



Geography at Harvills Hawthorn

Intention

At Harvills Hawthorn Primary School, our geography curriculum is designed to inspire in pupils a fascination and curiosity about the world and its people that will remain with them for the rest of their lives. At Harvills Hawthorn, we nurture independent, confident and aspirational learners who enjoy and love learning about geography, not only through experience in the classroom but also through fieldwork and educational visits. Pupils can think about their place in the world, their values, and their rights and responsibilities to other people and the environment. Our teaching intends to equip pupils with knowledge about the following:

- diverse places and people by developing cultural awareness;
- resources and natural and human environments and recognising the importance of sustainable development;
- a deep understanding of the Earth's key physical and human processes, including the formation and use of landscapes
- and understanding and resolving issues about the environment.

Our high-quality geography curriculum also aims to provide children with necessary geographical skills such as

- collecting and analysing data;
- using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans and
- the ability to communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge, research-based CPD in addition to quality-first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what great teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.



At Harvills, we believe great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

At Harvills Hawthorn Primary School, we implement a thematic curriculum that ensures the high-quality teaching and learning of geography through themes. By the end of their primary education, our pupils will have

- a contextual understanding of the location of globally significant places- both terrestrial and marine- including defining their physical and human characteristics and how these provide a geographical context for understanding the actions of processes and
- understand the processes that give rise to key physical and human geographical features of the world, how these are independent and bring about spatial variation and change over time.

We use the Geography National Curriculum Programme of Study to inform our curriculum and to guide us on the focus and content of each objective. Cross-curricular learning enriches the topic where appropriate. We also have access to DigiMaps, Twinkl, Grammarsaurus, Primary Geography, the Geographical Association and Learning Outside the Classroom subscriptions. We also have connections with the Canal and River Trust, British Council as well as RSPB. Teachers are encouraged to use these, as well as additional material, to support learning and create engaging and informative lessons.

In the Early Years Foundation Stage, geography learning is developed within the 'Understanding of the World- The World' Development Matters strand.

In Key Stage One and Key Stage Two, geography is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum. At Harvills Hawthorn, we understand the importance of allowing children to gain real-life experiences and the theme for the term is usually accompanied by a 'hook' or visit, to provide the children with first-hand experiences to support and develop their knowledge and understanding.



In EYFS, children will be taught how to:

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will: - 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.

In the Discovery Hub, geography looks like

Geography is delivered in conjunction with the geography topic that is being delivered in that child's year group at the time. The geography that is delivered will be relevant, meaningful and appropriate for the level of understanding of the child. This means that some of the essential keywords, images, facts and ideas are shared through sensory-based activities. Many of the activities that the children undertake are practical, sometimes art-based, and are aimed at widening the children's language development, introducing keywords from the topics and sharing ideas/images/artefacts/monuments from different cultures. We will also look at the basic skills of geography, such as map reading, looking at different natural and physical features in different places. If a child attends Discovery Hub full time, they will engage in this subject through differentiated activities, based on their year group's curriculum, that are designed to meet the individual ability level and needs of each learner.



In Key Stage One, children will be taught:

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 and 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.

Geographical skills and fieldwork:

- use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language, 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 the school and its grounds and the key human and physical features of its surrounding environment.

In Key Stage One, the geography curriculum is about developing knowledge about the world, the United Kingdom and the locality. The children will understand basic subject-specific vocabulary relating to human and physical geography and begin to use skills, including first-hand observation, to enhance their local awareness. This acts as a foundation so that, when children reach Key Stage Two, they have enough knowledge and experience to learn more about the wider world, including Europe and North and South America.

In Key Stage Two, children will be taught:

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 countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 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 and Southern Hemispheres, the Tropics, Arctic and Antarctic Circle and the Prime/Greenwich Meridian and time zones.



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 and physical geography:

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- human 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 and 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.

In Key Stage Two, geography is about extending children's knowledge beyond the local area to include the United Kingdom and Europe, North America and South America. This includes the location and characteristics of the world's most significant human and physical characteristics. At Harvills, children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. By the time pupils reach the end of Year 6, they should have a clear understanding of the world around them; an understanding of maps; use a range of investigative and problem-solving skills both inside and outside the classroom and pose and answer questions about the human and natural world.

The skills that are embedded as part of our geography curriculum at Harvills Hawthorn are as follows:

- use of geographical language
- geographical enquiry: ask geographical questions, express own views about people, place and environment, recognise patterns and processes, observe, conduct, collect and record evidence and communicate in ways appropriate to the task.
- using themes such as locality fieldwork, weather and environmental change or sustainability;
- fieldwork and using fieldwork techniques and
- map/atlas work.

The development of knowledge, understanding and skills are achieved through activities such as:

- going on educational visits in the local area and places further afield in the UK;
- working 'in the field' to discover more about the locality and/or the location;



- use of maps and atlases, digital technology and photographs to support teaching and learning.

Staff are expected to cover these objectives and skills throughout the academic year and evidence of coverage should be recorded in Humanities books. On a termly basis, teachers are expected to assess the attainment of the objectives, using the given assessment pro forma. These assessments will indicate whether the child is working towards, working at or working above the expected standard for their year group.

Impact

The geography curriculum at Harvills Hawthorn Primary School will ensure that all children have an understanding of the world, its environments, places near and far and the processes that create and affect them, by the time they leave Year 6. Furthermore, it will also ensure that pupils are equipped with geographical skills and knowledge to enable them to thrive in Key Stage Three and beyond, and it will enable pupils to contribute successfully to their wider community. As well as this, children should leave being able to think critically, ask relevant questions, collect and analyse data and draw conclusions.

Overall, geography at Harvills Hawthorn equips children with knowledge about diverse places, people, resources and natural and human environments. It also helps pupils to understand the Earth's key physical and human processes; it deepens their understanding of the interaction between these processes and it ensures a deeper understanding of the formation and use of landscapes and environments.