



TEACHING GEOGRAPHY
AT HOPPING HILL PRIMARY SCHOOL



“Geography is a subject which holds the key to the future.”

Michael Palin

Golden Threads

Community

Caring like a community member

Vocabulary and Knowledge

Speaking and understanding like a geographer

Enquiry

Working like a Geographer

The wider world

Travelling in your imagination

INTENT

At Hopping Hill Primary School, our Geography curriculum is designed to develop and stimulate children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Geography at Hopping Hill teaches pupils the knowledge, skills and understanding to make **sense of their wider world**. The curriculum is designed to have a balance of core knowledge (**facts, location, names, vocabulary**) and a **sense of place** (**senses, emotions, values, opinions**) in order to develop a knowledge and understanding of real places as well as how people affect the environment and are influenced by it. We aim to encourage children to care for their local environment and learn life-long skills to have an impact on the future planet.

Our curriculum allows pupils to use a mixture of fieldwork, technology and research skills to enrich their understanding of the world in which we live. Children from years 1-6 are given the opportunity to understand their place within our own **community** and the **wider world**.

IMPLEMENTATION

At Hopping Hill, pupils explore the 4 areas of the Geography curriculum, applying and building on previous learning each year.

- **Location knowledge**
Pupils learn about the local area and beyond, including the United Kingdom, Europe and North and South America. Pupils find out about continents, oceans, countries and major cities, as well as human and physical characteristics; and how some of these aspects have changed over time. Pupils 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.
- **Place knowledge**
Pupils explore the similarities and differences 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 and physical geography**
Pupils learn about key characteristics, including: climate zones, rivers, mountains, volcanoes and the water cycle, as well as human characteristics, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.
- **Geographical skills and fieldwork**
Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features. They use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world. Pupils use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technologies.

Geography is taught as a discrete subject for one afternoon (1 hour per week) from Years 1-6. The skills within our Geography curriculum can be linked to other subjects to engage the curiosity of children such as, reading, writing, Art, D.T, Science, Maths, Computing and P.E.

Teaching and learning are taken from the programme of study which is laid out in the National Curriculum (2014) and is based on medium term plans that run for half a term each, over three half terms in a year. Geography is taught through a combination of reading, speaking and listening, writing, auditory and visual aids.

In Early Years, Geography is part of the continuous provision that is offered throughout the year and reflects learning set out in 'Development Matters 2021'. In line with this documentation, and the ethos of in the moment planning and being led by the children's interests, specific topics and vocabulary are not prescribed. The golden threads are reflected in the EYFS geography overview, within 'Understanding the World' and this supports teachers in planning provision to reflect their role in the beginning of the children's geographical thinking.

When planning for learning using the schools medium-term plans or EYFS overview, teachers will ensure they have knowledge of the prior learning that children will have been taught in Geography to build upon their previous understanding and vocabulary of key language (as set out in the Golden Threads).

Links to British Values

Individual liberty- Pupils are given the opportunity to explore issues surrounding human rights, e.g. Fairtrade

Mutual respect and tolerance- Pupils develop an understanding and respect for different cultures through our studies of place and people.

Assessment

At the beginning of each geography unit the class will share what they know about the forthcoming unit in the form of a mind map. Information will be collected through the class teacher/teaching assistant by scribing what the children know beforehand in Key Stage 1 and in Key Stage 2 the children will complete their own mind map/create partner work pre unit; this is to show current understanding of key areas and misconceptions. At the end of each unit taught, key information and facts will be added to the mind map to show what the children have learnt. Pre unit knowledge and end of unit knowledge should be recorded in two separate colours.

Assessment materials are available to review progress after each unit taught and to provide teachers and pupils with feedback. As a school we are beginning to use the online website 'ODDIZZI' to support teacher's assessment of Geography units. Oddizzi offer a range of quizzes that are linked to many of our Geography units and these are available for the children to access at home as well as part of their class to further their understanding of units taught.

At the end of the academic year, class teachers will complete an assessment which informs the Geography lead which children are working below and above age expectations for their year group; this allows the Geography lead to adapt the curriculum if needed to meet the needs of the children.

Key vocabulary (taken from the medium term plans and linked to the Golden Thread of 'Vocabulary and Knowledge') are to be displayed when each unit is being taught and referred to through ongoing discussions.

Geography Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRI_MARY_national_curriculum_-_Geography.pdf

Useful Websites

Google Maps

Google Earth

Countries (nationalgeographic.com)

KS1 Geography- England- BBC Bitesize

KS2 Geography- BBC Bitesize

BBC Weather

ODDIZZI

BBC David Attenborough Our Planet Clips

INTENDED IMPACT

- ✓ Pupils will have a love of learning about their wider world.
- ✓ Pupils will develop an awareness of the world around them and the diversity within it.
- ✓ Pupils will develop a sense of place within their local community and the world in which we live.
- ✓ Pupils will develop an understanding of natural disasters and the impact they have upon our planet.
- ✓ Inspire children's curiosity and interest to explore the world that we live in and its people.
- ✓ Vocabulary for each Geography unit to be displayed and referred to in the classroom when being taught.
- ✓ Pupils to develop an understanding of how to read maps and recognise symbols/keys.