



Subject: Geography

Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

At Keir Hardie Primary School, we use geography to celebrate the diverse backgrounds from our local community whilst ensuring inclusion for all. We understand and value the importance of cultural capital and this is developed through planning an exciting range of educational visits from EYFS to Y6 that are inclusive of all pupils' backgrounds to expose them to the wider world, promote curiosity and fascination within their learning and to prepare them for their next stages of life which enables them to deepen their understanding of the Earth's key physical and human processes.

Intent	Implementation	Impact
<p>At Keir Hardie Primary we aim to provide a high quality geography curriculum that is designed to develop all pupils' learning in the basic building blocks to developing in depth knowledge.</p> <p>Through our ambitious curriculum we ensure that all pupils develop substantive knowledge of; locational and place knowledge, human and physical processes and geographical skills and fieldwork which leads to pupils developing their disciplinary knowledge of 'thinking like a geographer'.</p>	<p>To achieve our Intent, our geography curriculum is based on the National Curriculum and has been designed to build on substantive knowledge (locational and place knowledge, human and physical processes and geographical skills and fieldwork) in order to further develop disciplinary knowledge.</p> <p>Our pupils learn geography using the experiential outside the classroom as well as use</p>	<p>Outcomes in pupils' books show that pupils are making good progress in their knowledge and skills within our geography curriculum.</p> <p>The development of geographical vocabulary continues to develop as well as the cross curricular links with other subjects linking our Keir Hardie curriculum together.</p> <p>Our pupils appreciate their role as global citizens by learning about and taking an active interest</p>

<p>Our geography curriculum promotes cross curricular links such as reading; in supporting pupils by exposing them to a wider range of vocabulary that progresses through the key stages.</p> <p>Our aim is to inspire all pupils to develop a greater sense of the world through connecting knowledge, people, locations, processes and environments. We want to expose our pupils' and develop their cultural capital experiences to prepare them for life in modern Britain and the 21st century.</p> <p>Our geography curriculum will enable our pupils to become better global citizens, champion global issues, respect diversity and appreciate their moral duty to make our world a better place.</p> <p>Above all else, we aim to promote curiosity in pupils including those who come from disadvantaged backgrounds or who have SEND in order to gain a real sense of curiosity to find out about the world and people who live there.</p>	<p>the resources in our local community which is progressive from EYFS to KS2. This includes:</p> <p>Learning within the local community, local walks within the community, redevelopment of the local area, comparing localities, residential to experience outdoor learning and sustainability awareness.</p> <p>Through our well sequenced learning journeys, lessons are taught half termly (1 hour a week) and are carefully planned to ensure the children are taught the skills and content for their age range. Each year, children progressively learn more about the UK as well as a contrasting place in another location, country/continent.</p> <p>Our pupils learn key geographical vocabulary, develop their oracy, and learn about different places, human and physical processes and the key skills and fieldwork. In lessons, pupils use digital resources like the VR and Now Press Play headsets to immerse themselves in geography. Computing programmes such as; Google maps, Google Earth, Digimaps, maps, globes, online resources such as Oddizzi, compasses and atlases are used to support and enrich the teaching and learning of geography.</p>	<p>in global issues such as climate change, pollution and sustainability.</p> <p>Our pupils have a lifelong thirst for knowledge that prepares them for future learning and the understanding of what it means to think like a geographer. They enjoy exploring, researching and raising questions that help them to gather more information about people and places.</p> <p>Displays around the school capture geography and curiosity of our pupils. Overall, geography is a subject that our pupils enjoy. A student recently said <i>"learning about different environments makes me want to find out more"</i>.</p>
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	<p>Pupils understand what it means to be a global citizen through environmental issues and contributing to community events. When opportunities arise we embark on special projects where we collaborate with schools' in other countries to work on common themes within the environment.</p>	
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Subject Coverage

	Autumn	Spring	Summer
EYFS	<p>Ourselves and our Community: <i>Create a sense of the world around us through learning about our local community. Looking at simple maps and beginning to draw information from them.</i></p> <p><u>Climate Education</u></p> <p><i>Early Years Foundation Stage 2022-2023</i></p>	<p>Animals: <i>Looking at animals and their habitats. Learning about different animals and their preferred climate. Learning about British animals.</i></p> <p><u>Climate Education</u></p> <p><i>Early Years Foundation Stage 2022-2023</i></p>	<p>Growth and Change: <i>Looking at seasonal changes and changes in the weather.</i></p> <p><u>Climate Education</u></p> <p><i>Early Years Foundation Stage 2022-2023</i></p>
	<p>Marvellous Me: <i>Looking at our homes and comparing them to others. Looking at our countries of origin and celebrating our different cultures.</i></p>	<p>Hot and Cold: Learning about climates in different places <i>Hot and Cold: Learning about climates in different places, looking</i></p>	<p>We Are Explorers <i>Looking at maps, oceans, sea life and journeys. Explore the local environment.</i></p>

	<p><u>Climate Education</u></p> <p>Early Years Foundation Stage 2022-2023</p>	<p>at the continents and recognising our place in the world.</p> <p><u>Climate Education</u></p> <p>Early Years Foundation Stage 2022-2023</p>	<p><u>Climate Education</u></p> <p>Early Years Foundation Stage 2022-2023</p>
Year 1	<p>Geographical skills and fieldwork: <i>My School, My Neighbourhood.</i></p> <p><u>Climate Education:</u> <u>Litter picking</u></p> <p>NC: describe the location of features and routes on a map.</p>	<p>Locational and place knowledge: <i>The United Kingdom.</i></p> <p>NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p>Human and physical geography: <i>UK/Non European country comparison.</i></p> <p><u>Diversity:</u> <u>Carnival (England and Scotland)</u> <u>Cultural Capital</u></p> <p>NC: use basic geographical vocabulary to refer to key physical and human features.</p>
Year 2	<p>Geographical skills and fieldwork: <i>Comparing Keir Hardie to Lambourne End.</i></p> <p>NC: 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>Locational and place knowledge: <i>The world's 7 continents and 5 oceans.</i></p> <p><u>Climate Education:</u> <u>Ocean Pollution</u></p> <p>NC: 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.</p>	<p>Human and physical geography: <i>Locations in the southern hemisphere.</i></p> <p><u>Diversity:</u> <u>Carnival (South Africa and Australia)</u></p> <p>NC: 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>
Year 3	Geographical skills and fieldwork:	Locational knowledge:	Place knowledge:

	<p><i>Building knowledge of the United Kingdom.</i></p> <p>Climate Education: Food waste</p> <p>NC: 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.</p>	<p><i>Human and physical characteristics of the United Kingdom.</i></p> <p>NC: 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><i>United Kingdom and a region in a European country (carnival).</i></p> <p>Diversity: Carnival (Italy and Canada)</p> <p>NC: locate the world's countries, using maps to concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>
Year 4	<p>Geographical skills and fieldwork: <i>The Equator study.</i></p> <p>NC: 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).</p>	<p>Human and physical geography: <i>The water cycle.</i></p> <p>Climate Education: Global Warming</p> <p>NC: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Locational and place knowledge: <i>Locate the world's countries (Europe and America).</i></p> <p>Diversity: Carnival (Greece and Bangladesh)</p> <p>NC: 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>
Year 5	<p>The Green School Project - Zero Carbon School's.</p>	<p>Human geography: <i>Describe key aspects of local human geography</i></p>	<p>Locational knowledge: <i>Explore latitude, longitude and the Equator.</i></p> <p>Diversity: Carnival (Ghana and Nigeria)</p>

		NC: 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.	NC: 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).
Year 6	<p>Geographical skills and fieldwork: Comparing Canning Town (England) with Aberdovey (Wales).</p> <p>Climate Education: Cop 29</p> <p>NC: 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>Human geography: Human activities and the climate.</p> <p>NC: 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.</p>	<p>Locational knowledge: Time zones.</p> <p>Diversity: Carnival (India and Brazil)</p> <p>NC: 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).</p>
Enrichment/Cultural Capital			
Local walks, Lambourne End, Cody Dock, River Thames, Newham Community Hub, Stratford Olympic Village, Residential visit to Fairplay House (Maldon), Residential visit to Aberdovey (Wales), Kenya Water Project/Ghana Water Project, Morrison's sustainability drive (through school council), Margate beach, Freshwater Theatre Company Workshops, Now Press Play, VR Headsets, Oddizzi online resources, Google Maps/Google Earth, Digimaps, BBC Bitesize/ BBC Teach, Subject specific curriculum books.			

EYFS Essential Knowledge
Create a sense of the world around us through learning about our local community. Looking at simple maps and beginning to draw information from them.

Looking at our homes and comparing them to others. Looking at our countries of origin and celebrating our different cultures.

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

Identify land use around the school.

Devise a simple map; and use and construct basic symbols in a key.

Year 1 Essential Knowledge

Describe geographical aspects of 'My School, My Neighbourhood'.

Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.

Compare settlements within the United Kingdom with another non European country (carnival).

Year 2 Essential Knowledge

Devise a simple map; and use and construct basic symbols in a key. Use simple directional language and compass points (linked to Lambourne End).

Name location and the world's 7 continents and 5 oceans. Use world map atlases and globes.

Use basic geographical vocabulary to refer to and describe key physical and human features of locations.

Year 3 Essential Knowledge

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Year 4 Essential Knowledge

Name and locate the Equator.

Describe key aspects of the water cycle.

<p><i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</i></p> <p><i>Name and locate the countries of Europe and identify their main physical and human characteristics.</i></p>	<p><i>Name and locate the countries of Europe and America and identify their main physical and human characteristics.</i></p>
Year 5 Essential Knowledge	Year 6 Essential Knowledge
<p><i>Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</i></p> <p><i>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</i></p>	<p><i>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features to compare Canning Town (London) with Aberdovey (Wales).</i></p> <p><i>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</i></p> <p><i>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</i></p>