



Success in Geography



Intent – What do we want to achieve?

At Hardy Mill Primary School we aim for our children to be the best geographers they can be by inspiring their curiosity, interest and appreciation for the world that we live in. We intend to equip children with geographical knowledge and skills through studying places, people and natural and human environments. Pupils engage in an enquiry approach, giving them the opportunity to think as geographers, and they are exposed to an exciting and creative curriculum that provides them with key knowledge and vocabulary.

We want our children to gain confidence and enjoy practical experiences through fieldwork studies both in the locality of the school and, further afield, within the North West region. The locations of these studies provide a wealth of geographical features for the children to explore.

Implementation – How do we organise learning?

In the Early Years, geography is taught largely through the specific area of learning: Understanding the World with some elements of Mathematics. The thematic approach of delivering the curriculum in the Early Years means that geographic knowledge, vocabulary and skills are delivered in a variety of ways; through whole class teaching, focused activities and through the continuous provision.

In Key Stage 1 and Key Stage 2, Geography is planned in a two-year cycle to ensure all children experience full coverage of the geography curriculum due to the two-form entry structure of our school. Units in our long-term planning have been specifically selected in order to make connections between geography and other areas of the curriculum such as history, science and modern foreign languages.

Skills-based Chris Quigley milestones are used alongside the National Curriculum to create medium-term plans that follow a sequence of lessons based on an enquiry cycle. Each unit begins with a question, and allows the children time to consider what they already know, what they want to find out and the appropriate resources needed.

The ensuing lessons follow a structure whereby the children are given opportunities to revisit their prior learning, further develop their geographical vocabulary, knowledge and skills and apply them to a task. All children are able to access every lesson with the relevant support or challenge through adaptations in tasks which provide the opportunity for each child to make progress. Plenaries encourage the children to make connections to their prior learning in geography and other relevant subjects. Each unit ends with a reflection about what the children have learned and an exercise in which the children communicate what they have learned. This could be a written piece or a presentation.

Each unit has a set of key geographical knowledge and vocabulary for the children to learn that is progressive through each key stage. This is presented on a knowledge organiser that has been designed to be personal to Hardy Mill School. The children frequently refer to the knowledge organisers and use them as a tool to embed the key knowledge and vocabulary into their long term memory. Geography displays are also used as a learning aid, containing definitions of key vocabulary and visuals such as maps, diagrams and illustrations that support learning of key knowledge.

Impact

To evaluate how well our children have embedded and retained geographical knowledge, skills and vocabulary, we use a combination of formative assessment, observation, pupil discussion, work book scrutiny and learning walks.

At Hardy Mill we want our children to show positive attitudes to their learning, understand their role and impact they can have on the wider world, appreciate our differences and similarities, participate in the community and respect others.

Children that achieve the end points in geography by the end of each key stage, are deemed to have made good or better progress. The outcomes of assessments and observations demonstrate that they are very well prepared for the next stage in their geography education when they leave Hardy Mill and make good progress from their starting points.

National Curriculum - Geography

	Purpose of study
	<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>
	Aims
	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none">• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time• are competent in the geographical skills needed to:<ul style="list-style-type: none">• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.•

EYFS	KS1	KS2
<p>Understanding the World ELG:</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 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. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical 	<p>Pupils should extend their knowledge and understanding beyond the local area to include:</p> <p>The United Kingdom and 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.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> human geography, including: types of settlement and land

	<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> 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 <input type="checkbox"/> 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.
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Hardy Mill Long Term Plan – Geography

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		All about me/ People who help us	Into the woods/ Celebrate good times Autumn Christmas around the world	Our world and beyond Winter Where we live Different Countries Our Planet/Space	Food glorious food Food Around the World Where does food come from?	Can we explore it? Habitats	In and around the Sea Under the Sea Hot and Cold Places
KS1	Cycle A			Weather Experts What do weather experts need to know?			The Seaside Why do people like to go to the seaside?
	Cycle B	Exploring the UK What is special about the United Kingdom?				Our Local Area How can we improve our local area?	Near and Far – Mexico What are the similarities between Mexico City and Bolton?
LKS2	Cycle A		The United Kingdom What are the characteristics of the United Kingdom?				Europe How are European countries similar & different to the UK?
	Cycle B	The Water Cycle & Rivers What role do rivers play in the water cycle?				The Lake District What is the impact of people on The Lake District?	Spain and Picos de Europa What are the similarities between The Lake District and Picos de Europa?
UKS2	Cycle A			Rainforests Why should we save the rainforest?			
	Cycle B			Mountains, Volcanoes and Earthquakes Why do people choose to live in dangerous places?			

How do we know our children have made progress? What are their end points?

<p>End of EYFS</p>	<p>Children can</p> <ul style="list-style-type: none"> • Talk about things that are the same or different in relation to places and objects • Talk about the features of their own immediate environment and how they may vary from one another <ul style="list-style-type: none"> • Talk about the changes in each of the four seasons • Talk about things that are the same or different between life in this country and life in one other country • Use words to express their opinion i.e. busy, quiet, pollution • Use sources such as maps, non- fiction books, photographs, globes and talking to people to help them to find out information • Talk about places that they have visited
<p>End of KS1</p>	<p>Children can</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and 5 oceans • Name, locate and identify characteristics of the 4 countries in the United Kingdom • Understand similarities and differences of a small area of the UK and contrasting non- European country • Identify seasonal and daily weather patterns in the UK • Locate hot and cold areas of the world • Use basic geographical vocabulary to refer to key human and physical features • Use world maps, atlases and globes • Use simple compass directions and positional language
<p>End of LKS2</p>	<p>Children can</p> <ul style="list-style-type: none"> • Locate the countries of Europe, continents and oceans using a range of sources • Locate and name characteristics of a range of the Europe's most significant human and physical features • Name and locate counties and cities of the UK including key topographical features (i.e. hills, mountains, coasts) • Talk about land-use patterns and understand how these aspects have changed over time • Identify the position and significance of different key points around the globe (latitude, longitude, equator, hemispheres, Arctic and Antarctic Circle) • Understand geographical similarities and differences of a UK region and a region a European country • Describe key aspects of physical and human geography • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features that have been studied • Use the eight points of a compass and four-figure grid references, symbols and key to build their knowledge of the UK and wider world • Use field work to observe, measure, record and present human and physical features using a range of methods i.e. sketch maps, plans, graphs, digital technologies
<p>End of UKS2</p>	<p>Children can</p> <ul style="list-style-type: none"> • Locate the world's countries, continents, oceans using a range of sources • Locate and name characteristics of a range of the world's most significant human and physical features • Name and locate counties and cities of the UK including key topographical features (i.e. hills, mountains, coasts) • Talk about land-use patterns and understand how these aspects have changed over time • Identify the position and significance of different key points around the globe (latitude, longitude, equator, hemispheres, Arctic and Antarctic Circle) • Understand geographical similarities and differences of a region within South America • Describe key aspects of physical and human geography • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features that have been studied • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and wider world • Use field work to observe, measure, record and present human and physical features in the local area using a range of methods i.e. sketch maps, plans, graphs, digital technologies

Progression of knowledge in geography at Hardy Mill

	EYFS	KS1	LKS2	UKS2
Locational knowledge	<p>To talk about their own immediate environment.</p> <p>To begin to understand why it is important to look after the environment.</p> <p>To know about features of their own environment</p> <p>To know Hardy Mill Primary School is located in Bolton</p> <p>To know the country they live in</p>	<p>Four countries make up the United Kingdom – England, Scotland, Wales and Northern Ireland</p> <p>The four capital cities of the United Kingdom - London, Edinburgh, Cardiff and Belfast</p> <p>The main seas surrounding the United Kingdom – English Channel, Irish Sea, North Sea</p> <p>The seven continents – Asia, Africa, North America, South America, Antarctica, Europe and Australia</p> <p>The five oceans – Southern, Atlantic, Pacific, Indian, Arctic</p>	<p>The countries in the United Kingdom is divided into counties.</p> <p>Name and locate six key cities of the United Kingdom: Manchester, Birmingham, Glasgow, Southampton, Liverpool, Newcastle-upon-Tyne</p> <p>Name and location ten European countries: United Kingdom, France, Spain, Germany, Russia, Italy, Greece, Portugal, Switzerland, Finland</p> <p>Name and location ten major European capital cities: London, Paris, Madrid, Berlin, Rome, Athens, Lisbon, Bern, Helsinki</p> <p>Name and locate a mountain region in the UK, (The Lake District) and in Spain (Picos de Europa)</p> <p>Name and locate the key rivers of the UK and wider world.</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</p>	<p>Name and locate nine South American countries: Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana.</p> <p>Name and locate significant mountains in the UK and significant mountain ranges in the wider world.</p> <p>Know where the equator, Arctic and Antarctic Circle, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</p>

<p>Place Knowledge</p>	<p>To know that there are many countries around the world</p> <p>To know different countries experience different weather – hot/cold</p> <p>To talk about the difference between their own country, Kenya and The Polar Regions.</p> <p>Knows some Spanish food</p> <p>Knows some Kenyan fruit (Handa’s Surprise)</p> <p>To know that people in other countries may speak different languages. (Spanish)</p> <p>To talk about where they are going on holiday – this country or another country</p>	<p>Know features of hot and cold places in the world</p> <p>Know key differences between a place in England, Bolton, and that of a small place in a non-European country: Mexico City</p> <ul style="list-style-type: none"> • Location • Weather • Physical features • Human features • Land use 	<p>Know key differences between living in the UK and a Mediterranean country: Spain</p> <ul style="list-style-type: none"> • Location • Weather & climate • Physical features • Human features • Land use 	<p>Know key differences between living in a region of the UK (The Lake District) and in a region of South America (The Amazon Rainforest).</p> <ul style="list-style-type: none"> • Location • Weather & climate • Physical features • Human features • Land use
<p>Human and Physical Processes</p>	<p>To know some important processes and changes in the natural world</p> <p>To know about and recognise the signs of autumn, winter, spring, summer and</p>	<p>Know which is the hottest and coldest season in the UK</p> <p>Know and recognize main weather symbols</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach</p>	<p>Know the climate of a European country: Spain</p> <p>Describe and understand key aspects of the water cycle</p> <p>Label the different parts of a river</p> <p>Know how a river changes the shape of the land</p>	<p>Name and describe climate zones of the world</p> <p>Know what can cause an earthquake and tsunami</p> <p>Know how mountains and volcanos are formed</p> <p>Know what it meant by ‘biomes’ and</p>

	make comparisons	Explain the main differences between city, town, village	Know why most cities are located near a river	what are the features of a specific biome Label layers of a rainforest and know what deforestation is.
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Progression of geographical skills

Field Work Skills	<p>Use maps to identify hot and cold places and where they are going on holiday</p> <p>Know that simple symbols are used to identify features on a map</p>	<p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know which is North, East, South and West on a compass</p> <p>Know and use the terminologies: left, right, below and next to</p> <p>Know how to make simple sketch maps of real places</p> <p>Collect data in a pre-populated tally chart, analyse and interpret.</p>	<p>Use maps to locate European countries and capitals</p> <p>Use maps and globes to locate the equator, the tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Know what some of the ordnance survey symbols stand for</p> <p>Know and name the eight points of a compass</p> <p>Know how to use four-figure grid references</p> <p>Know how to make sketch maps of real places</p> <p>Populate a tally chart and collect the data, analyse and interpret.</p>	<p>Know how to use graphs to record features such as temperatures or rainfall across the world</p> <p>Know what most of the ordnance survey symbols stand for</p> <p>Use Google Earth to locate a country or place of interest</p> <p>Know how to use six-figure grid references.</p> <p>Know how to make sketch maps of real places, identifying changes in land use over time</p>
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Progression of skills in geography at Hardy Mill

(Those skills highlighted green directly link to the National Curriculum)

EYFS		KS1		LKS2		UKS2	
		Y1	Y2	Y3	Y4	Y5	Y6
	To investigate places	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?).		Ask and answer geographical questions about the physical and human characteristics of a location.		Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
		Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.		Explain own views about locations, giving reasons.		Identify and describe how the physical features affect the human activity within a location.	
		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.		Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
		Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.		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.		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.	
		Use aerial images and plan perspectives to recognise landmarks and basic physical features.		Use a range of resources to identify the key physical and human features of a location.		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).	

		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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.	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.
		Name and locate the world's continents and oceans	Name and locate the countries of Europe and identify their main physical and human characteristics.	Name and locate the countries of North and South America and identify their main physical and human characteristics.
	To investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
		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.	Describe geographical similarities and differences between countries.	Understand some of the reasons for geographical similarities and differences between countries.
		Identify land use around the school.	Describe how the locality of the school has changed over time.	Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.

	To communicate Geographically	Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
		Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.	Describe key aspects of: human geography, including: settlements and land use.	Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
		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.	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.	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.
		Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).