



A rationale for the Teaching of Geography

Our INTENT in Geography:

At Whitehill Community Academy, we aim to ensure that the Geography curriculum shows breadth of coverage and progression throughout the Academy and allows every child to develop the skills and knowledge to become geographers.

That Geography is essentially about an understanding of the World that we live in.

Geography unit aims (Taken from the NC)

Aims include:

- A contextual World Knowledge of locations, places and Geographical features.
- An understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.
- To develop a competence in Geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating Geographical information.

IMPLEMENTATION of English:

Geography overview for EYFS, KS1 and KS2

Year group	Autumn	Spring	Summer
Nursery	Children will develop a sense of place with a focus on our school and the locality. Over time children will develop an awareness of places further away. This can be delivered through holidays by taking their Teddy Bear (Toy) on holiday and home again.		
Reception			
Year 1	Local area Illingworth & Halifax (KO)	Arctic – Pole to Pole Climate Zones 1 – Pole to Pole	Town, Country and Seaside Local Geography (including the school and grounds) - fieldwork
Year 2	The UK Prehistoric Continents (Pangea) UK countries and seas (KO)	Non-European Country – Mexico Halifax and London (KO) Town, Country and Seaside – including fieldwork (KO)	Hebden Bridge compared to Halifax and beyond UK and Nairobi comparisons 1 (KO)
Year 3	Develop an awareness of the UK UK countries and seas 2 – including counties (KO)	South America Climate Zones 2 (KO) Amazon River/ Rainforest	Pakistan UK land use 1 (farming)
Year 4	The UK – Investigating who we are?	St Lucia	Food

	UK and Greece	UK and Europe (Germany, Nordic countries)	UK and Europe (countries, rivers mountains)
Year 5	Rivers Countries and cities of the world / Continents of the world / British Empire / Commonwealth	Kenya North America (KO) / Russia (plus other countries involved in the space)	Europe including Russia Earthquakes / Volcanoes / Natural disasters
Year 6	North America UK / Germany / (KO), Europe (link to changes in borders following WW1)	Coasts UK and wider world – including 8-point compass, grid references and OS maps	Australia Australia or Africa (Egypt) – independent study of physical and human features, land use, population, tourism, etc.

Lines of Geographical enquiry from Year 1

Year 1

Autumn: The seasonal and daily weather patterns in the UK. The use of basic Geographical vocabulary to refer to Physical and Human features. Use of Atlases and digi-maps. Draw their route to school – early use of key and symbols. Directions and directional language to be introduced. Field Work/Map Work: Maps of the school and grounds from Calderdale Council. Create a weather station. Monitor daily weather. Ogden Water workshops – Autumn Watch or Earth Walks.

Spring: The location of hot and cold areas of the World in relation to the Equator, North and South Poles. Climate, seasons and weather. Making use of photographic images. Make use of simple compass directions and directional language. Field Work/Map Work: Use of Atlases and Google Earth. Work on the weather and climatic regions of the world.

Summer: Develop the similarities and differences of studying the human and physical Geography of the UK including key vocabulary applied to town, country and seaside. Map work should include the use of Digi-maps. Making use of comparative photographs for town and country and the use of directional language. Could use the Little Red Train book. Field Work/Map Work: Farm visit – Cannon Hall Farm.

Year 2

Autumn: The UK and where it is placed. Name and locate Worlds 7 continents and 5 oceans. Learn about the 4 countries in the UK, the capital cities and surrounding seas. Field Work/Map Work: Making use of Atlases and Google Earth. Need to look at a range of maps/projections and globes.

Spring: Understand Geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Mexico). Field

Work/Map Work: Making use of Atlases and Google Earth. Need to look at a range of maps/projections and globes. Bring in the use of Compass directions.

Summer: Understand the Geographical similarities and differences through studying the human and physical geography of a small area of the UK. Making use of Atlases and Google Earth. Field Work/Map Work: Hebden Bridge compared to Halifax and beyond.

Year 3

Autumn: Developing an understanding of the UK including Geographical regions and identifying human and physical characteristics, key topographical features, land-use patterns and these have changed over time. Making use of Atlases and Google Earth to apply to Football grounds, Airports around the UK. Field Work/Map Work: Visit Kirklees and Bradford boundaries. Develop a definition for what is a county?

Spring: Locate the Worlds countries using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. The Amazon – climate zones, biomes and vegetation belts, rivers and the water cycle. Making use of Atlases and Google Earth. Field Work/Map Work: Tropical World, Manor Heath.

Summer: Pakistan - Identify the significance and position of latitude, longitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Greenwich meridian and time zones. Time Zone clocks within classrooms. Making use of Atlases, Globes, digital and computer mapping and Google Earth.

Year 4

Autumn: Investigating who we are within the UK. Field Work/Map Work: Making use of Atlases, digital and computer mapping and Google Earth. (Geographical Association booklet Investigating the UK). Who we are now and the future – borders. European Union – Yes or No?

Spring: A study of St Lucia. Understanding the similarities and differences between the UK and St Lucia focussing on human and physical key aspects. Field Work/Map Work: Making use of Atlases, digital and computer mapping and Google Earth. Where is St Lucia located in relation to the U.K. and the other countries studied so far.

Summer: Food and Fair Trade: Human Geography including trade links, distribution of natural resources including energy, food minerals and water. This can be developed through the story of food e.g. Cocoa belt and the story of Chocolate and link to Charlie and the Chocolate Factory. Refer to website – Dubble from Bean to Bar. Field Work: Visit to Nestle' or Chocolate World in York.

Year 5

Autumn: Rivers: A comparative study of Malham and Brighouse. Key topographical features. This included in the key aspects of physical Geography. Links to human aspects of flooding. Atlases, digital and computer mapping and Google Earth. The development of 4 and 6 figure grid references. This will also lead to the development of symbols. Develop the use of sketch mapping, plans and graphs. Field Work: Visit Jerusalem Farm for Stream dipping, visit Brighouse, Hebden Bridge and Malham.

Spring: Kenya : Understanding the similarities and differences between the UK and Kenya focussing on human and physical key aspects. Atlases, digital and computer mapping and Google Earth and the use of photographs. The location of Kenya in relation to the UK.

Summer: Europe including Russia. Locate the countries of the world, using maps to focus on Europe, concentrating on their environmental regions, key human and physical characteristics, countries and major cities. This will focus on mountains, volcanoes, climate zones, biomes and vegetation belts. Links here can be made to our Comenius visits. Atlases, digital and computer mapping and Google Earth and the use of photographs. Develop the physical features and human features across Europe. Children should develop a project on a specific area. Trade links, currency, weather, foods, national dishes. Atlases, digital and computer mapping and Google Earth and the use of photographs. The location in relation to UK. Examine the similarities and the differences through the study of human Geography. The whole unit will develop enquiry skills.

Year 6

Autumn: North America: Study the relevant key aspects of human and physical geography through the specific study of California, Silicon Valley, Grand Canyon, Niagara Falls and Florida. Atlases, digital and computer mapping and Google Earth and the use of photographs. Develop the physical features and human features across North America. Children to develop a project on a specific area. Trade links, currency, weather, foods, currency, weather, foods, National dishes. The location in relation to UK. Examine the similarities and the differences through the study of human Geography. The whole unit will develop enquiry skills. The study of time zones can be applied here.

Spring: Coasts: A study of Whitby. Key topographical features. This included in the key aspects of physical Geography. Links to human aspects of tourism, ports and harbours. Atlases, digital and computer mapping and Google Earth and the use of photographs. Field Work: A visit to Whitby to look at tourism, economy, coastal physical features. This will develop the use of sketch maps, keys, plans and graphs. Children will be encouraged to take photographs and annotate these. Children will develop the use of 6 figure grid references and 8 points of a compass.

Summer: Australia. Understanding the similarities and differences between the UK and Australia focussing on human and physical key aspects. This unit will focus on compass points, the significance of latitude, longitude, Equator, Northern/Southern Hemispheres, time zones. Link time zones to parts of Australia and the UK. Children can develop projects from the study of the main Physical and Human features of the country. Trade links, currency, weather, foods, national dishes. This can be linked to the climatic regions, vegetation belts and biomes.

IMPACT of Geography:

Assessment, Recording and Monitoring:

1. Assessment records should include all information required by the National curriculum, Early learning goals and Development Matters statement in the Foundation Stage in accordance with the school policy.
2. Written work will be marked as directed in the school marking policy.
3. Geography subject leads will be responsible for monitoring the planning and delivery of Geography throughout the school at work scrutinies.
4. Knowledge Organisers will be used from January 2020 to focus on up to six key areas of learning for the unit studied. The Knowledge Organisers also include assessment questions for the unit.

5. Written/visual/audio recordings of work completed in Geography should be made, wherever possible.
6. Children's progress will be entered and monitored on DCPro on a termly basis.

Year 1

Year 1 Working Towards

With support:

To be able to ask and answer geographical questions. To be able to carry out simple fieldwork, describing the surrounding area of the school, i.e. forest, hill, soil, vegetation, weather, city, town, village, factory, farm, house, office, shop. To observe the seasonal and daily weather patterns in the UK.

Year 1 Expected Standard

To be able to ask and answer geographical questions. To be able to carry out fieldwork, describing the surrounding area, using some geographical vocabulary i.e. forest, hill, soil, vegetation, weather city, town, village, factory, farm, house, office, shop. To observe seasonal and daily weather patterns in the UK and described in detail.

Year 1 Greater Depth

To be able to ask and answer a wide range of geographical questions. To choose simple fieldwork techniques, recognizing and describing the key features of the surrounding area using a large range of geographical vocabulary i.e. forest, hill, soil, vegetation, weather city, town, village, factory, farm, house, office, shop. To fully understand seasonal weather patterns and carry out observations of daily weather.

Year 2

Year 2 Working Towards

With support:

To be able to identify and describe the key features of a location. To have an awareness of the countries and capital cities in the UK and name some of their characteristics, using geographical vocabulary. To have an awareness of some of the continents, oceans and countries of the world. To observe and record seasonal and daily weather patterns in the UK.

Year 2 Expected Standard

To recognize and understand that different places have different features. To show a growing knowledge of the countries of the UK and the continents, countries and oceans of the world and show the ability to describe them. To have an awareness of the countries and capital cities in the UK and name their features and characteristics, noticing similarities and differences and using geographical vocabulary. To observe, record and describe in detail seasonal and daily weather patterns in the UK.

Year 2 Greater Depth

To show a good understanding and use of the characteristic features of different areas to identify what sort of place it is. To show a good knowledge of the countries of the UK and the continents, countries and oceans of the world and a growing knowledge of other countries around the world. To observe, record and describe in detail seasonal and daily weather patterns in the UK showing good understanding.

Year 3

Year 3 Working Towards

With support:

To be able to ask and answer some geographical questions about the characteristics of a location using some geographical vocabulary. To apply some fieldwork techniques when investigating the local area and identify changes to the locality of the school over time. To revisit their knowledge of the countries and cities of the United Kingdom and build upon some key features of its regions explored, using geographical terminology: rivers, mountains, water cycle, settlements, land use.

Year 3 Expected Standard

To be able to ask and answer accurately geographical questions about the characteristics of a location using geographical vocabulary, stating reasons for likes and dislikes about locations. To apply a growing range of fieldwork techniques when investigating the local area and identify changes to the locality of the school over time. To identify the countries and major cities of the United Kingdom and use geographical vocabulary to describe many of the key features of its regions: rivers, mountains, water cycle, settlements, land use in good detail.

Year 3 Greater Depth

To be able to ask and answer in-depth geographical questions about the characteristics of a location using clear and well-chosen geographical vocabulary, explaining reasons for likes and dislikes about locations. To have a competent use of well-chosen fieldwork techniques when investigating the local area and identify clear and interesting changes to the locality of the school over time. To fluently recall the countries and major cities of the United Kingdom and provide clear descriptions and terminology to describe key features of its regions: rivers, mountains, water cycle, settlements, land use.

Year 4

Year 4 Working Towards

With support:

To be able to ask and answer some geographical questions about the characteristics of a location using some geographical vocabulary. To apply some fieldwork techniques when investigating the local area and identify changes to the locality of the school over time. To revisit their knowledge of the countries and cities of the United Kingdom and Europe and identify their characteristics. To describe position and direction of the UK using eight points of a compass.

Year 4 Expected Standard

To be able to ask and answer accurately geographical questions about the characteristics of a location using geographical vocabulary, stating reasons for likes and dislikes about locations. To apply a growing range of fieldwork techniques when investigating the local area and identify changes to the locality of the school over time. To identify the countries and major cities of the United Kingdom and growing number of European countries and use geographical vocabulary to identify key features. Use terminology and reference points for position and direction of the UK and continents of the world.

Year 4 Greater Depth

To be able to ask and answer in-depth geographical questions about the characteristics of a location using clear and well-chosen geographical vocabulary, explaining reasons for likes and dislikes about locations. To have a competent use of well-chosen fieldwork techniques when investigating the local area and identify clear and interesting changes to the locality of the school over time. To fluently recall the countries and major cities of the United Kingdom and a large number of European countries and provide clear descriptions using terminology to describe key features of its regions: rivers, mountains, water cycle, settlements, land use, tropics of cancer and Capricorn arctic and Antarctic circle including time zones and find similarities and differences between the UK and these countries. Use excellent terminology and reference points for position and direction of the UK, continents, oceans and major landmarks of the world.

Year 5

Year 5 Working Towards

With Support:

Collect and analyse a range of statistics and draw simple conclusions. Demonstrate some awareness that physical features of a location impact human on activity. Using geographical resources, field work investigations, recording observations and creating maps to show key human and physical zones give some detail and opinion about the characteristics of a given location. Give some reasons for geographical similarities, differences and changes between different countries.

Year 5 Expected Standard

Collect and analyse a growing range of statistics and draw suitable conclusions. Demonstrate an increasing awareness that physical features of a location impact on human activity in that location. Using geographical resources, field work investigations, recording observations and creating maps to show key human and physical zones give more detailed opinions and comprehensive descriptions about the characteristics of a given location. Demonstrate a growing understanding of the similarities and differences between countries.

Year 5 Greater Depth

Collect and analyse a wide range of statistics and draw complex conclusions. Demonstrate a secure awareness that physical features of a location impact on human activity in that location. Using geographical resources, field work investigations, recording observations and creating maps

to show key human and physical zones give more detailed opinions and comprehensive descriptions about the characteristics of a given location. Demonstrate a good understanding of the similarities and differences between countries and provide detailed explanations.

Year 6

Year 6 Working Towards

With support:

Collect and analyse a range of statistics and draw simple conclusions, using geographical resources, show key human and physical zones and give some detail and opinion about the characteristics of a given location. Show an increasing understanding of the world and how it has changed over time including naming the countries of North and South America, key characteristics of these countries and similarities and differences. Demonstrate some awareness of geographical diversity and how some regions are linked. To be aware of key physical and human zones, use position and direction to demonstrate knowledge of the world and identify patterns in maps.

Year 6 Expected Standard

Collect and analyse a growing range of statistics and draw conclusions, using geographical resources, show key human and physical zones and give detailed opinions about the characteristics of a given location. Show a good understanding of the world and how it has changed over time including naming the countries of North and South America, key characteristics of these countries and similarities and differences. Demonstrate a growing understanding of geographical diversity and identify how some regions are linked with a description. To show a growing understanding of key physical and human zones, use position and direction to demonstrate knowledge of the world and identify patterns in maps.

Year 6 Greater Depth

Collect and analyse a wide range of statistics and draw pertinent conclusions, using geographical resources, show key human and physical zones and give highly detailed and well-reasoned opinions about the characteristics of a given location. Show a broad and well developed understanding of the world and how it has changed over time including naming the countries of North and South America, key characteristics of these countries and similarities and differences using excellent description. Demonstrate a good understanding of geographical diversity and identify how some regions are linked with a detailed description. To show an expansive understanding of key physical and human zones, use position and direction to demonstrate knowledge of the world and identify a wide variety of patterns in maps.

Subject Leaders: Eleanor Blackburn, Sally Sykes – January 2020