



Hemington Primary School Geography Curriculum Statement

Intent

- At Hemington our aim is to develop children's curiosity for the world around them and the people who inhabit it.
- Pupils investigate a range of places, both in Britain and in other parts of the world. Through this investigation children deepen their understanding of the physical and human features and processes of the world.
- Pupils are given the opportunity to find out about their locality, giving them a sense of who they are and how the place they live in is unique.
- As they progress through school, children should learn to think like a geographer and be given the opportunity to explore, test, research and document findings about the physical and human made world around them.

Implementation

- Teaching uses a topic based approach. Teachers use questioning, discussion and quizzes to reinforce connections and promote pupils' understanding that they can build on prior learning.
- Teachers ensure that pupils understand that people and places are interdependent and interconnected, and that humans can have a profound impact on the planet.
- Pupils are encouraged to use their enquiry skills to find answers. They are able to express opinions, explaining their findings based on evidence.
- As geographers, pupils are taught to use field skills confidently. They can read maps and keys, understanding how maps relate to the physical geography of a place.
- Through high quality teaching, pupils have a strong knowledge of where places are and what they are like, both in Britain and the rest of the world.
- Pupils are progressively taught subject language and vocabulary.
- Pupils are given opportunities to travel beyond their immediate locality to investigate physical and human geography in different contexts.

Impact

- Pupils at Hemington are enthusiastic learners in the subject of geography.
- They confidently ask questions, find answers and express their own opinions which are rooted in good subject knowledge.
- They have a good knowledge of the world's geographical features and human processes.
- Pupils at Hemington have learned geography field skills that will enable them to think like geographers as they move onto the next phase of their education.
- Pupils have experience of physical and human geography in their immediate locality and further afield.



Hemington Primary Geography Progression

EYFS	Subject Knowledge	Vocabulary	Working geographically including key equipment
	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children can: Learn in familiar places Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Talk about features of their own immediate environment and how environments might differ from one another.</p> <p>Observe and describe environments. Can talk about some of the things they have observed such as plants and animals, natural and found objects. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment. Know about similarities in relation to places, objects, materials and living things. Make observations of animals and plants and explain why some things occur. Talk about changes.</p>	<p>Physical features: Beach Hill Mountain Sea Soil Weather</p> <p>Human features: Farm House Office Shop</p> <p>Other geographical language: Map</p>	<p>Simple maps Binoculars Magnifying glasses Photos Books Atlases Globes</p> <p>Areas of study around the world/ Areas visited: Polar regions Regions close to the Equator UK/ Hemington South Africa Amazon Jungle</p>
KS1	Subject Knowledge	Vocabulary	Working geographically including key equipment
	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of</p>	<p>Physical features: Cliff Coast/al Rural Forest Ocean River Valley Vegetation Season</p> <p>Human features: City Town Village</p>	<p>Maps Atlases Globes Online maps- Google Earth Arial photos Compasses Books Online resources I pads as cameras</p> <p>Areas of study around the world/ Areas visited: Polar regions</p>

	<p>the United Kingdom and of a contrasting non-European country.</p> <p>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.</p> <p>Identify land use around the school.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Factory Port Harbour</p> <p>Other Investigate Surrounding locate Place Environment Characteristic continent geographical language: North South East West North pole South pole Equator Atlas Map</p>	<p>Regions close to the Equator including desert and rainforest. All four countries in UK Continent of Africa especially South Africa/Zimbabwe</p>
<p>Lower KS2</p>	<p>Subject Knowledge</p>	<p>Vocabulary</p>	<p>Working geographically including key equipment</p>
	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p> <p>Describe key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Rivers Mountains Volcanoes Earthquakes Water cycle Layers of Earth Magma Core Mantle Ox bow Tributary Source Mouth gorges Delta Types of settlement Land use Hemisphere Tropic of Cancer/Capricorn Arctic Antarctic Time zone Topographical Land use</p>	<p>Maps Atlases & Globes Online maps- Google Earth Aerial photos Compasses Books Online resources Ipads as cameras</p> <p>Areas of study around the world/ Areas visited: UK-London Germany Greece-Athens Hemington South America-Brazil, Peru, Amazon, Ecuador, Galapagos</p> <p>Mexico Polar regions Egypt-Nile Scandinavia Scotland Rome</p>

Upper KS2	Subject Knowledge	Vocabulary	Working geographically including key equipment
	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>Sampling</p> <p>Systematic</p> <p>Analyse</p> <p>Effectiveness</p> <p>Ariel</p> <p>London Tube</p> <p>Climate</p> <p>Biome</p> <p>Settlement</p> <p>Distribution</p> <p>Ordnance Survey (OS)</p> <p>population</p> <p>Climate zones</p> <p>Biomes and vegetation belts</p> <p>Economic activity</p> <p>Trade links</p> <p>Natural resources</p> <p>Energy</p> <p>Minerals</p> <p>Water</p>	<p>Maps- online and printed</p> <p>Atlases & Globes</p> <p>Online maps- Google Earth</p> <p>Arial photos</p> <p>Compasses</p> <p>Books</p> <p>Online resources</p> <p>Ipads as cameras</p> <p>Ordnance Survey maps- printed and online (access to subscription)</p> <p>Sketch maps</p> <p>Areas of study around the world/ Areas visited:</p> <p>UK-London</p> <p>Germany</p> <p>Greece-Athens</p> <p>Hemington</p> <p>South America-Brazil, Peru, Amazon, Ecuador, Galapagos</p> <p>Mexico</p> <p>Polar regions</p> <p>Egypt-Nile</p> <p>Scandinavia</p> <p>Scotland</p> <p>Rome</p>