

Geography

Intent

At Hyde Park Schools, we believe that geography, and geographical awareness, is a vital part of children's education. It provides them with opportunities to develop a range of knowledge about their own place in the world, as well as the world at large. Geography contributes to children's personal development in critical thinking and awareness of global issues. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing geographical knowledge, both pertaining to the children's local area and on a global scale, linking to their learning across other subject areas and working collaboratively across the Schools to ensure progression across the Key Stages.

The geography curriculum at Hyde Park Schools, aligned with the National Curriculum, will develop children's critical thinking by encouraging them to question sources of information and teaching them the difference between primary and secondary sources of evidence. Children will develop their understanding of geography with effective teaching and carefully throughout sequences of lessons and experiences. Understanding of specific vocabulary relating to physical geography, as well as human geographical features such as patterns of invasion and settling, will allow children to reach their full potential in this area.

Our cross curricular approach enables our pupils to use a range of geographical sources (maps, aerial photographs, globes) as well as first hand experiences (Totnes castle, Plymouth Hoe, River Tamar) to develop their knowledge and draw comparisons between where they live to other parts of the world. Exploration of physical and human geography and seasonal weather patterns contributes to our pupils' understanding of the world. Our progressive curriculum enables our children to review their previous learning and build on this through acquiring new vocabulary, knowledge, and experience, enabling the children to establish a strong geographical foundation in readiness for the next phase of their learning.

Implementation

At Hyde Park Schools, we strive to give children a sense of their place in the world, as well as an awareness of the world at large. A sense of one's place within the global community is very important both to children's education, as well as to their development. Our progressive curriculum for geography enables our pupils to build on their learning to have a sound understanding of the world in which they live in. It is imperative that our children are aware of their locality and how it aligns in their understanding of the world, through their geography lessons both in and out of the classroom as well as external learning experiences. This is enhanced through cross curricular learning, such as castles for example, where children apply their knowledge of castles in history to explore and critically discuss where castles were built, the Great Fire of London where children can explore the events of the fire using a map of London, noting key landmarks using symbols, and animals where children can locate, explore, and compare the habitats of different animals around the world, studying the Roman ruins in Exeter as part of the History topic. The children's geographical contributions will be evidenced in their geography books and learning walls, taking various forms of written and illustrated work with effective teacher feedback.

Monitoring and evaluation of the quality of planning, teaching, and learning is conducted by subject leaders and take various forms, such as: book looks, scrutiny of planning, learning walks and pupil voice questionnaires, with the focus being that children are acquiring knowledge and retaining more knowledge.

Impact

Our curriculum allows for children to review previous learning and add to their knowledge and through a variety of topics through coherently sequenced lessons, learning experiences and varied activities/tasks. The collaborative working between the Infant and Junior schools enables a clear progression of vocabulary, skills, and knowledge for our children. Children's progression in geography will be monitored closely through planning, book scrutiny, lesson observations, learning walks and discussions with pupils.




Quality teaching and coherently sequenced curriculum equips our pupils with the knowledge of diverse places, people, and environments around the world, including their own locality. As pupils progress through our schools so will their understanding of the world (continents and oceans) as well as the interaction between physical and human processes. Our pupils will extend their geographical skills involving fieldwork both in our school environment and outdoor learning experiences by interpreting a range of geographical sources (maps, globes, aerial photographs).


Children will examine and analyse evidence, develop their knowledge of their own area and the world beyond, learn about environmental and geographical issues affecting their day to day lives and receive practical, hands-on experience of geography in the community, with the aim of developing their knowledge of their own location alongside their sense of themselves as global citizens.

Progression

Understanding the World	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<p>Reception:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Describe what they see, hear and feel when outside 	<p>ELG People, Culture, and communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. <p>ELG The Natural World</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. 	<p>Autumn Term:</p> <p><i>All about me:</i></p> <ul style="list-style-type: none"> • Look at where we live, describe features we see on the way to school. • Draw my route to school. • Explore the school, where are the different rooms in relation to one another. What happens in each room? • Explore the school grounds, look at features of our school environment. • Look at maps of Plymouth (paper, Digimap and Google Earth) explore and discuss the features found on local maps. • Discussing where we were born and where our extended family live using world maps/globes for support. <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> • Exploring school’s grounds and observing seasonal changes in the Autumn. • Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations. • Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. • Explore harvest time in the UK and farming at harvest time. • Observe seasonal weather changes and longer nights in the autumn compared to the summer. • Observe and explain decomposition of pumpkins <p><i>Celebrations:</i></p> <ul style="list-style-type: none"> • Explore festival origins/celebrations across the world, using a world map/globe. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know where I live, (Mutley, Plymouth, England) • I know some of the features of my immediate environment. • I know the name of my school and can say some of the things I pass on my way to school. • I know some of the people who work in my community and what they do. • I know the names of the four seasons. • I know the main features of the weather in each of the seasons. • I know that not all places in the world are the same. • I know some of the animals and plants that live and grow around me. • I know what harvest is. • I know some of the festivals that are celebrated around the world. • I know that different foods are grown around the world. • I know that London is the capital of England. • I know some animals from different parts of the world. <p>Skills</p> <ul style="list-style-type: none"> • Name and locate different parts of the local community. • Use the local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments.

		<ul style="list-style-type: none"> • Drawing on their experiences and what has been read to them in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Compare foods in festivals to our own tastes and enjoyment. • Exploring food from around the world using world maps and Google. • Discover, compare, and contrast food produce/grown in different climates around the world <p>Spring Term: <i>Seasonal Changes – Winter & Spring:</i></p> <ul style="list-style-type: none"> • Exploring schools’ grounds and observing seasonal changes in the winter/spring. • Explore compare/contrast our environment with polar regions. • Observe seasonal weather changes in the winter/spring (ice exploration) • Observe, question, and draw spring plants/spring growth. • Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. • Conduct Winter/Spring walk around School grounds. <p><i>Growing and changing</i></p> <ul style="list-style-type: none"> • Explore, observe, and identify UK minibeasts. <p>Summer Term: <i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> • Exploring schools’ grounds and observing seasonal changes in the summer. • Observe seasonal weather changes in the summer <p><i>Transport:</i></p> <ul style="list-style-type: none"> • Explore compare/contrast our environment with Australia, polar regions, and Africa. • Explore, compare, contrast, observe, draw, and discuss animals alive now native to Australia, polar regions, and Africa. • Knowing where different animals come from. • Explore, compare, contrast, and discuss life, living and schools in UK and Africa. • Introduce London as the capital of England. • Name features around the UK (farm, beach, mountains, woodland etc). • Talk about modes of travelling to reach destinations around the world. 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Use a range of sources such as simple maps, photographs, magnifiers. and visiting. • Be aware of features of the environments in the setting and immediate local area. E.g., make visits to shops and parks. • Follow simple directions. • Draw and create their own maps using real objects, and/or pictures and symbols. • Look at signs and symbols on different types of maps for example in school, and the local community. • Use a simple map with symbols to spot features in the school grounds or in the local community. <p>Vocabulary: Mutley, Plymouth, England, United Kingdom, Great Britain, world, country, town, city, London, capital, near, far, Africa, Australia, community, jobs, doctor, teacher, shop, park, binmen, carers, road, map, harvest, seasons, Autumn, Winter, Spring, Summer, weather, hibernation, cold, hot, warm, snow, rain, wind, fog, sun, rainbow, farm, beach, countryside, moors, transport, aeroplane, train, car, motorbike, bicycle, boat, yacht, ferry, helicopter, bridge, structure, strong, building materials, metal, minibeast, ladybird, beetle, caterpillar, butterfly, growing, transform, chrysalis, pupa, emerge, shell, festival, Diwali, Hanukah, Christmas, Easter, Holi, Eid, celebrate, feast, family, worship,</p>

	Year 1		Year 2		
	Autumn 1	Spring 1 & 2	Autumn 1	Spring 2	Summer 1
Unit of work	Our Local Area	Exploring Weather around the World	Plymouth My City	London Landmarks	Sailing around the World
Knowledge Content	Place- Understanding the distinctive features of their local area and how characteristics of a place come from human ideas and actions. Characteristics of the 4 countries and capital cities of UK and surrounding seas	Place and Space Understanding how weather affects the landscapes and the human who live there.	Place and Space- Understanding the distinctive features of Plymouth and how human characteristics of a place come from human ideas and actions and how Plymouth is connected to other places.	Place -Having core knowledge in terms of facts, location, names, physical and human features. Space - Understand why some places and landscapes are where they are. Understand the uniqueness of a place and how the space is connected to other places and the relationships they have	Locational – Name and locate the world’s seven continents and five oceans Place – understand geographical similarities and differences through studying the human and physical geography of different places around the world.
 Enquiry Questions	<i>What have you discovered in your local area?</i>	<i>How does weather affect the lives of humans?</i>	<i>What's unique and special about my city?</i>	<i>If London Landmarks could speak, what would they say?</i>	<i>What do you learn when you sail around the world?</i>
 Key Vocabulary	city, town, human, physical, features, grounds, routes, maps, symbols, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, village, factory, farm, house, office, port, harbour, shop	weather, landscapes, globe, equator, north pole, continent, forecast,	county, town, village, physical features, human, features, environment, population, rural, urban, pollution,	city, capital, landmark, historic landmark, location, monuments, physical and human features , tourist,	Oceans, sea, countries, continents, hemisphere, south, west, north, east,
 Skills	<ul style="list-style-type: none"> • Raise very simple geographical questions about their immediate and local area, such as “What is it like to live in this place?” • Use simple resources and own observations to answer them. • Make simple observations of physical and human features in their local area • Make very simple comparisons, based on my observations. • Begin to use simple geographical vocabulary including directional language. 	<ul style="list-style-type: none"> • Raise simple geographical questions around pictures of weather and clips of weather from videos. • Use own observations and knowledge about weather to answer them. • Making comparisons between different types of weathers and landscapes. Identify differences between people’s • lifestyles in countries which have hot and cold climates. 	<ul style="list-style-type: none"> • Can ask a range of simple higher order geographical questions about the area they are studying • Begin to use very simple maps. • Can make a range of simple observations about where things are located in the area being studied and make a range of simple inferences 	<ul style="list-style-type: none"> • Can ask a range of higher order geographical questions about the landmarks in London • Use secondary resources such as street plans, local maps and world maps and globes to locate places and features. 	<ul style="list-style-type: none"> • Can ask a range of simple higher order geographical questions about the area they are studying. • Use a range of simple geographical vocabulary when describing a locality. • Use very simple maps and recognise

	<ul style="list-style-type: none"> • Make simple pictorial maps using simple symbols • Express in simple terms viewpoint about the location studied. 	<ul style="list-style-type: none"> • Use simple geographical language associated with weather. • Express in simple terms a viewpoint and state what they have learnt about weather 	<ul style="list-style-type: none"> • Use a range of simple geographical vocabulary. • Begin to recognise how places have become the way they are and how they are changing: e.g., the quality of the environment in a street, increase in building and increase in transport. Make a range of simple suggestions on how to make improvements to the local environment and a location studied. 	<ul style="list-style-type: none"> • Make observations about where the landmarks are located and why. • Use a range of information to find out about places and environments and to make simple inferences. • Draw conclusions from evidence collected. • Begin to use a range of geographical vocabulary to communicate their findings. • Give some simple reasons for their observations and findings in their writing and are able to give their views and judgements about London. • Draw conclusions at the end of a unit, based on evidence collected and studied. Back up viewpoints with simple reasons and some evidence. 	<p>some places on a large map or globe.</p> <ul style="list-style-type: none"> • Can make a range of simple observations about the location being studied identifying physical and human features. • Make a range of simple inferences based on their first hand observations. • Can make comparisons with the area studied and their local area. • Give an overall view on an environment or a locality, with simple reasons.
 <p>Knowledge</p>	<ul style="list-style-type: none"> • Identify key features of their local area and know where their school is located within it. • Explain in simple terms what the difference is between human and physical features. 	<ul style="list-style-type: none"> • Be able to use photographs and video clips to identify different types of weather and use the associated geographical language. • Using a map to locate hot and cold areas of the world 	<ul style="list-style-type: none"> • Identify where Plymouth is on a map and know where it is within Devon and understand where Devon is in relationship 	<ul style="list-style-type: none"> • Name the key landmarks in London and locate them on a map. • Label the key landmarks on a map and state their 	<ul style="list-style-type: none"> • To be able to name different countries around the world that are visited. • To be able to explain the similarities and differences of the

	<ul style="list-style-type: none"> • Identify seasonal changes within school grounds and local area. • Use maps to locate their school, their local area, Plymouth, London, the UK. • Draw maps to show their journey to school. • Explain the age, appearance and purpose of buildings in their local area. • Identify which buildings are the most important and why. • Express their viewpoints about the area. • Make suggestions as to how the local areas could be improved. Use sketching, cameras, and video to record their observations. 	<ul style="list-style-type: none"> • Understand that some weathers can be very dangerous and can explain why in simple terms, • Understand that weather forecasts help people to prepare for different kinds of weather. • Explain how weather impacts on our everyday lives in terms of what people wear, how they travel and what they can do. • Make comparisons with how weather affects the lives of people who live in hot and cold climates. • Say what affects extreme weather has on the land scape and animals 	<p>to the rest of the UK/London.</p> <ul style="list-style-type: none"> • Distinguish between human and physical features of an area • Identify the features of the buildings in Plymouth and be able their age, appearance, and purpose. • Identify listed buildings in the area and be able to explain why they are listed. • Identify where buildings are located and explain why. • Plot a route and landmarks on a map drawing their own simple maps to show where buildings and other places of interest created by humans are. • Use fieldwork techniques to collect and record evidence. • Understand how Plymouth was made up, e.g., Devonport, Stonehouse etc and be able to explain how Plymouth has changed in the last 100 years. • As a result of their fieldwork, identify what the key problems there are in Plymouth and be able to come up with practical ideas to solve them. 	<p>location in relation to the River Thames using a compass (e.g. south west of the river).</p> <ul style="list-style-type: none"> • Draw simple maps and plans. • Using grid references give directions to get from one landmark to another. • Be able to describe the features of the landmarks and explain how they are unique. • Be able to place the landmarks in chronological order. • Explain why a historical building is located where it is. • Look at the purpose of different historical landmarks in the past and now in the present. • Recognise and give simple explanations in changes to physical and human features. • Compare and contrast two different landmarks. • Explain why tourists visit London and which 	<p>different places that are visited.</p> <ul style="list-style-type: none"> • Distinguish between human and physical features of an area
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