



Geography

Statement of Intent, Implementation and Impact

Intent

At Humshaugh C of E (Aided) First School, our aim is for all children to develop a greater understanding of the world, as well as their place in it. We hope that, when teaching geography, we promote an interest for learning more about diverse places, people, resources and environments, as well as encouraging our children to develop a deep understanding of the Earth's physical and human processes. In line with our Vision 'Being Good Soil', we aim to centre our Geography curriculum around becoming stewards of the Earth by celebrating diversity and encouraging the protection and restoration of the Earth.

Implementation

Our children are taught geography using a variety of enriching learning tools, such as through first-hand experiences and also using textbooks, maps and digital technology. At Humshaugh First School, we provide extensive opportunities for children to explore our village and utilise the vast local area to strengthen geographical skills, such as fieldwork and map reading. We use nearby resources for educational visits that link with current topics to enhance the cultural experience for our children, also embedding first-hand learning outside the classroom into our lessons. We promote a language-rich Geography curriculum that encourages children to use subject-specific vocabulary. Our Geography curriculum is further enriched by our Forest School programme which enables children to develop some of the more practical aspects of this subject for example, orienteering and map skills.

Impact

Children at Humshaugh First School have an excellent knowledge of their surrounding area, its location and the human and physical features within it. Our pupils can fluently use geographical language to describe similarities and differences between their own and other regions. They can utilise their knowledge of geography to effectively analyse and enquire about different cultures and concepts. Our students have a real sense of curiosity to find out more about their world and the features, cultures and people within it. The children at Humshaugh First School are enthusiastic to work collaboratively when learning more about the world, using research and feedback assemblies to share their learning with one another and to discover more about the amazing world we live in.

CYCLE A

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS (Knowledge and Understanding)	ALL ABOUT ME Explore and make simple maps of Humshaugh and where we live	TRADITIONAL TALES 1 Recycling	WHAT IS IT LIKE IN THE WOOD AND IN THE JUNGLE? Compare Woodland and Jungle environments Use world maps and globes	WEATHER AND GROWING THINGS Make observations about weather	PIRATES AND THE SEA Compare animals who live on land with those that live in seas and oceans Seaside safety and Coast guard	PIRATES AND THE SEA Compare animals who live on land with those that live in seas and oceans Seaside safety and Coast guard
YEAR 1/2		UNITED KINGDOM		COASTAL REGIONS		OCEANS AND SEAS
YEAR 3/4		EUROPE INCLUDING RUSSIA		SOUTH AMERICA AND THE RAINFOREST		COASTS

CYCLE B

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS (Knowledge and Understanding)	MAGICAL ME/HOW I AM CHANGING	TRADITIONAL TALES 2	WHAT IS IT LIKE IN THE WINTER IN THE UK AND ARCTIC? Compare the UK and Arctic climates Life and animals in the Arctic Global Warming Polar ice caps	PEOPLE WHO HELP US	ALL AROUND THE WORLD: WHAT IS IT LIKE IN OTHER COUNTRIES? Use maps and globes to locate countries learning about food, culture, people Compare similarities and differences	ALL AROUND THE WORLD: WHAT IS IT LIKE IN OTHER COUNTRIES? Use maps and globes to locate countries learning about food, culture, people Compare similarities and differences
YEAR 1/2		CLIMATE AND WEATHER INC. TROPICAL AND POLAR		CONTRASTING NON - EUROPEAN COUNTRY- HONG KONG		FIELDWORK SCHOOL AND LOCAL AREA
YEAR 3/4		EUROPE INCLUDING RUSSIA		MOUNTAINS, VOLCANOES AND EARTHQUAKES		RIVERS

Progression of key skills from EYFS – Y4

EYFS

Year group	Skills	Knowledge	Vocabulary
2-year-old provision	To be curious about the world around them. Explore natural materials, indoors and outside. Experience, explore and respond to different natural occurrences such as different weather and seasons.	Know that things change. Know some different types of weather.	Sunny Cloudy Rainy Snowy Windy
Nursery	Talk about what they see, using a wide vocabulary. Be curious and ask questions. Talk about their findings and ideas. Begin to understand the need to respect and care for the natural environment and all living things. Show an interest in different occupations. Continue to develop positive attitudes about the differences between people. To notice that everyone is not the same and that differences make us special. Discuss similarities and differences between different families and communities. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that some things fit into a group/ category and others do not. Know some basic describing vocab to build on. Know where they live and who is in their family. Know some people go to work for different reasons. Recognise people who help us/stranger danger	Sort same different Float, sink melt Ice, water, freezes Heat/hot Past

Reception	<p>Explore and demonstrate curiosity, awe and wonder about the natural world around them.</p> <p>Ask questions.</p> <p>Observe closely and describe what they see, hear and feel whilst outside.</p> <p>Observe and record changes in the natural world over time.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about different types of weather- what does it look like/feel like?</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them, including people in the community e.g. doctors, fire fighters.</p> <p>Draw information from a simple map. Create their own simple map of a journey e.g. bear hunt</p> <p>Become familiar with their local area.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Know how we can care for the natural world around us.</p> <p>Know about similarities and differences in relation to:</p> <p>Places</p> <p>Different places that people live</p> <p>Natural and man-made environments.</p> <p>Know why some changes occur</p> <p>Know how to record in an appropriate way</p> <p>Create simple maps using appropriate symbols/pictures/ photographs.</p>	<p>Recycle</p> <p>Habitat</p> <p>Spring Summer Autumn Winter</p> <p>Grow /growth</p> <p>Same/different</p> <p>Now, then, in the past, a long time ago</p> <p>Map, road, river, sea, hill,</p> <p>Celebrate, festival</p>
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Years 1 to 4

Year group	Locational / Place Knowledge	Human and Physical	Fieldwork skills	Vocabulary
Year 1	<ul style="list-style-type: none"> • To draw a simple picture map of imaginary places and from stories • To use simple symbols on imaginary maps • To use a simple picture map to move around school • To draw around objects to make a simple plan 	<ul style="list-style-type: none"> • To recognise how their town or village have become the way they are • To begin to identify human and physical features 	<ul style="list-style-type: none"> • To respond to simple geographical questions • To use information books and pictures as sources of information • To make observations about where things are in their immediate location • To use geographical language to describe their immediate location • To be able to follow directions e.g. up/down, left/right, forwards/backwards 	Physical geography; human geography; characteristics; comparison (similarities and differences); direction; location

<p>Year 2</p>	<ul style="list-style-type: none"> • To draw a map of an imaginary or real place - add detail to a sketch map from an aerial photograph • To begin to understand the use for a key • To follow a route on a map • To look down on objects to make an aerial view map (e.g. using Google Earth) • To use an infant atlas to locate places and to begin to spatially match places e.g. recognise the UK on a small and large scale map • To begin to use a largescale maps and plans. 	<ul style="list-style-type: none"> • To be able to describe why a settlement close to where they live has become the way it has e.g. types of shops • To identify a wider range of physical and human features using basic geographical vocabulary 	<ul style="list-style-type: none"> • To begin to ask and respond to geographical questions e.g. where is it? what is it like to live in this place? • To use stories, maps, pictures, photographs and the internet as sources of information • To investigate their immediate surroundings and use appropriate geographical vocabulary • To make appropriate observations about why things happen and make simple comparisons between the features of different places 	<p>Physical geography; human geography; characteristics; comparison (similarities and differences); direction; location</p>
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			<ul style="list-style-type: none"> To follow directions including the use of north, east, west and south 	
Year 3	<ul style="list-style-type: none"> To try to make a map of a short route experienced with features in correct order To follow a route on a map in orienteering To try to make a simple scale drawing To know why a key is needed To use standard symbols To locate places on a larger scale map e.g. map of Europe To begin to use large scale OS maps To begin to use 	<ul style="list-style-type: none"> To begin to describe and understand key aspects of physical and human geography 	<ul style="list-style-type: none"> To ask and respond in more detail to geographical questions e.g. where is this location and what do you think about it? To use stories, maps, pictures, photographs and the internet as sources of information To begin to collect and record evidence To use the 4 compass points to follow and give directions To use letter and 	All KS1 vocabulary plus: place; region; pattern; physical features; human features; resources; scale; processes; systems; movement; change; distribution; position; relationship; impact biome

	<p>map sites on the internet</p> <ul style="list-style-type: none"> • To begin to use a junior atlas • To begin to identify features on aerial / oblique photographs 		<p>number coordinates to locate features on a map</p> <ul style="list-style-type: none"> • To analyse evidence and draw conclusions e.g. make comparisons between locations using photographs and pictures, temperature and population 	
Year 4	<ul style="list-style-type: none"> • To try to make a map of a short route experienced with features in correct order • To try to make a simple scale drawing • To know why a more complex key is needed • To recognise symbols on an OS map • To locate places on 	<ul style="list-style-type: none"> • To describe and understand aspects of physical and human geography in more detail • To begin to identify different views of people including themselves and support with real data collection • To recognise simple geographical ideas, processes and patterns 	<ul style="list-style-type: none"> • To ask and respond to questions and offer their own ideas e.g. what is the landscape like and what will it be like in the future? • To begin to use primary and secondary sources of information in an investigation • To investigate places and themes of more than one 	<p>All KS1 vocabulary plus:</p> <p>place; region; pattern; physical features; human features; resources; scale; processes; systems; movement; change; distribution; position; relationship; impact biome</p>

	<p>a larger scale map e.g. find UK on a globe</p> <ul style="list-style-type: none"> • To begin to match boundaries e.g. same boundary of a country on different scale maps • To follow a route on a large scale map • To use large and medium scale OS maps • To use map sites on the internet • To use a junior atlas • To identify features on aerial / oblique photographs 		<p>scale</p> <ul style="list-style-type: none"> • To collect, record and analyse evidence e.g. show questionnaire results in simple charts, colour coded maps which demonstrate patterns • To use 4 compass points with confidence • To begin to use 8 compass points • To use letter/ number co-ordinates to locate features on a map confidently 	
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