

# Geography at Hopton CEVC Primary School



## Intent

Our vision, *"With God all things are possible" (Matthew 19 v 26) we raise aspirations and encourage perseverance to reach goals in life and learning*, is fully embedded within the curriculum.

We aim for every child at Hopton to

- develop a passion for Geography – with a curiosity and fascination about the world and their place in it
- be provoked to ask questions and wonder about our natural world and human world
- have gained geographical knowledge that they can build on as they continue their education and into adult lives
- develop transferable skills through the study of geography at Hopton – able to investigate, discuss, research, critique
- access a varied geography curriculum, incorporating our local area of North Suffolk together with the wider world, ensuring diversity and breadth within our curriculum.

For Geography is understanding the world – our aim is equip children at Hopton with the knowledge, skills and, most important, a burning desire to find out more



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## Implementation

We teach the National Curriculum incorporating the seven 'big ideas' (S. Cowell, 2019) within our planning and teaching:

- Place
- Space
- Scale
- Environment .
- Environmental impact
- Cultural awareness
- Interconnections

These focus planning and teaching on making links within geographical knowledge and skills, building on previous knowledge, and supporting a depth of understanding of key concepts and themes.

Subject vocabulary (tier 2 and 3 words) is specifically taught, children learn the definitions, examples and apply (where appropriate) their knowledge. Geography is taught throughout the year within half-termly topics, progression is mapped to ensure coverage and the opportunity to revisit and apply skills and knowledge.





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Formative assessment is undertaken regularly during the teaching of a topic / skill which will impact teaching and planning.

Summative assessment can take the format of a quiz, knowledge cards, games or a more formal "assessment." Data will inform future planning and progression for the cohort.

Recap and revision sessions form part of morning starters.

Pupil voice is encouraged through completing of the 'learning intention' slip together with class discussions, this informs future planning and teaching of the topic/skill.



# Programme of Study: Geography



|                          | Early Years (Nursery & Reception)  |  | 7 Big Ideas  |
|--------------------------|--|--|--|
| <b>3 and 4 Year Olds</b> | <p><b>Mathematics</b></p> <p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.<br/>Describe a familiar route.<br/>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p><b>Understanding the world</b></p> <p>Draw information from a simple map.<br/>Recognise some similarities and differences between life in this country and life in other countries.<br/>Explore the natural world around them.<br/>Recognise some environments that are different to the one in which they live.</p> |  | <p><b>Space:</b> location<br/><b>Place:</b> what it is like? What happens there? What do we feel about the location / place?</p> <p><b>Scale:</b> local and continental<br/><b>Environment:</b> physical features<br/><b>Cultural awareness:</b> diversity</p> |
| <b>Reception</b>         | <b>Understanding the world</b>   | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>  | <p><b>Space:</b> location and layout<br/><b>Place:</b> what our and others emotional responses are<br/><b>Cultural awareness:</b> diversity, connections, values</p>   |
| <b>ELG</b>               | <p><b>People, Culture and Communities</b></p> <p><b>Natural world</b></p>  | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.<br/>Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p><b>Space:</b> location and layout<br/><b>Place:</b> what our and others emotional responses are<br/><b>Cultural awareness:</b> diversity, connections, values</p> <p><b>Environment:</b> physical features, change</p>                                      |

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### **National Curriculum: 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**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 KS1
- 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

|                                     | Year 1 & 2 – Key Stage 1 Geography Programme of Study |  |                         |  |
|-------------------------------------|---|--|-------------------------|--|
|                                     | Topic   | Year A   | Topic                   | Year B   |
| <b>Autumn 1 Driver - Play</b>       | Enchanted Woodlands                                   | <p><b>Making maps</b><br/>NC: use simple fieldwork and observational skills to study the geography of school and its grounds. Devise a simple map and use and construct basic symbols in a key.</p> <p><b>Place:</b> What is it like? How does it change? What is are our emotional response?</p>  | Memory Box              |  |
| <b>Autumn 2 Driver - Wonder</b>     | Muck, mess & mixtures                                 | <p><b>Christmas around the world</b><br/>Location of hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p><b>Scale:</b> continental / global</p>  | Moon Zoom               | <p><b>Locating continents and oceans</b><br/>Name and locate the world’s 7 continents and 5 oceans<br/>Name locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas<br/>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as other countries, continents and oceans studied.</p> <p><b>Space:</b> location <b>Scale:</b> continental / global</p> |
| <b>Spring 1 Driver - Insight</b>    | Towers  | <p><b>Amazing structures around the world: Towers and bridges</b><br/>Key human features: city, town, office, factory, village, farm, house, shop</p> <p><b>Environment:</b> human processes, actions features &amp; change</p>  | Dinosaur Planet         |  |
| <b>Spring 2 Driver - Risk</b>       | Wriggle & Crawl                                       | <p><b>Fieldwork &amp; mapping satellite images</b><br/>fieldwork and observational skills to study key human and physical features of our surrounding environment: Hopton.<br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features : Hopton.</p> <p><b>Scale:</b> local <b>Interconnections:</b> link between people and places<br/><b>Space:</b> location, patterns, layout</p> | Paws Claws and Whiskers |  |
| <b>Summer 1 Driver - Voice</b>      | Super heroes  |  | The Scented Garden      | <p><b>Flowers from around the world</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Suffolk) and of a small area in a contrasting non European country.<br/>Key physical features: forest, hill, mountain, soil, valley, vegetation, season, weather.</p> <p><b>Cultural awareness:</b> diversity</p>  |
| <b>Summer 2 Driver - Experience</b> | each mbers  | <p><b>Coastal features</b><br/>Key physical features, including: beach, cliff, coast, sea, ocean, river &amp; key physical features: harbour, port<br/>Identify seasonal and daily weather patterns in the UK</p>  | and Ahoy!               | <p><b>Using and making maps; Locational knowledge; Directions</b><br/>Use simple compass directions (north, south, east and west) and locational and directional language.</p> <p><b>Space:</b> location, network connections</p>  |



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## National Curriculum: Key Stage 2 [Green Yr 3&4](#) [Blue Y5&6](#)

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.

Pupils should be taught to:

### 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 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)

### 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 in [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 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
- 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

|                                     | Year 3 & 4 – Lower Key Stage 2: Geography Programme of Study |   |                  |   |
|-------------------------------------|--|---|------------------|---|
|                                     | Topic  | Year A  | Topic            | Year B  |
| <b>Autumn 1 Driver - Play</b>       | Potions  |   | Tremors          | <b>Human &amp; physical geography: Volcanoes &amp; earthquakes</b><br><b>Environment:</b> human and physical processes  |
| <b>Autumn 2 Driver - Wonder</b>     | Burps, Bottoms & Bille                                       | <b>Counties and cities in UK, human and physical characteristics, Major cities</b><br><b>Environment:</b> human and physical processes  | Tribal Tales     |   |
| <b>Spring 1 Driver - Insight</b>    | Traders & Raiders  |   | I am a warrior   |   |
| <b>Spring 2 Driver - Risk</b>       | Blue Abyss   | <b>Locational knowledge – seas and oceans, Position – key definitions: longitude, latitude, equator, tropics, hemispheres and time zones</b><br>fieldwork and observational skills to study key human and physical features of our surrounding environment: Hopton<br><b>Scale:</b> local <b>Interconnections:</b> link between people and places | Misty Mountains  | <b>Locational knowledge – hills and mountains, Physical geography – mountains</b><br><br>Comparing different geographical locations<br><b>Environment:</b> physical processes <b>Cultural awareness:</b> link between people and places, compare and contrast |
| <b>Summer 1 Driver - Voice</b>      |  |   | Predator         | <b>Place knowledge: compare a region of UK with South America</b><br><br><b>Geographical skills and fieldwork</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied                                  |
| <b>Summer 2 Driver - Experience</b> | Flow   | <b>Physical geography – river systems, using maps, fieldwork, the water cycle</b><br>Key physical features, including: beach, cliff, coast, sea, ocean, river & key physical features: harbour, port  | Gods and Mortals |   |



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| Year 5 & 6 – Upper Key Stage 2 Geography Programme of Study |                   |  |                          |   |
|---|-------------------|--|--------------------------|---|
|   | Topic             | Year A   | Topic                    | Year B  |
| <b>Autumn 1 Driver - Play</b>                               | A child's war     | <b>Human geography; cities of the UK, countries and cities of Europe</b><br><b>Interconnections:</b> links between features, places events and peoples   | Pharaohs – ancient Egypt | <b>Human &amp; physical geography:</b> economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><b>Interconnections:</b> links between features, places events and peoples  |
| <b>Autumn 2 Driver - Wonder</b>                             | Alche my Island   |  | Tomor row's World        |   |
| <b>Spring 1 Driver - Insight</b>                            | Darwin's delights | <b>Geographical similarities and differences; Galapagos Islands (study of a region in South America)</b><br><b>Cultural awareness:</b> diversity, disparity, social identity, values   | Stargazer                |   |
| <b>Spring 2 Driver - Risk</b>                               | Blood Heart       |  | Hola Mexico              | <b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of UK and North America<br><b>Place:</b> knowledge of location, our responses to it<br><b>Cultural awareness:</b> comparisons of similarities and differences, ability to explain impacts physical and human geography |
| <b>Summer 1 Driver - Voice</b>                              | Allotment         | <b>Physical geography:</b> climate zones, biomes and vegetation belts Farming in the UK & around the world: land-use patterns; and understand how some of these aspects have changed over time<br><b>Environmental impact:</b> interactions, connections, change | Off with her Head        |   |
| <b>Summer 2 Driver - Experience</b>                         | Scream Machine    |  | ID                       | <b>Human &amp; physical geography:</b> 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   |