



Geography Curriculum Statement

Intent

The geography curriculum at The Holme Primary School aims to inspire pupils' curiosity and fascination about the world and its people. Our aim is to fulfil the requirements of the 2014 national curriculum, providing a broad, balanced and differentiated geographical curriculum, ensuring the progressive development of geographical concepts, knowledge and skills, and for the children to develop a love of geography. Throughout both key stages the children will achieve an understanding of both human and physical geography. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Through engaging and memorable learning experiences, we aim to make the most of what the local environment and community has to offer. As the children progress throughout the school they will extend their knowledge and understanding and skills to enhance their locational and place knowledge of landscapes, environments and communities throughout UK, Europe and in the wider world.

Implementation

Geography is taught within topics throughout the year. Curriculum coverage is monitored to ensure that all essential skills are included and progress through the year groups. Subject specific vocabulary is introduced at appropriate times so that children gain an understanding of the geographical language used. Geography is developed throughout the EYFS through the use of familiar stories, such as 'We're Going on a Bear Hunt'.

Fieldwork is an important part of the geography curriculum at The Holme and this is planned in the curriculum to engage and stimulate the children's learning. Children will experience geographical learning activities within the school grounds, the local environment and during visits further afield.

There will be planned links between Geography and other curriculum subjects, such as History, Maths and Outside Learning, to enable an all rounded approach to the subject to be taken.

Impact

Outcomes for geography are evident in topic books. Geographical displays can be found in some classrooms around the school and geographical resources such as maps, globes and atlases are readily accessible available in each year group. This demonstrate a broad and balanced geography curriculum and the children's acquisition of identified key knowledge. Geography assessment will be ongoing throughout the year and is monitored termly by the geography leader. The impact of geography is also measured by 'book looks', lesson observations, monitoring of geography displays and by pupil voice sessions.

Year	Term/ Question	Key Texts	Topic	NC Knowledge Geography	ARE Skills	Key Vocabulary
	Ongoing throughout the year			<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> I can explain how the weather changes throughout the year and name the seasons. 	
1/2 A	Autumn: <i>What is in the wild?</i>	Where the Wild Things Are	<i>What makes somewhere wild?</i> Design their own wild place.	<ul style="list-style-type: none"> identify the United Kingdom and its countries key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> I can name the four countries of the United Kingdom and locate them on a map. I can describe some of the features of an island. 	<ul style="list-style-type: none"> England –London Scotland – Edinburgh Wales – Cardiff Northern Ireland – Belfast North, south, east, west Compass Key
		Hansel and Gretel	Antarctica and Scott	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the continents and oceans identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> I can explain some of the main things that are in hot and cold places. I can describe a place outside Europe using geographical words. I can name the continents of the world and locate them. 	<ul style="list-style-type: none"> Continents Equator Hemisphere
	Spring: <i>Where do people live?</i>	The Queen's Hat London's Burning The Fire Cat	Houses and Homes (London and The Great Fire of London)	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United (Yr 2 only) use directional language [for example, near and far; left and right], to describe the location of 	<ul style="list-style-type: none"> I can name the four countries in the United Kingdom and locate them on a map (Yr2 only). I can name some of the main towns and cities in the United Kingdom and can name the 	<ul style="list-style-type: none"> Near, far, left, right England –London Scotland – Edinburgh Wales – Cardiff

				features and routes on a map (Yr2 only)	capital cities of England, Wales, Scotland and Ireland (Yr2 only)	<ul style="list-style-type: none"> Northern Ireland – Belfast Local towns and cities, Chichester, Winchester, Basingstoke Haslemere
	Summer: <i>What's in the Garden?</i>	The Tale of Peter Rabbit	Peter Rabbit (Beatrix Potter)/ Gardens		<ul style="list-style-type: none"> I can keep a weather chart and answer questions about the weather. 	<ul style="list-style-type: none"> Sun, rain, wind, cloudy
		The Owl who was afraid of the Dark	Habitats around our school	<ul style="list-style-type: none"> 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. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features use directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple compass directions (North, South, East and West) 	<ul style="list-style-type: none"> I can explain how an area has been spoilt or improved and give reasons. 	<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

1/2 B	Autumn: <i>How safe is the sea? Who looks after us?</i>	The Lighthouse Keeper stories The Storm Whale	Grace Darling/ Lighthouses/ The coast and the sea	<ul style="list-style-type: none"> Identify the United Kingdom and its countries use directional language [for example, near and far; left and right], to describe the location of features and routes on a map key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> I can name the four countries of the United Kingdom and locate them on a map. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley I can describe how jobs may be different in other locations. 	<ul style="list-style-type: none">
	Spring 2: <i>Where do we live?</i>	The Queen's Hat (Yr2) The Hodgeheg (Yr2)	Our country and our village (history study)	<ul style="list-style-type: none"> Identify the United Kingdom and its countries name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use directional language [for example, near and far; left and right], to describe the location of features and routes on a map identify seasonal and daily weather patterns in the United Kingdom use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> I can explain where I live and tell someone my address. I can describe how jobs may be different in other locations. I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can explain how an area has been spoilt or improved and give reasons. I can explain the facilities that a village, town and city may need and give reasons. 	<ul style="list-style-type: none"> my address National Trust Hindhead

	Summer 1: <i>What's it like in Africa?</i>	Lila and the Secret of Rain Handa's Surprise Meerkat Mail	What's it like in Africa? Africa and Deserts	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the continents and oceans • 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 • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> • I can explain some of the main things that are in hot and cold places. • I can describe a place outside of Europe using geographical words. • I can name the continents of the world and locate them. • I can say what I like and do not like about a different place. 	Africa continents
	Summer 2: <i>Where do people explore?</i>	James and the Giant Peach	History of sea travel/ Columbus The Mary Rose	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the continents and oceans • use simple compass directions (North, South, East and West) 	<ul style="list-style-type: none"> • I can name the continents of the world and locate them. 	Columbus

Geography
Subject content Key stage 1 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. Pupils should be taught to: Locational knowledge <ul style="list-style-type: none"> • 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- 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
- 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 of their school and its grounds and the key human and physical features of its surrounding environment.

KS2 Geography Long Term Planning

Year	Term/ Question	Topic	NC Knowledge Geography	ARE Skills Green - Year 3 Geography Purple - Year 4 Geography	Key Vocabulary
	Ongoing throughout the year		•	<ul style="list-style-type: none"> I can use the correct geographical words to describe a place. I can use an atlas by using the index 	•
3/4 A	Autumn 1: <i>Did the people in the stone age change the world?</i>	The Stone Age Overview	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns	•	• England. Wales, Scotland, Northern Ireland
	Spring 1: <i>What did the Egyptians do for us?</i>	Ancient Egypt Depth	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (The Nile)	<ul style="list-style-type: none"> I can explain why people may choose to live in one place rather than another (close to The Nile) I can name a number of countries in the northern hemisphere I can use correct geographical words to describe a place 	•
	Summer 1: <i>What sort of world do you want to live in?</i>	Down in the Jungle Rainforests	• Describe and understand key aspects of physical geography including climate Zones, biomes and vegetation belts	• I can explain why people may choose to live in one place rather than another	<ul style="list-style-type: none"> climate Zones, biomes and vegetation belts canopy levels river

			<ul style="list-style-type: none"> Human geography including : land use, economic activity and the distribution of natural resources. understand geographical similarities and differences through the study of human and physical geography of a region in South America 		
	<u>Summer 2:</u> <i>How are you like a frog?</i>	Animal ID	<ul style="list-style-type: none"> Use field work to observe, measure and record the human and physical features of the local area using a range of methods 	<ul style="list-style-type: none"> I can use some basic Ordnance Survey map symbols. I can use grid references on a map. I can carry out research to discover the features of villages. I can explain why people may choose to live in one place rather than another. 	<ul style="list-style-type: none"> Vocab related to maps Commute
3/4 B	<u>Autumn 1:</u>	Fantastic Beasts and where to find them	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including mountains. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns 	<ul style="list-style-type: none"> I can identify the continents of the world I can label mountain ranges in the world I can label mountain ranges in the UK I know the features of a mountain I can know type of mountains 	<ul style="list-style-type: none"> Summit Valley Ridge Base Peak Slope Face Fold Fault Dome Volcanic

					<ul style="list-style-type: none"> • plateau
	Autumn 2: <i>What did the Romans ever do for us?</i>	The Romans Depth	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including volcanoes 	<ul style="list-style-type: none"> • I can explain how volcanoes are created • I can locate and name some of the world's most famous volcanoes • I can use geographical words to describe a place 	<ul style="list-style-type: none"> • Mount Vesuvius • Pompeii • Eruption • Prediction • Mantle • Lava • seismometer • pyroclastic flow • igneous • metamorphic
	Spring 1: <i>What is the most important invention of all time?</i>	Eureka! Inventions and Inventors Overview	<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region in North or South America (Paris) 	<ul style="list-style-type: none"> • I can name and locate the capital cities of neighbouring European cities • I can find at least six cities in the UK on a map • I know the countries that make up the European Union 	<ul style="list-style-type: none"> • Vocab related to physical and human features of cities
	Summer 1 <i>Is new Bordon better or worse than in the past?</i>	Bloom (A local area study) Overview	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography including : land use, economic activity and the distribution of natural resources. • Use field work to observe, measure and record the human and physical features of the local area using a range of methods. 	<ul style="list-style-type: none"> • I can carry out research to discover features of villages, towns or cities. • I can collect and accurately measure information (rainfall, temperature, windspeed, noise levels etc) • I can explain why people may choose to live in one place rather than another 	<ul style="list-style-type: none"> • Land use of Bordon • Survey • (traffic)
	Summer 2 <i>Where does water come from?:</i>	Flow Rivers and the Water Cycle	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including rivers and the water cycle 	<ul style="list-style-type: none"> • I can collect and accurately measure information (rainfall, temperature, windspeed, noise levels etc) 	<ul style="list-style-type: none"> • erosion • deposition • transportation • flooding • floodplain • meander

			<ul style="list-style-type: none"> Use field work to observe, measure and record the human and physical features of the local area using a range of methods. 	<ul style="list-style-type: none"> I can explain why people may choose to live in one place rather than another I can explain why people are attracted to living by rivers I can explain the course of a river I can name and locate many of the world's most famous rivers on an atlas 	<ul style="list-style-type: none"> oxbow evaporation precipitation
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Upper KS2 History/ Geography Long Term Planning					
Year	Term/ Question	Topic	NC Knowledge Geography	ARE Skills Blue - Y5 Geography Purple - Y6 Geography	Key Vocabulary
	Ongoing throughout the year		<ul style="list-style-type: none"> 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- 	<ul style="list-style-type: none"> I can use Ordnance survey symbols and 6 figure grid references. I can answer questions by using a map. 	<ul style="list-style-type: none">

			<p>use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • 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. 		
5/6 A	<p>Autumn 1: <i>Where the Mayans civilised?</i></p> <p><i>What makes a villain?</i></p>	<p>The Mayans</p> <p>The Highwayman (2weeks)</p>	•	•	•
	<p>Autumn 2: <i>What does a good leader look like?</i></p>	<p>Construction of parliament and changes</p> <p>Headley Riots</p>	•	<ul style="list-style-type: none"> • I know the countries that make up the European Union 	<p>European Union, Brexit, United, Nations, Equality, Citizen's Rights, Solidarity, Freedom, economy</p>
	<p>Spring 1: <i>What does a good leader look like?</i></p>	<p>WW2</p>	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South 	<ul style="list-style-type: none"> • I can name and locate the capital cities of neighbouring European countries. 	•

			<p>America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • 		
	Spring 2: <i>How do things move?</i>	Fairgrounds	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Summer 1: <i>Home?</i>	Refugees	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • I can plan a journey to a place in another part of the world, taking account of distance and time. • I can explain how a location fits into its wider geographical location with reference to human and economical features. • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. • I can describe how some places are similar and dissimilar in relation to their human and physical features. • I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. 	<p>longitude, latitude, equator, northern hemisphere, southern hemisphere, tropics of cancer, tropics of capricorn, arctic circle, antarctic circle, time zone, population, migration, immigrant, refugee, terrorism, asylum, border control</p>
	Summer 2: <i>To be or not to be?</i>	Shakespeare- A Midsummer Night's Dream	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
5/6 B	Autumn 1:	<p>Where do we come from? Creation/Evolution</p> <p>(Voyage of the Beagle)</p>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> •

	<u>Autumn 2:</u>	Human Body			•
	<u>Spring 1:</u>	Titanic	<ul style="list-style-type: none"> 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 human geography: economic activity including trade links 	<ul style="list-style-type: none"> I can plan a journey to a place in another part of the world, taking account of distance and time. I can explain how time zones work and calculate time differences around the world. 	•
	<u>Spring 2:</u>	Space	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can plan a journey to a place in another part of the world, taking account of distance and time. I can explain how a location fits into its wider geographical location with reference to human and economical features. I can describe how some places are similar and dissimilar in relation to their human and physical features. 	•
	<u>Summer 1:</u>	Ancient Greeks			•
	<u>Summer 2:</u>	Survival	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes 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 	<ul style="list-style-type: none"> I can name and locate many of the world's most famous mountainous regions in an atlas. I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can name the largest desert in the world and locate desert regions in an atlas. I can describe how earthquakes are created. 	•

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National Curriculum Statements	
Geography	
<p>Key stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include 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. 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"> 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 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 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"> 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>	

- 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.