

Horn's Mill Geography Curriculum

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography' Michael Palin

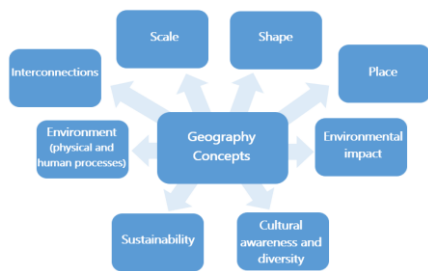
Curriculum intent:

At Horn's Mill, we aim to provide a progressive and purposeful geography curriculum that excites and enthuses our developing geographers. We understand the importance of using high quality texts to engage and support the understanding of difficult concepts. Our geography curriculum incorporates the use of these texts to explore new concepts as well as making links across other subjects. As part of a transition project with our feeder high school and geography experts, we planned our curriculum offer alongside one another based on high school expectations of their geographers when transitioning to high school.

The geography curriculum at Horn's Mill aims to be fully inclusive for all. As geographers, children will be inspired and curious about the world in which they live. Our aims of the curriculum are to fulfil the National Curriculum for geography and should provide our children with knowledge about the diverse people, places, resources and natural and human environments. It will aim to provide a broad and balanced coverage of essential skills and knowledge, progressive understanding and development of geographical concepts, and for all children to develop a love for geography. As key concepts are revisited and consolidated in different year groups, children's skills will progress throughout the school and their depth of understanding will develop year upon year.

Teaching should equip pupils with knowledge about their locality, including the study of their local area of Helsby and Cheshire. We aim to allow children to explore what makes our locality unique and allow them to develop a strong sense of self and where they are in the world. Our fieldwork curriculum has been planned alongside high school geography staff and can be found on our separate fieldwork curriculum document.

When developing our curriculum, we also wanted children to develop a secure locational knowledge of where they live and the rest of the UK as this was an area which high school said children struggled most with. We created progressive teaching to secure children's locational knowledge of the UK, which begins from Early Years, and knowledge is added to year on year. Further details of this can be found on our 'Progression of Locational Knowledge' document.



Geographical concepts explored through our curriculum:

Scale; space; place; interconnections; environment (physical and human processes); environmental impact; sustainability; cultural awareness and diversity.

Early Learning Goals

EYFS

Understanding the World:

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Context for learning and **key vocabulary**

EYFS adapt their curriculum offer based on children's interests throughout the year so this is not all they will cover in Understanding the World. The curriculum links below support geographical progression across their time with us and ensure that they have positive geography experiences from the beginning that enable them to progress onto the National Curriculum.

<ul style="list-style-type: none"> 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><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>Using discussions around weather, EYFS will develop their knowledge of physical geography and different types of weather including: wind, rain, snow and sun through stories and observations of their environment. They will experience weather first-hand throughout the seasons.</p> <p><i>What are our favourite places around school?</i></p> <p>Taking a walk around the school grounds, EYFS will explore their special places. Use ‘special places in the school grounds activity’ saved on server. They will photograph their special place and a class book will be created. At the end of the year, EYFS will reflect and think of memories that have happened throughout their school year around the school grounds. Using sticky notes, they will take a walk around school, adding memories to their special places, e.g. ‘Here I won the sack race’, etc. Back in the classroom, look at an aerial map of the school grounds. Can they locate the places you visited around school? Draw a simple map of the school grounds together. Using images taken over the year of ‘special memories’, place these images on the simple map in the location around school that they happened.</p> <p><i>Where do we live?</i></p> <p>Using <i>Google maps</i>, explore our world. Identify the water and the land. What colours are the sea and land? Discuss the land and why they are different colours e.g. white, green, brown. Link this to our knowledge of weather. Use the text ‘The Street Beneath our Feet’, to explore & promote discussion about our world further. Link parts of the world, to other learning throughout the year.</p> <p><i>What is life like in another country?</i></p> <p>Compare what life is like in another country compared to ours. Compare weather and any other visual physical differences children identify. This may be done when reading class stories/texts, whole school themed curriculum days and from children’s interests that are observed in the environment, linked to each EYFS cohort.</p> <p><i>What animals & plants can we see?</i></p> <p>Linked to work on seasonal changes, discuss and observe animals and plants we may see in each particular season. Complete environment walks, drawing pictures of the different animals and plants that we see using pencils/clipboards. Using the text ‘<i>The Leaf Thief</i>’ during the Autumn, ‘<i>Stickman</i>’ during the Winter season and ‘<i>Hattie Peck</i>’ during Spring, to enhance understanding of what we see in the natural world around us further.</p> <p><i>Home, house, building, caravan, trailer, live, water, city, country, town, village, farm, weather, land, sea, Helsby, England, world, Earth, wind, rain, snow, sun, week, wet, dry, hot, cold, map, animals, plants, street, road, field, woodland, weather, seasons, school grounds, path, park, address, place of worship, beach, pond, natural world, map, aerial view, local, place, globe, world, countries, explore, observe, travel, outdoors, similarities, difference.</i></p>	
<p>National Curriculum Knowledge</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Locational Knowledge:</p>	<p>Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)</p>	
<ul style="list-style-type: none"> Name and locate the world’s 7 continents and 5 oceans 	<p>See progression of locational knowledge document:</p> <p>Following from EYFS, continue to develop understanding of seas and oceans. Learn about the 5 oceans.</p>	<p>See progression of locational knowledge document:</p> <p>Following from Year 2, the 7 continents will be taught.</p> <p><i>Equator, North Pole, South Pole, poles, local, distant, continents, North America, South America, Europe, Asia, Africa, Oceania,</i></p>

	<i>land, sea, ocean, water, Pacific, Atlantic, Arctic, Indian, Southern</i>	<i>Antarctica, landscape, environment, aerial photograph, village, town, flag, scale/size</i>
<ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas 	<p>See progression of locational knowledge document: Developing on from learning in EYFS, develop understanding of our world being made of land and water. Locate and identify the 4 countries and seas. Locate where we live (Helsby) <i>United Kingdom, England, Scotland, Wales, Northern Ireland, English Channel, Irish Sea, Celtic Sea, North Sea, village, surrounding seas, country, globe, atlas</i></p>	<p>See progression of locational knowledge document: Following from Year 1, the capital cities and landmarks will be taught. <i>London, Cardiff, Edinburgh, Belfast, border, underground, visit, tourist, bridge, crossing, environment, port, harbour, capital city, Helsby, landmark names (as detailed in locational knowledge doc)</i></p>
Place Knowledge	Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)	
<ul style="list-style-type: none"> 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><i>How is the village of Helsby different or similar to the town of Pointe-a-Pierre in Trinidad?</i> Using the book 'Coming to England', compare and contrast our local area of Helsby to Pointe-a-Pierre in Trinidad. Look at what is the same and what's different. See unit planning saved on server. <i>hill, sea, ocean, season, weather, town, village, farm, house, country, far, distance, same, different, environment, climate, direction, characteristics, building, bungalow, transport, junction, coast, woodland, forest, hill, mountain, beach, ocean, sea, river, soil, veranda</i></p>	
Human and Physical geography	Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)	
<ul style="list-style-type: none"> 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><i>How does the weather in Helsby change over the year?</i> Using Science learning around 'Seasonal Changes', identify seasonal and daily weather patterns in our local area across the year. <i>Season, weather, hail, fog, year, month, summer, winter, spring, autumn, patterns, temperature</i></p>	<p>Linking with learning in history about significant explorers, look at where they visited in relation to the hot and cold areas of the world. See history unit planning on explorers (this is linked in). See progression of locational knowledge document: Following on from learning about the continents and oceans, locate the equator and the poles. <i>Equator, Poles, North Pole, South Pole, temperature, landscape, environment, desert, cliff, hill, river, vegetation, coast, mountain, beach, forest, city, underground, explorer, equator, seasonal, cliff, coast, valley</i></p>
Geographical skills and fieldwork	Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)	
<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its 	See progression of locational knowledge document	<p>See progression of locational knowledge document: <i>Globe, atlas, Google Earth, aerial view, bird's-eye view, map</i></p>

countries, as well as the countries, continents and oceans studied at this key stage		<i>See other key vocabulary in locational knowledge</i>
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End points for Geography in KS1
 After each unit of learning, children will complete an end point activity that demonstrates the knowledge that they have retained. Children will demonstrate their understanding of the key vocabulary (coloured in red on our curriculum) verbally and/or in written form.

National Curriculum Knowledge	Year 3	Year 4	Year 5	Year 6
Locational Knowledge:	Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)			
<ul style="list-style-type: none"> 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><i>Is Europe the same all over?</i> Focus on the continent of Europe and its landscape. Link with previous history learning on different civilisations and the Roman Empire - focusing on the different territories throughout Europe: major countries and cities.</p> <p><i>European country names and capital cities, Landscape, Europe, European, border biomes/vegetation belts (forest, savannah, grassland, desert, tundra, woodlands, coniferous and deciduous forest), Mediterranean, mountainous, desert, mountains, river features (e.g. tributary, confluence, meander ox bow estuary, mouth source), change, effect, interconnected, change over time</i></p>	<p><i>What is it like in North America?</i> In the context of 'Queen of the falls', look at the location of Niagara Falls within North America and compare and contrast countries and major cities across North America.</p> <p>Explore environmental regions, key physical and human characteristics</p> <p><i>North American countries and capital city names, states, border, climate, resort, names of states of the US, resort, native, indigenous, waterfall, physical and human characteristics, biomes, names of different biomes</i></p>	<p><i>What is it like in South America?</i> Focus on the continent of South America and its landscape. Link with class text, 'The Explorer', and map/sea knowledge from class texts 'Windrush' and 'Shackleton's Journey'. This will lead to finding out about Darwin's voyage and Science learning around evolution.</p> <p>See unit planning.</p> <p><i>Which European countries were affected during WW2?</i> Using the context of history, locate the countries and major cities impacted during WW2 across Europe.</p> <p><i>deforestation, South American countries and capital city names, rainforest, Amazon, European country and capital city names,</i></p>

				<i>mountains, range, Andes, island, Galapagos, terrain</i>
<ul style="list-style-type: none"> 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><i>Is the UK the same all over?</i> Using the context of 'Seal Surfer', explore coasts across the UK. https://www.countryfile.com/wildlife/marine-life/britains-best-seal-watching-spots/</p> <p><i>Physical features, human features, coast, cliff, river, mountain, sea, beach, ocean, river, city, town, village, space, size, seaside, Elton, Frodsham, diagram, rock, coastal, coastline, Great Britain</i></p> <p>Look how coast lines have changed over time. Look at some cities of the UK near the coast (see locational knowledge progression document).</p> <p><i>erosion, weathering, clay, rock, stone, settlement, community</i></p>	<p>See progression of locational knowledge document: Following on from previous years, name and locate cities of the UK.</p> <p><i>Cities of the UK, physical and human characteristics, patterns, Chester, Liverpool, Manchester, capital cities</i></p>	<p>See progression of locational knowledge document: Following on from previous years, look at topographical features of the UK and the landscape (mountains and hills across the UK).</p> <p><i>landscape, mountainous, hill, contour, peak, ridge, rocky outcrop, river, stream, valley, Ben Nevis, Scafell Pike, Slieve Donard, Snowdon</i></p>	<p><i>Which European countries were affected during WW2?</i> Using the context of the history learning and the Blitz, locate the UK cities and counties affected by the bombings during WW2. Look at their location and relevance (near rivers/docks). Look at the impact of trade.</p> <p>Explore rivers across the UK, the cities that they run through and how these rivers impacted trade and settlement.</p> <p>See progression of locational knowledge document: Regions and counties</p> <p><i>City, county, region, county, trade, economy, dock, reliance, production, import, export, distribution, productivity</i></p>
<ul style="list-style-type: none"> 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>See progression of locational knowledge document: Using the context of, 'The Big Blue Whale' and whale migration, identify the position and significance of the southern and northern hemispheres and the equator.</p> <p><i>Southern/northern hemisphere, polar, equator, temperature, climate, compass directions, scale</i></p>	<p>See progression of locational knowledge document: Consolidate learning and develop understanding of lines of latitude and longitude.</p> <p><i>Hemisphere, longitude, latitude, satellite, cardinal points, (8 compass directions), Tropics of Cancer and Capricorn</i></p>	<p>See progression of locational knowledge document: In the context of, 'The Darkest dark' and Science learning about the solar system, identify what time zones are, what causes day and night and the significance of the tropics and poles. (The Earth in Space lessons 1 and 2 - page 185+).</p>	<p>See progression of locational knowledge document: Consolidate learning and further develop understanding about the tropics and poles.</p>

			<i>time differences, time zones, tropics, poles,</i>	
Place Knowledge	Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)			
<ul style="list-style-type: none"> 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 	<p><i>Is the UK the same all over?</i> Using the context of ‘Seal Surfer’, and previous learning about where you can find seals in the UK, explore the human and physical characteristics of the North-West of England.</p> <p><i>North-West, lake, river, Lake District, Cheshire Plain</i></p>	<p><i>Was the Bay of Naples a good settlement for the Romans?</i> Using the context of ‘Escape from Pompeii’, study the physical geography and human of Mount Vesuvius and the Bay of Naples. Compare and contrast with the North West of the UK.</p> <p>See unit planning on server.</p> <p><i>earthquake, volcano, compare, contrast, bay</i></p>	<p><i>Is there more to North America than the USA?</i> Using the context of ‘Queen of the falls’ and learning about North America, study the most important towns and cities in North America and in the UK.</p> <p>See unit planning.</p> <p><i>biomes, climate zones</i></p>	<p><i>What is it like in South America?</i> Following on from learning about the landscape of South America and Science learning about Evolution and Charles Darwin, explore the human and physical geography of a region in South America that Darwin visited/travelled past: Galapagos islands and the mountainous region of South America (Andes Mountains).</p>
Human and Physical geography	Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)			
<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p><i>How has the land of the UK changed over time?</i> Linking with learning in history on the earliest civilisations, develop an understanding of how the land is used in different ways across the UK.</p> <p>Further develop earlier knowledge learned about coastlines to discover the importance of rivers to the earliest settlements in the UK.</p>	<p><i>Is Europe the same all over?</i> Using the context of ‘Escape from Pompeii’, and the Roman Empire, explore the human and physical geography across Europe. Use the text to explore European volcanoes.</p> <p>Explore how land is used in different ways and how this land use has changed over time. As part of your history learning, look at the settlements of the Romans and how rivers were important.</p>	<p><i>Is there more to North America than the USA?</i> Using the context of ‘Queen of the falls’, and the study of North America/Mayan civilisations, explore the human and physical geography of countries across North America.</p> <p><i>See key vocabulary above</i></p> <p>See unit planning.</p>	<p><i>Which European countries were affected during WW2?</i> Learn about economic activity including trade links and the distribution of natural resources. Look at why certain areas were targeted during the Blitz to prevent importation of goods.</p> <p><i>What is it like in South America?</i> Further develop understanding of the landscape across South America by focusing on</p>
<ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including 				

<p>trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>See unit planning on server (2 sets of plans). <i>Main rivers across the UK, River Thames/Dee/The Bann/Clyde, land use, settlement, geology, minerals and rock types (e.g. chalk, slate, granite, sandstone)</i></p>	<p>This will link with your Science learning on the water cycle.</p> <p><i>economy, trade, energy, volcano, water cycle, Alps</i></p>		<p>aspects of the human and physical geography.</p> <p>See unit planning.</p>
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End points for Geography in KS2

After each unit of learning, children will complete an end point activity that demonstrates the knowledge that they have retained. Children will demonstrate their understanding of the key vocabulary (coloured in red on our curriculum) verbally and/or in written form.