' – the facts of geography

Locational Knowledge

Name and locate places

Understand longitude and latitude

Place Knowledge

Contrasting two localities

Human and Physical Geography

Climate zones

Earthquakes

Settlement patterns

Procedural Knowledge

Geographical Skills and Fieldwork

Knowing 'how' to do Geography

How to use maps and globes, **how** to collect rainfall data during fieldwork

Disciplinary Knowledge

How we know and revise what we know

Ask and investigate geographical questions, critically evaluate and debate the impact of geographical processes

The Geography National Curriculum

<table>
<tr><th colspan="7">National Curriculum Programme of Study and EYFS Framework</th></tr>
<tr><th></th><th colspan="2">KS1</th><th colspan="2">LKS2</th><th colspan="2">UKS2</th></tr>
<tr><th>Reception</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td rowspan="4"><u>Development Matters</u>
•Draw information from a simple map.
•Understand that some places are special to members of their community.
•Recognise some similarities and differences between life in this country and life in other countries.
•Explore the natural world around them
•Describe what they see, hear and feel whilst outside. •Recognise some environments that are different to the one in which they live.
•Understand the effect of changing seasons on the natural world around them.

<u>Early Learning Goals</u>
<u>Understanding the World People and Communities</u> •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
•Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

<u>The Natural World</u>
•Explore the natural world around them, making observations and drawing pictures of animals and plants.
•Know some similarities and differences between the natural world around them and</td><td colspan="2">Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relations to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness.</td><td colspan="3">Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, 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.</td></tr>
<tr><td colspan="2">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</td><td colspan="3">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 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 patters; and understanding 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 times zones (including day and night)</td></tr>
<tr><td colspan="2">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.</td><td colspan="3">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.</td></tr>
<tr><td colspan="2">Human and Physical Geography
• Identify seasonal and daily weather patterns in the United Kingdom and the</td><td colspan="3">Human and Physical Geography
• Describe and understand key aspects of:</td></tr>
</table>

contrasting environments, drawing on their experiences and what has been read in class. •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	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, harbor and shop	- 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 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 directions language (for example, near and far; left and right), to describe the location of features and routes on a map	**Geographical Skills and Fieldwork** • Use maps, atlases, globes, 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

Geography; Years 1 – 6

Declarative Knowledge – knowing 'what' – the facts of geography. Verbal or factual knowledge.
Locational knowledge, place knowledge and Physical and Human geography.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns Year 1 & Year 2	Cycle A	The UK and its Capital Cities UK Geography			A Walk in the Park Local area Geography		Brilliant Beaches World Geography
	Cycle B			Continents and Oceans World Geography	The UK		Local Area: Heptonstall (Mapping) Local area Geography
Sapling Year 3 & Year 4	Cycle A	North America World Geography			Population & Settlements World Geography		Yorkshire UK Geography
	Cycle B		Brazil World Geography	Antarctica World Geography			Weather & Climate UK Geography
Oak Year 5 & Year 6	Cycle A		Rivers World Geography		Enough for Everyone World Geography		Europe UK & World Geography
	Cycle B	Extreme Earth World Geography			Trade & Resources World Geography		Biomes World Geography

Yearly Progression of NC Knowledge, Skills and Understanding – Substantive Knowledge				
Location Knowledge – (Declarative Knowledge)				
	Reception	**KS1; Year 1 & Year 2**	**LKS2; Year 3 & Year 4**	**UKS2; Year 5 & Year 6**
The Local Area	Know the name of my school Know that I live in Halifax	Know the name of my school Know the town/city where I live Understand where my school is in my local area Use simple locational and directional language (near, far, up, down, left, right, forwards, backwards) Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight-point compass, four figure grid references, maps, symbols and keys	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
The UK	Know that I live in England	Name and locate the countries in the UK. Name and locate the capital cities of the four countries in the UK. Name and locate the 3 mains seas that surround the UK. Name and locate some of he key features of the UK, the capital cities and other major cities and surrounding seas.	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. 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	Name and locate different types of UK mountains employing the use of the eight points of a compass, maps, symbols and keys
The World	Understand the terms ‘land’ and ‘sea’	Understand the terms ‘continents’ and ‘oceans’	Name, locate and understand the significance of the Equator, Northern/Southern Hemisphere,	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

		Name and locate the world's seven continents on a globe or atlas. Name and locate the world's five oceans on a globe or atlas. Understand the terms 'poles' and 'equator' Recognise and know basic features of the different continents. Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality including the use of directional/locational language, the four main compass directions and the terms 'poles' and 'Equator'	longitude and latitude and different climate zones Locate the countries of North America its environmental regions and key human and physical characteristics 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	Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities Name and locate major volcanoes of the world employing the use of the eight points of a compass, maps, symbols and keys Locate key earthquake zones of the world, including an earthquake location study Identify the position and significance of latitude, longitude Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle the Greenwich Meridian and time zones relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys

Yearly Progression of NC Knowledge, Skills and Understanding – Substantive Knowledge				
Place Knowledge – (Declarative Knowledge)				
	Reception	**Year 1 & Year 2**	**Year 3 & Year 4**	**Year 5 & Year 6**
Comparisons	Make simple comparisons between their locality and other relevant places in the world Make simple comparisons between familiar environments (e.g. home, school, farm)	Study, understand, write about, express opinions about, draw and label human and physical similarities and differences of a small area of the UK and a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.	Study, understand, write about, draw and label key human and physical similarities between the UK and North America including climate, environmental regions, 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) Study, understand, draw and label key similarities and differences of the human and physical geography between an urban area in the UK (our local town) and a rural area in the UK (Yorkshire Dales National Park)	Study, understand and write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions Study, understand, write about, draw and label key similarities and differences of human and physical geography studied between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (eg, mountains, coasts and rivers)

Yearly Progression of NC Knowledge, Skills and Understanding – Substantive Knowledge				
Physical Geography – (Declarative Knowledge)				
	Reception	**Year 1 & Year 2**	**Year 3 & Year 4**	**Year 5 & Year 6**
Weather and Climate	Name the four seasons and begin to describe the associated weather Record weather daily	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the Equator is hot. Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator, North and South poles and make comparisons with local weather.	Understand the different climate zones of the world (tropical, temperate and polar), including the significance of the Tropics of Cancer and Capricorn, The Equator and the Polar Regions Identify the different climate zones within the world. Identify and study the different climatic regions of the UK and Europe Understand the basic process of global warming, its causes, implications and changes required Understand and compare the climate of North America with the UK Understand and compare the climate of South America with the UK	Understand how climate and vegetation are connected in biomes (eg the tropical rainforest and the desert) Describe different biomes and how plants and animals are adapted to them Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected
Other Physical Features and Processes	Begin to use geographical vocabulary to refer to key physical features of the local area and the UK, such as:, wood, hill, mountain, sea, ocean, river, soil, season, weather	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea,		Describe and explain river formation and key features of river systems Identify, describe and understand key physical features of the continent of Europe, including the UK (eg, coasts, rivers, mountainous regions, planes and semi-desert) Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types

		ocean, river, soil, valley, vegetation, season and weather.		of volcanoes and their physical effects on the environment Describe and understand key aspects of mountain formation Describe and understand the causes, processes and effects of Earthquakes, the different types of Earthquakes and their physical effects on the environment, including a focus study on a particular earthquake Explain how electricity is generated and distributed in the UK

Yearly Progression of NC Knowledge, Skills and Understanding – Substantive Knowledge				
Human Geography – (Declarative Knowledge)				
	Reception	**Year 1 & Year 2**	**Year 3 & Year 4**	**Year 5 & Year 6**
Settlements and Land Use	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, shows, road, street Recognise some similarities and differences between life in this country and life in other countries.	Begin to use vocabulary to refer to key human features of the local area and the UK including: city, town, village, factory, farm, house, office, port, harbor and shop. Compare a town and the countryside. Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, inducing: city, town, village, factory, farm, house, office, port, harbour and shop.	Understand what life is like in cities and villages and other settlements of North America Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban and suburban) Understand the land use of the local area Describe and explain changing land use in North America 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	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others Understand the effect of climate on land use and settlements in different areas of the world including different European countries Identify some European cities and settlements Describe and understand the effects of volcanoes on settlements and land use Explain what settlers need and why they settle in the places they do
Economics, Trade and Resources	Recognise the shops and enterprises in their local area including being aware of their branding/name			Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports including those of the UK Understand highest value exports Understand global supply chains Understand Fairtrade

				Understand how food production is influenced by climate and biomes Explain what renewable sources of electricity are Describe where our food comes from & what food miles are Understand the importance of conserving food, water and energy & how we can do this Understand access to natural resources varies in different countries

Yearly Progression of NC Knowledge, Skills and Understanding – Substantive Knowledge				
Geography Skills – Fieldwork – (Procedural Knowledge)				
	Reception	**Year 1 & Year 2**	**Year 3 & Year 4**	**Year 5 & Year 6**
Local/Regional Maps and Other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, forwards, backwards) to describe the location of features on a local map and to move around the school	Begin to use simple locational/directional language (near, far, forwards, backwards, up, down, right, left) Use aerial images to recognise features of a familiar place (school or Halifax) Use simple locational/directional language and the four main compass directions to describe the location of features on a local map and follow/create a route in the local area. Use aerial images to recognize basic physical and human features Construct simple maps	Use the 8-points of a compass, maps, symbols and keys to describe local geographical features/create a route in the local area/school; compare different types of local map Use aerial images and age-appropriate graphs to acquire and discuss geographical information Construct detailed plans 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. Use aerial images and age appropriate graphs to acquire and discuss geographical information Create detailed maps.	Use the 8 points of a compass, 6 figure grid references, maps with keys (including the use of Ordnance Survey Maps), Google Earth and Google Maps to describe geographical features of the UK and European location and create a tourist route. Use aerial images and age-appropriate graphs to acquire and discuss geographical information Create detailed maps and label physical features Use aerial images and age appropriate graphs to acquire and discuss geographical information
UK Maps		Locate the four countries of the UK on a map or atlas. Locate the capital cities of the four countries of the UK on a map or atlas. Draw and locate the four countries of the UK, their capital cities and some of the other major cities and the	Use the eight points of a compass, four figure grid references, paper maps, Google maps, Google Earth, symbols and keys to locate different types of settlement 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	Use the eight points of a compass, six figure grid references, maps, Google Maps/Google Earth, symbols and keys (including Ordnance Survey maps) to locate/describe geographical features studied including the placement of UK settlements in relation to geographical features such as rivers, mountains, coastlines, exports and imports

		surrounding seas on a UK map or atlas, using the four main compass directions.	and physical features of a region of the UK when comparing with regions of Antarctica	Use the eight points of a compass, six figure grid references, paper maps, Google maps and Google Earth, symbols and keys (including Ordnance Survey maps) to locate and describe human and geographical features studied including extinct UK volcanoes, mountains and mountain ranges.
World Maps	To identify land and sea on world globes/maps	Locate the continents and oceans on globes and world maps or atlases. Draw and locate the continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world. Use maps, atlases and globes, Google Earth and Google Maps to locate different settlements of the world 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 physical and political maps, atlases, globes, Google Maps, and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries, cities, major industries, imports and exports Use physical and political maps, atlases, globes, Google maps and Google Earth to locate and describe major Earthquake zones, mountains, mountain ranges and volcanoes (in relation to tectonic plates)