









GEOGRAPHY

AT

HAZEL LEYS ACADEMY



HAZEL LEYS ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Teach Computing, Jigsaw and Primary Language.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

OVERVIEW

At Hazel Leys Academy we follow the national curriculum for geography. In geography in Key Stage 1, pupils develop their knowledge about the world, the United Kingdom and their locality. They learn to understand basic subject-specific vocabulary relating to human and physical geography through the study of the continents, the U.K. and the British Isles. They begin to develop an understanding of maps, plans and compass directions.

In geography in Key Stage 2 pupils extend their knowledge and understanding beyond the local area to include areas of the United Kingdom and Europe, North and South America, China, India, Japan, Australia, New Zealand and Africa. This will include the location and characteristics of a range of the world's most significant human and physical features as well as geographical issues. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. In Key Stage 2 children follow a yearly cycle for geography.

To enrich children's learning in geography, children participate in visits to outdoor locations such as trips to Nene Valley Park for geographical fieldwork.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense		The UK		Seven Continents	
Year 2	Spatial Sense		The British Isles		Northern Europe	
Year 3	Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia – China and India
Year 4	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland	UK Geography: London and the South East	Asia – Japan
Year 5	Spatial Sense	Mountains	UK Geography: East Anglia, The Midlands, Yorkshire, and Humberside	Australia	New Zealand and the South Pacific	Local Study
Year 6	Spatial Sense	British Geographical Issues	North America	South America	Africa	Globalisation

INTENT

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

At Hazel Leys Academy, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in and gain an appreciation of the difficult and often described 'messy' world we live in. Our Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, and can draw upon their knowledge in other disciplines. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place within it.

IMPLEMENTATION

Based upon the National Curriculum and the individual needs of our children and the Hazel Leys community, we have adopted a knowledge rich curriculum for the delivery of our entire geography curriculum. Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected. Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as: what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

IMPACT

The impact of our geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning. Children will have the chance to participate in low stakes quizzes and also have the opportunity to complete longer tasks to gauge the depth of their geographical understanding. By end of the Geography curriculum Hazel Leys Academy our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.

- The ability to reach clear conclusions and explain their findings
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live there

CURRICULUM DESIGN

Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year.

Every year children will study at least one unit of British geography. As with the rest of the geography curriculum, children's knowledge and understanding of British geography builds incrementally from year to year. Beginning with general understanding of the countries of the UK, children then study units that focus more closely on areas of the UK including the South West, the South East, Yorkshire and Humberside, the Midlands and Northern Ireland. When studying these areas, children look at the defining physical and human characteristics of the regions, key topographical features such as hills, mountains, coasts and rivers, how the landscapes and environments have formed over time and how they are used today.

Alongside their study of the UK and Europe, children will extend their knowledge beyond these regions to study world geography. When studying world geography, children will focus on places such as North and South America, Asia, Africa, Australia, New Zealand and the South Pacific Islands. Applying their knowledge and understanding of the globe, latitude, longitude, the hemispheres and time zones, children will describe and understand physical geography of countries and continents including biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes. They will consider a range of human geographical features such as settlements, land use, trade links and natural resources.

Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen.

Year	Key Learning Sequence	National Curriculum Reference
EYFS	All About Me Transport Past and Present Space Growing and changing Kings and Queens Stories from the Past	<ul style="list-style-type: none"> • Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.

		<ul style="list-style-type: none"> • Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway. • Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel. • Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK • The Monarchy; King Charles III, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to. • Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.
<p>Y1</p>	<p>Spatial Sense The UK The Seven Continents</p>	<ul style="list-style-type: none"> • 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 • Use world maps, atlases and globes to identify the United Kingdom and its countries

		<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name and locate the world's seven continents and five oceans • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, globes and atlases to identify countries, continents and oceans
Y2	<p>Spatial Sense The British Isles Northern Europe</p>	<ul style="list-style-type: none"> • 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. • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • 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 • 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 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
Y3	<p>Spatial sense Western Europe Settlements</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	<p>Rivers Asia: China and India UK: The South West</p>	<ul style="list-style-type: none"> • Use the 8 points of a compass, 4- and 6-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 • 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 in North or South America • Locate the world's countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of: 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 • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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
<p>Y4</p>	<p>Spatial sense Mediterranean Europe Eastern Europe UK: Northern Ireland UK: London & South East Asia: Japan</p>	<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-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) • 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 • locate the world's countries, using maps to focus on Europe • use maps, atlases, globes and digital/computer mapping to • locate countries and describe features studied

		<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) • 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 • describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: 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 • Asia is not statutory National Curriculum content for KS2, there is more specific reference to Asia in KS3—This unit has been included in our curriculum to provide a foundation for future learning
<p>Y5</p>	<p>Spatial Sense Mountains UK: East Anglia, Midlands, Yorkshire Australia New Zealand & South Pacific Local Study</p>	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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 • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • to 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 • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: 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"> • 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, graphs and digital technologies.
<p>Y6</p>	<p>Spatial Sense North America South America Africa British Geographical Issues Globalisation</p>	<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) • 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 • 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 • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: 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 • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics • 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. • 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
	<p>SEND – Strategies for supporting access</p> <ul style="list-style-type: none"> • Break down learning – now/then • Adult support – start off then independent (where possible) • Images to support • Specific simple instructions 	<p>Enrichment</p> <p>Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Hazel Leys Academy, the children have many opportunities to experience geography on educational visits or during field work lessons.</p>

- Differentiation – scaffold
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Immersive Reader
- Definitions – revisit

Additionally, enrichment is gained through investigative lessons and through visitors to the school who share their expertise.

- Y1 – Fieldwork in our school grounds
- Y2 – Visit to Rutland Water
- Y3 – Ferry Meadows Country Park: living river day
- Y4 – Fieldwork in our local area: Hazel Wood
- Y5 – Fieldwork in our wider local area
- Y6 – Local geographical issues: surveys and questionnaires

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Knowledge of subject gaps and how these have been addressed.
- Staff knowledge of their curriculum – progression and sequence
- Pupil enjoyment of Geography and remembering key facts
- Range of trips and experiences provided.
- Clear sequence of learning in planning and in pupil books

Areas to Develop

- Continue to develop use of knowledge organisers and quizzes
- Continue to access specialist training from external providers to ensure the best and most current practise.
- Develop exemplification folders
- Continue to develop fieldwork element of curriculum
- Develop enrichment activities

Monitoring

- T1 Focus – Recall of knowledge and use of working walls
- T2 Focus – Monitoring – Books/pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

CPD

- Sequence of learning – Development of LTPs and MTPs – identifying and addressing gaps
- Geography leadership training – Geography Association – CPD
- Subject leader disseminates knowledge to whole staff
- New knowledge rich curriculum training