'Let your light shine' Matthew 5:16

Geography Curriculum Purpose and Rationale

'At Hawkesley, we say to our children to *'let your light shine.' (Matthew 5:16).* In order to do this, we provide a knowledge rich curriculum. The bible says, 'For wisdom is better than rubies…' Proverb 8:11. We believe that through the accumulation and application of knowledge, children are equipped to experience, '*life in all its fullness' (John 10:10). '*

Taken from the Hawkesley Curriculum Vision Statement

Curriculum Purpose: Why study Geography?

Why do learners at Hawkesley Church Primary Academy need to study Geography?

At Hawkesley Church Primary Academy, we believe that Geography motivates and inspires our children to find out about the amazing world that surrounds them. Geography enables children to become global and sustainable citizens who are aware of the world we live in and can take an active part into contributing and protecting the world as they grow up. It also teaches children locational knowledge, place knowledge, human and physical geography and geographical and fieldwork skills starting them and their immediate locality before branching out and examining other parts of the world. This helps to develop children's curiosity in both their immediate surroundings and places and environments in the wider world whilst also developing the skills necessary to interpret what they see and seek answers to further their knowledge and understanding.

What are the aims for the Geography curriculum? (i.e. what do we want learners to be able to know and do by the time they leave Hawkesley Church Primary Academy?

- To understand the physical and human features of a range of locations across the world and how they have changed over time
- To make connections with history and understand how a country's natural resource often shapes their society, culture and relationship with the rest of the world
- To be able to interpret a range of geographical information such as maps and diagrams

National Curriculum

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information

Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Which values underpin the curriculum content?

Community – pupils ask and answer questions about a range of countries and communities around the world.
Respect – pupils to have a respect for their environment and people from a range of communities and cultures.
Joy – pupils to have opportunities to appreciate the joy and wonder of the world.

How are British Values taught from Geography?

At Hawkesley Church Primary Academy, pupils are taught about British Values through Geography by learning about a variety of diverse communities. For example, in the Year 6 topic 'Fight for your Rights' children learn about Africa and develop an understanding of fair-trade promoting tolerance and partnership within local and wider communities.

Which links to careers can be made within the Geography curriculum?

- Town/country planner
- Planning and development surveyor
- Oceanographer
- Nature conservation officer
- Ecologist
- Farm manager
- Tourism officer
- Transport planner
- Travel consultant
- Pilot
- Air traffic controller

Curriculum Rationale: Why study Geography in this way?

Why has the specific knowledge been selected?

The knowledge has been selected to provide a clear vehicle for the topics covered. This supports children to be able to make links between their learning from one topic, and year group to another, as well as use this knowledge to make connections with the present day and their own lives. Each thread within the geography curriculum builds up over time and is covered in every year group.

Why is it taught in the order that it is?

The Geography curriculum has been developed so that children are building upon prior knowledge with the opportunity to know and remember more about locational knowledge, place knowledge, human and physical features and geographical skills. Starting in EYFS children learn about the natural world and their immediate environment. Within Key Stage 1, children learn about the United Kingdom in detail before moving on to learn about the seven continents and seas. In Lower Key Stage 2, this knowledge is built on through a more in depth study of the United Kingdom and using geographical skills to identify the human and physical features of Birmingham before introducing more challenging concepts. In Upper Key Stage 2, children are then able to apply this knowledge to compare the United Kingdom with other areas of the world.

How are Geography lessons delivered at Hawkesley?

Each unit of work has a comprehensive plan which breaks down the aims of the unit into a sequence of teaching points. MTPs cover the national curriculum objective, vocabulary, misconceptions, progression vertically and horizontally and the Big Picture. All this enables teachers to clearly see where the knowledge started, where it is going and how to address any misconceptions that are likely to arise. Each unit also has re-teach and retrieval opportunities planned into them in order to make sure all children obtain and retain all teaching points.

What is the impact?

Children are equipped with geographical knowledge and skills to support them in interpreting what they see around them and consider their role as global citizens who are aware of the world we live in and the positive impact they can have in supporting different communities around the world. It also enables children to be curious geographers who understand the current human and physical challenges and to appreciate their role in ensuring a sustainable future.

Geography Curriculum Aims (end-points)

What are the aims, end-points, of specific stages of the curriculum?

EYFS

This information demonstrates which early years outcomes are prerequisite skills for geography within the national curriculum.

The most relevant early years outcomes for geography are taken from the following areas of learning:

Understanding the World - ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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, drawing on their experiences and what has been read in class;

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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 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.

Key stage 2

- 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 within 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 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.


LET YOUR LIGHT SHINE