|  |
| --- |
| Intent of the Geography Curriculum: |
| Our Clover Hill Geography curriculum has been designed to allow for a broader, deeper understanding of the four areas of Geography. It develops contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We strive to develop an awareness and appreciation of our local area, UK cities, counties and countries. We intend to develop children’s curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Our curriculum offers a range of opportunities for investigating places around the world as well as physical and human processes. We want our children to confidently use, discuss and demonstrate geographical vocabulary, map skills and knowledge. Opportunities for consolidation, challenge and variety will ensure interest and progress in the subject. |
| Implementation of the Geography Curriculum:At Clover Hill, we prioritise converting learning into the long-term memory, providing real life relevance to learning and we utilise an enquiry-based approach in humanities. |
| **Long Term Memory** | It is vital that children can convert information into their long-term memory so it is truly learnt. In Geography, this is particularly important with the key elements of substantive locational knowledge found in the subject. Our curriculum is designed so that previous learning is recapped, revisited and consolidated and built on as the child moves through the school.  |
| **Real Life Relevance** | We want our children to see the real-life relevance of studying Geography. Studying Geography gives children a better understanding of the world in which we live both in terms of natural and physical geography. Geography plays a key role in allowing children to explore the here and now of the world’s people, places and environments. It also has a responsibility to tackle misconceptions that pupils may hold about people’s lives. It allows children to build and develop their own sense of place, it lets them develop an appreciation of distance and scale, it also helps them learn about the orientation of the world. In addition to this, Geography teaches key disciplinary knowledge that children can apply in their further education and in their later lives. Examples of this include constructing arguments (in this context geographical arguments) and improving children’s analytical skills which includes conducting an investigation to answer a question and decision making. |
| **Enquiry-Based Learning** | We have designed our Geography Curriculum to take an enquiry-based approach. The curriculum is designed so each unit of work has an overarching ‘Big Question’ that the children answer at the end of the unit and this is used to help assess their learning. Each lesson is also framed with a question that acts as the learning intention. The other benefits of enquiry-based learning are well known. These include helping children to build a passion for the subject as well as helping to hone their analytical skills linked to the disciplinary knowledge of the subject.  |

Key Stage 1 – Curriculum Coverage – GEOGRAPHY

|  |  |
| --- | --- |
| Strand | Objectives from National Curriculum (End Points) |
|
| 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 & 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. |
| Use basic geographical vocabulary to refer to:Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| Geographical Skills & 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 – Curriculum Coverage – GEOGRAPHY

|  |  |
| --- | --- |
|  | Objectives from National Curriculum (End Points) |
| 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 & Physical Geography | describe and understand key aspects ofphysical geography, including: climate zones, )biomes and vegetation belts), rivers, mountains, volcanoes and earthquakes, and the water cycle |
| describe and understand key aspects ofhuman 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 & 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. |

|  |
| --- |
|  **Clover Hill Primary School Geography Overview** |
| Locational Knowledge | Place Knowledge | Human and Physical Knowledge | Geographical skills and fieldwork |
|  | Autumn Enquiry Focus | Spring Enquiry Focus | Summer Enquiry Focus |
| **Year 1:** | What are the geographical features of where we live?**Context:** Where I live | What are the geographical features of Brazil?**Context:** Brazil | What are the human and physical features of the seaside in the UK?**Context:** Seaside |
| **Year 2:** | How can I live In Gateshead, England and the UK all at the same time?**Context:** UK | Where are the hot and cold areas of the world?**Context:** Poles and the Equator | What are the similarities and differences between New York and Newcastle?**Context:** Comparison of Newcastle and New York |
| **Year 3:** | What are the main physical features that characterise the UK and where are they found?**Context:** The UK | What are the extreme destructive powers of nature and how do they affect people and the environment?**Context:** Extreme Earth | How is land used in and around Whickham?**Context:** Whickham |
| **Year 4:** | How do we navigate around the world?**Context:** Around the World | Is water infinite?**Context:** Water cycle | Where should we settle?**Context:** Settlements |
| **Year 5:** | What is an ordinance survey map and how do you read it?**Context:** Marvellous maps | What is the physical and human geography of Eastern Europe?**Context:** Exploring Eastern Europe | What are the key features of mountains and where are they found?**Context:** Marvellous Mountains |
| **Year 6:** | **What Makes The Americas Amazing?****Context:** The Amazing Americas*Geographical Skills and Fieldwork***Context:** KS2 Orienteering DayUse the 8 points of a compassUse symbols and keys from an OS mapUse 4 and 6 figure grid references | **Where Does Water Come From?****Context:** Raging Rivers***World Geography Day (collapsed curriculum)*****How Do We Trade Around The World?****Context:** Fairtrade and economic activity |  **How And Why Is Our World Changing?****Context:** Our Changing World |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **World Geography Day** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Theme | Climate change and sustainability | Climate change and sustainability | How is the rainforest important and why should we protect it?Rainforest | What are the differences between Newcastle and Tynemouth?Comparing physical and human geography | What do we need to survive and is there enough for everyone?Enough for everyone | Why is Fair Trade important?Trading and Economic Activity |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **Class:** | **Enquiry Focus:** | **Date:** |
| **Evaluation of Enquiry: KS2 Geography National Curriculum End Goals** |
| Locational Knowledge | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America identifying major cities |
| Identify and describe environmental regions of the world’s countries  |
| Identify and describe key physical and human characteristics of world countries |
| Name and locate counties and cities of the United  |
| Identify and describe human and physical characteristics of counties and cities of the UK |
| Identify and describe geographical regions and understand how some of these aspects have changed over time |
| Identify and describe key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time |
| Identify 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) |
| Notes:  |
| 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 |
| Notes:  |
| Human & Physical Geography | Describe and understand key aspects ofphysical geography: climate zones  |
| Describe and understand key aspects ofphysical geography: biomes and vegetation belts |
| Describe and understand key aspects ofphysical geography: rivers and the water cycle |
| Describe and understand key aspects ofphysical geography: mountains |
| Describe and understand key aspects ofphysical geography: volcanoes and earthquakes |
| Describe and understand key aspects ofhuman geography: types of settlement and land use  |
| Describe and understand key aspects ofhuman geography: economic activity including trade links |
| Describe and understand key aspects ofhuman geography: the distribution of natural resources including energy, food, minerals and water |
| Notes:  |
| Geographical Skills & Fieldwork | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Use the eight points of a compass  |
| Use four and six-figure grid references  |
| Use symbols and keys on a map (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. |
| Notes:  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **Class:** | **Enquiry Focus:** | **Date:** |
|  **Evaluation of Enquiry: KS1 Geography National Curriculum End Goals** |
| 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 |
| Notes: |
| 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 |
| Notes: |
| Human & Physical Geography | Identify seasonal and daily weather patterns in the United  |
| Identify 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 |
| Use basic geographical vocabulary to refer to:Key **human** features including: city, town, village, factory, farm, house, office, port, harbour and shop |
| Notes: |
| Geographical Skills & 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 |
| Use 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  |
| 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 |
| Notes: |