



Subject Information:

# Geography at Oxenhope C of E Primary School

# How we teach Geography at Oxenhope C of E Primary School

## Subject Intent

### What do we want to achieve with our Geography curriculum?

We believe that our carefully sequenced Geography curriculum provides our learners with every chance and opportunity to gain a coherent knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The children use this knowledge, understanding together with learnt vocabulary in practical and cross-curricular contexts which they can relate to. Knowledge about the world supports learners in deepening their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our learners are supported in developing their Geographical knowledge, understanding and skills by being given opportunities to explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Oxenhope we nurture a curiosity about the world and the people who live there. We instil an understanding about learning about caring for the environment for future generations and we believe learning about the world from an appreciation of one's own environment is the starting point of this.

## Subject Implementation

In Reception, Geography focuses on our local area (Oxenhope and their home) and the comparisons to other countries (Through the wonderful world theme). Learning focuses on different environments, people and climates. Learners are engaged through awe and wonder, following book characters who travel around the world. The children are also engaged by the class mascot who travels around the world with volunteers and sends back photographs and letters.

As the children move into KS1 we continue to build on their knowledge and understanding of the world and once again focus on their locality and the UK and the wider world. This gives children the opportunity to deep knowledge and become more efficient at geographical skills. Learners understand basic subject specific vocabulary relating to human and physical geography and are introduced to geographical skills, including first-hand observation, to enhance their locational awareness.

In KS2, learners extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Learners develop an understanding of the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

All learners take part in all aspects of our curriculum; our Geography curriculum aims to make a difference in each learner's life by providing knowledge and experiences that they may not have access to outside of school. Giving them experience of other cultures, people and places. We open the children's eyes to the world and support them in asking questions.

We enhance our geography curriculum through school visits and visitors. Each child will experience visits to their locality, a city, the coast, a river, a reservoir, a cave, a mountain, a hill, a moor and a fell during their time at Oxenhope. We also offer outdoor forest school learning as part of our geography curriculum which supports orienteering, map work and a love of nature and conservation.

Our assessment of Geography is robust, as we use the progression statements below to support both planning and assessment within each year group. These statements carefully weave together the knowledge, skills and understanding which we believe our learners require in order to become successful geographers of the future.

#### Subject Impact

Learners will:

- know more, remember more and understand more about geography
- gain the knowledge, skills and understanding which are necessary to become successful geographers of the future
- understand the geography of their local area
- understand their wider world and the implications that we as citizens have on it
- The majority of learners will achieve or exceed age related expectations in Geography

The Geography Curriculum at a Glance – Years 1 -6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fun at the farm	Jesus is my superhero	In the deep, dark, wood	Fly me to the moon!	London Calling	Scottish Adventures
	<p>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</p> <p>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</p>	<p>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</p>	<p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>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</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

Year 2	Wild Weather	A gift to the world	Time Travellers	Tomb Dig	Land ahoy!	A child's war
	<p><u>Human and physical geography</u></p> <p>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</p>	<p><u>Geographical skills and fieldwork</u></p> <p>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</p>	<p><u>Human and physical geography – linked to science</u></p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><u>Locational Knowledge</u></p> <p>name and locate the world's seven continents and five oceans</p> <p><u>Place knowledge</u></p> <p>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</p>	<p><u>Geographical skills and fieldwork</u></p> <p>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</p> <p><u>Human and physical geography</u></p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><u>Human and physical geography</u></p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>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</p>
Year 3	Great Engineers	Misty Mountains	Through the ages	Tremors	I Claudius	Eastern Adventure
	<p><u>Geographical skills and fields work</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational Knowledge</u></p>	<p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Locational Knowledge</u></p> <p>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</p>	<p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Locational Knowledge</u></p> <p>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,</p>	<p><u>Human and physical geography</u></p> <p>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</p>

	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		patterns; and understand how some of these aspects have changed over time  <u>Geographical skills and field work</u>  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		countries, and major cities  <u>Place Knowledge</u>  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	
Year 4	A village of Faith	Christmas Love	Norman Invasion	Ocean Roar	Route 66	Traders and raiders
	<u>Geographical skills and fieldwork</u>  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs  <u>Human and physical geography</u>  Human geography including different types of settlement	<u>Human and physical geography</u>  Human geography including different types of settlement and land use including trade links and the distribution of natural resources including energy, food, materials and water  Focus on Oxenhope's community settlement – occupations	<u>Human and physical geography</u>  Human geography including different types of settlement and land use including trade links and the distribution of natural resources including energy, food, materials and water  Focus on the Anglo-Saxon settlement in the UK	<u>Locational Knowledge</u>  Name and locate countries and the cities of the UK geographical regions and identify human physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land use and understand how some of these have changed over time  <u>Human and physical geography</u>	<u>Locational Knowledge</u>  locate the world's countries, using maps to focus and North 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	<u>Human and physical geography</u>  Human geography including different types of settlement and land use including trade links and the distribution of natural resources including energy, food, materials and water  Focus on Viking trading and settlement

	<p>Focus on Oxenhope's physical geography</p> <p>Focus on community settlement – faith based and places of worship</p>			<p>Physical geography including rivers, mountains and the water cycle</p> <p>Focus on the UK coastline and rivers and the water cycle</p>	<p>European country, and a region within North America</p> <p>Focus on northern America</p>	
Year 5	<p>Plague and Pestilence in the village</p>	Off with her head	Revolution	Sun Worshipers	African Safari	Greek Quest
	<p><u>Geographical and fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Focus on – Changes in Oxenhope's landscape since medieval times and using maps</u></p>	<p><u>Locational knowledge</u></p> <p>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> <p><u>Focus on – changes in Britain since Tudor times</u></p>	<p><u>Locational knowledge</u></p> <p>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> <p><u>Focus on – changes in Britain since Victorian times</u></p>	<p><u>Locational Knowledge</u></p> <p>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</p> <p>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</p>	<p><u>Human and physical geography</u></p> <p>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</p> <p><u>Focus on Africa</u></p>	<p><u>Place Knowledge</u></p> <p>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> <p><u>Focus on Greece</u></p>

				zones (including day and night) <u>Focus on - South America</u>		
Year 6	Beyond our Village	Christmas Truce	Pushing the limits	Speed of light	Make us proud	
	<u>Geographical Skills and fieldwork</u> Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods including sketch maps, plans and digital technology  Use maps atlases and globes and digital computer mapping to locate countries and describe features found	<u>Locational knowledge</u> Locate the worlds 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	<u>Locational Knowledge</u> 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)	<u>Geography Week – Rivers</u> Where does water come from? - Locate the Greenwich meridian and time zones on a map - Compare the usage of the river Ganges in India and the river Aire  - To understand and identify the main physical features of rivers within each of its courses  - To understand why rivers flood and research the effects of flooding  - To revise the key topographical features of an atlas  - To complete a river study	<u>Geographical skills and field work</u> 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	