



Geography Curriculum Statement of Intent

At Newton Hill we offer a high quality, engaging geography curriculum which is taught in context through our cross-curricular approach to learning. The curriculum offer has been mapped out in order to ensure progression of the four key geographical concepts across year groups and key stages.

While at Newton Hill, children learn to become proud of their local community and the part they play in the diverse world around them. We will inspire pupils to become curious and fascinated about the world around them and the opportunities and possibilities this could bring them in their future.

Wherever possible, our geography curriculum is enhanced by trips, visitors and residential as this provides the real-life experiences needed for our children and helps bring the curriculum to life. It is fundamental that children have the opportunity to consolidate their learning within geography through a number of subjects. This allows key vocabulary to be referred to regularly which in turn supports children's retention and allows them to apply their geographical knowledge in a range of ways leading to a deeper understanding of the subject.

Locational Knowledge - In Early Years, children begin to ask questions about where they live and become familiar with local landmarks. They discuss special places to them and where they are found. Children are exposed to different locations in the world through stories and children's own experiences of travel and holidays. Furthermore, exploring different animals that are located on certain countries and where those countries are by using a map. This is extended in Key Stage 1 where children travel to the 7 continents and through the 5 oceans giving them a sense of the world around them. Here, children also build upon their understanding of where they live looking beyond Wakefield and focusing on the countries that make up the United Kingdom and their capital cities. In Lower Key Stage 2, their knowledge of countries within the United Kingdom are recapped and built upon by becoming aware of the different cities and regions throughout the U.K. In this key stage, children continue to develop their knowledge of key topographical features through their study of rivers around the world. In Upper Key Stage 2, children locate key countries on various continents. On their around the world adventures, children locate key countries around the world noting their grid references from a map. Children also draw upon their map skills by locating countries based on lines of longitude and latitude and consider time zones, tropics and hemispheres. In this key stage, children form comparisons of Wakefield over time.

Place Knowledge - In Early Years, we ensure children become familiar with their local environment and where they live by introducing observation skills linked to seasonal changes. Children will discuss the different place you can live and the types of home they can have. This is built upon in Key Stage 1 where children are able to study the similarities and differences between a UK city and one in Australia. In Lower Key Stage 2, the children's prior understanding is drawn upon

when comparing and contrasting within the UK (Wakefield and York) and comparing and contrasting the UK region of York with a region within a European country (Bergen, Norway). In Upper Key Stage 2, children build upon their place knowledge by studying the wider world around them, in particular regions within Africa and America. This key stage then compares Yorkshire over time and all the county has to offer.

Key questions to enable us to 'think like a geographer'

KS1 - Can you identify where a place is? Can you describe the location of a place using directional language?

KS2 - Can you identify where a place is? Can you use positional language? Can you name the 7 Continents and 5 Oceans? Can you name the countries of the UK? Can you locate various European countries? Do you know the topographical features of the UK?

Human and Physical - Within Early Years, children explore the natural world and develop an interest in physical changes (seasons) which take place in their local environment. Children in Key Stage 1 build upon this knowledge by identifying seasonal and daily weather patterns of the U.K. as well as locating hot and cold areas of the world. During this key stage, children's geographical vocabulary is extended in relation to human and physical features. In Lower Key Stage 2, children develop a deeper understanding of the vocabulary learnt in Key Stage 1 regarding mountains, volcanoes, rivers and rainforests. In Upper Key Stage 2, children study earthquakes, rivers and the water cycle. Throughout the key stage, children learn about natural resources, climate zones and biomes. Furthermore, children compare the physical and human characteristics and the impact of human activity in different areas and focus on key geographical features e.g. climate zones, biomes, human and physical features, time zones, the position of countries and key rivers.

Key questions to enable us to 'think like a geographer'

KS1 - What might influence people to move to or leave a location? Can you compare the physical and human features of different locations?

KS2 - What might influence people to move to or leave a location? What does population mean? Can you compare the physical and human features of different locations? What is the structure of the Earth? Can you explain the water cycle? Can you name the different climate zones and biomes?

Geographical Skills - In Early Years, children begin to draw information from simple maps focusing on their classroom environment. Children develop the skills to produce a simple map of what they can see. Throughout their time, they will be encouraged to use and develop simple positional, directional and distance language to describe items in the classroom. In Key stage 1, using maps and simple keys, atlases, globes and aerial photographs children begin to have an understanding of

the school grounds and further, where countries of the UK and continents and oceans of the world are located. They also begin to use compass directions, the Equator line and locational and directional language. This is consolidated with the introduction of our 'Where in the World' initiative, whereby every half term the children are given clues to discover which country we are visiting. Skills are continued to be built upon when children in Lower Key Stage 2 use atlases and globes to assist them in locating different locations studied such as countries within the UK and Europe and others across the world. The children begin to use eight points of a compass in their travels around Europe. In Upper Key Stage 2, the children continue to develop their use of maps (digital and paper) with the use of Ordnance Survey maps symbols and keys, atlases and globes to locate the countries they are learning about.

Key questions to enable us to 'think like a geographer'

KS1 - Can you use directional language to describe locations and features? Can you use maps, globes and atlases to identify locations? Where and what is the equator? Can you create your own map of a location using symbols?

KS2 - What are the different sections of the earth? What are the different hemispheres? How do you use lines of longitude and latitude? Can you use maps, globes and atlases to identify locations? Can you create your own map of a location using symbols? Can you use a compass? Can you locate a place using grid references?

Through their Eyes (Fieldwork) - Early Years children develop an early interest in nature in their local environment such as where insects are found. Children observe their immediate classroom environment to allow simple fieldwork to take place. In Key Stage 1, the children build upon this knowledge by using simple fieldwork and observational skills to help them when devising simple maps of their local area. They also begin to use compass directions and locational and directional language when find hidden objects and landmarks within the school grounds. In Key Stage 2, we explore the wider local area. Using our geography enquiry booklet, we set an hypothesis to explore. The children collect primary data using traffic and pedestrian counts, a land-use survey chart and maps to analyse their route.

Key questions to enable us to 'think like a geographer'

KS1 - Can you create a map of your school? Can you recognise landmarks in the local area?

KS2 - Can you use maps (printed and digital) to plan and hypothesise an investigation? Can you collect data (observe, measure and record), analyse and present your findings? Can you make conclusions and evaluations about your investigation?