

Geography

Intent

At Hyde Park Schools, we believe that geography, and geographical awareness, is a vital part of children's education. It provides them with opportunities to develop a range of knowledge about their own place in the world, as well as the world at large. Geography contributes to children's personal development in critical thinking and awareness of global issues. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing geographical knowledge, both pertaining to the children's local area and on a global scale, linking to their learning across other subject areas and working collaboratively across the Schools to ensure progression across the Key Stages. The geography curriculum at Hyde Park Schools, aligned with the National Curriculum, will develop children's critical thinking by encouraging them to question sources of information and teaching them the difference between primary and secondary sources of evidence. Children will develop their understanding of geography with effective teaching and carefully throughout sequences of lessons and experiences. Understanding of specific vocabulary relating to physical geography, as well as human geographical features such as patterns of invasion and settling, will allow children to reach their full potential in this area. Our cross curricular approach enables our pupils to use a range of geographical sources (maps, aerial photographs, globes) as well as first hand experiences (Totnes castle, Plymouth Hoe, River Tamar) to develop their knowledge and draw comparisons between where they live to other parts of the world. Exploration of physical and human geography and seasonal weather patterns contributes to our pupils' understanding of the world. Our progressive curriculum enables our children to review their previous learning and build on this through acquiring new vocabulary, knowledge, and experience, enabling the children to establish a strong geographical foundation in readiness for the next phase of their learning.

Implementation

At Hyde Park Schools, we strive to give children a sense of their place in the world, as well as an awareness of the world at large. A sense of one's place within the global community is very important both to children's education, as well as to their development. Our progressive curriculum for geography enables our pupils to build on their learning to have a sound understanding of the world in which they live in. It is imperative that our children are aware of their locality and how it aligns in their understanding of the world, through their geography lessons both in and out of the classroom as well as external learning experiences. This is enhanced through cross curricular learning, such as castles for example, where children apply their knowledge of castles in history to explore and critically discuss where castles were built, the Great Fire of London where children can explore the events of the fire using a map of London, noting key landmarks using symbols, and animals where children can locate, explore, and compare the habitats of different animals around the world, studying the Roman ruins in Exeter as part of the History topic. The children's geographical contributions will be evidenced in their geography books and learning walls, taking various forms of written and illustrated work with effective teacher feedback.

Monitoring and evaluation of the quality of planning, teaching, and learning is conducted by subject leaders and take various forms, such as: book looks, scrutiny of planning, learning walks and pupil voice questionnaires, with the focus being that children are acquiring knowledge and retaining more knowledge.



Impact

Our curriculum allows for children to review previous learning and add to their knowledge and through a variety of topics through coherently sequenced lessons, learning experiences and varied activities/tasks. The collaborative working between the Infant and Junior schools enables a clear progression of vocabulary, skills, and knowledge for our children. Children's progression in geography will be monitored closely through planning, book scrutiny, lesson observations, learning walks and discussions with pupils.

Quality teaching and coherently sequenced curriculum equips our pupils with the knowledge of diverse places, people, and environments around the world, including their own locality. As pupils progress through our schools so will their understanding of the world (continents and oceans) as well as the interaction between physical and human processes. Our pupils will extend their geographical skills involving fieldwork both in our school environment and outdoor learning experiences by interpreting a range of geographical sources (maps, globes, aerial photographs).

Children will examine and analyse evidence, develop their knowledge of their own area and the world beyond, learn about environmental and geographical issues affecting their day to day lives and receive practical, hands-on experience of geography in the community, with the aim of developing their knowledge of their own location alongside their sense of themselves as global citizens.


Progression

	Year 3			Year 4		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 1	Summer 1
Unit of work	Dartmoor	Rainforest	Sustainability	Earthquakes and Volcanoes	Rivers	Oceans and Pollution
Knowledge Content	<p>Physical geography – looking at the formation of Dartmoor. To discuss the climates zones, biomes and vegetation belts and how that impacts on Dartmoor. Looking at key topographical features, such as hills, valleys, rivers, tors</p> <p>Geographical skills and Field work – use of maps, eight-point compass, four figure grid references to build knowledge of the local area.</p>	<p>Place- having core knowledge in terms of facts, location, names, physical and human features of rainforests</p> <p>Change- Understand how human actions can affect the environment and discuss the impact that they can have</p>	<p>Locational Knowledge – Locate the world countries, using maps to focus on Europe</p>	<p>Interaction Understanding how natural forces impact on physical and human features.</p>	<p>Physical Geography – to look at how rivers are formed and how they carve out the landscape. Geographical skills and Field work – use of maps, eight-point compass, four figure grid references to build knowledge of the local area. To visit a local river.</p>	<p>Locational Knowledge – Locate the world countries, using maps to focus on Europe. Identify the position and significance of latitude, longitude, equator,</p> <p>Fieldwork – Use of fieldwork to observe.</p>
 Enquiry Questions	<i>How was Dartmoor formed?</i>	<i>What impact is cutting down the rainforest having on animal and human life?</i>	<i>How can we live more sustainably?</i>	<i>How do earthquakes affect the physical and human geography of a country?</i>	<i>How do rivers get their water? How do rivers move?</i>	<i>Why do oceans matter?</i>
 Key Vocabulary	granite, tor, settlement, formation, volcano, peat, moor, climate, weather, national park, erosion,	rainforest, weather , climate, tropical climate, equator, hemisphere, time zones, natural resources, environment, air pollution, deforestation, endangered species, logging, conservation	sustainable, unsustainable, reusable, solar, turbine, rechargeable, Conservation, recycle, resource, power station, transport, community, wellbeing, social, interaction, values, behaviour, lifestyle, minerals, energy, ocean, wind, tides, finite, infinite, economic, waste, biodiversity, greenhouse effect, pollution, atmosphere, fossil fuels, glacier, ice sheet, global warming, government,	earthquake, tremor, crust, mantle, inner core, outer core tectonic plates, active volcano, active, dormant, extinct, volcano, lava, magma, ring of fire eruption, vent,	Source, meander, oxbow, course, riverbank, deposition, dam, location, legend, lake, discharge	Ocean, sea, interdependence, human, pollution, plastics, impact, reduce, reuse, recycle, climate change, ecosystem, fossil fuels, microbead, microplastics, renewable energy




Skills



 Skills	<ul style="list-style-type: none"> • Make and use simple route maps • Explain what places are like using maps at a local scale. • Recognise that maps can be viewed in different scales • Match suitable titles to maps identifying their purpose • Give directional instructions up to 8 cardinal points. (North, South, East and West. The four equal divisions - Northeast, Southeast, Southwest, and Northwest). • Use 2 figure co-ordinates to locate features on a map. (e.g., 1, C) • Make a map of a short route with features in the correct order (local area or river?). • Draw a key. • Use co-ordinates or a grid to improve accuracy 	<ul style="list-style-type: none"> • Can ask a range of simple geographical questions about the rainforests • Can use world maps to locate areas of rainforests. • Can make observations about physical features of rainforests. • Use a range of information to find out about places and environments and to make simple inferences. • Draw conclusions from evidence collected. • Recognise and give some simple explanations in changes to physical features of a place/location. • Use correct geographical vocabulary when describing the rainforest and, 	<p>settlement, charity, deforestation, fuel, erosion</p> <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Analyse evidence and begin to draw conclusions • Use letter/no. co-ordinates to locate features on a map. • Know why a key is needed. Locate places on larger scale maps • Begin to match boundaries 	<ul style="list-style-type: none"> • Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them. • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Use a range of primary and secondary resources, including aerial photographs, information texts, the internet, photographs, satellite images, video clips • Recognise and give some simple explanations in changes to physical and human features. • Use correct geographical vocabulary when communicating ideas and findings. 	<ul style="list-style-type: none"> • Explain why a water cycle is a closed cycle and how it links to rivers. • Use a legend to find rivers on a map. • Identify key locations along the river. • Explain how meanders form. • To be able to sort the ways that rivers are used into categories. • Compare the discharge of rivers. • Explain how Oxbow lakes are formed. • To be able to look at how pollution is impacting on our rivers and how this affects our oceans. • To look at the effects of plastics on our rivers and how this affects our oceans. • To compare and contrast river pollution in the UK to that of India. 	<ul style="list-style-type: none"> • What is the role of the ocean? • Name the oceans. • Recognise that contours on maps show height and slope. • Understand that the scale of map effects how it looks. • Understand that maps look different depending on their perspective (ariel view, bird's eye view) • Generate titles for maps to show their purpose • To be able to understand the impact of humans on the seas and oceans. • To be able to explain what is happening in terms of plastics in the oceans.
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		<p>in their explanation.</p> <ul style="list-style-type: none"> • Give some simple reasons for their observations and findings in their writing and are able to give their views and judgements about the Rainforest. • Draw simple conclusions at the end of a unit, based on evidence collected and studied. 				
 Knowledge	<ul style="list-style-type: none"> • Field trip to Merry Vale, Dartmoor to look at physical features of Dartmoor • To understand how Dartmoor was formed and be able to explain this to others. • To be able to explain the features of the moors and how this has been formed over time. The be able to explain ever changing landscape of Dartmoor. • To be able to look at the human impact on Dartmoor in terms of erosion. • To look at the factors affecting erosion, natural and human 	<ul style="list-style-type: none"> • Name and locate on a map the countries where rainforests are found. • Locate the equator, tropics of Cancer and Capricorn and name the rainforests near to it. • Describe what the weather is like in a tropical climate. • Name the four layers of a forest and be able to explain the climate for each one and 	<ul style="list-style-type: none"> • I know what living sustainably means. • I know the difference between renewable and non-renewable resources. • I know the different ways of creating electricity. • I know how sources of energy used to make electricity in the UK are changing. • I know the importance of creating sustainable 	<ul style="list-style-type: none"> • Explain how the Earth is formed by layers using the correct geographical vocabulary. • Know what a volcano is and the different states of volcanoes: dormant, active, extinct. • Use the correct geographical vocabulary when describing a volcano: <i>crater, cone, ash cloud, lave, lateral vent, central vent, magma</i> • Know where the 	<ul style="list-style-type: none"> • Field trip to Plym Bridge woods. • To map the journey of the Plym from source to mouth. Where does our water come from? • To be able to locate the world's countries, using maps to focus on Europe and North and south America, concentrating on their environmental regions, key physical and human characteristics, 	<ul style="list-style-type: none"> • To be able to name the oceans of the world and locate them on a world map. • To be able to explain what plastic pollution is and the impact on the world/where we live. • To be able to understand how the plastic get into the oceans and the use of currents and gyres that take them around the oceans. • All oceans affected but specific areas are badly affected

	<p>impact? What is the difference? Can one factor be blamed any more than the other?</p> <ul style="list-style-type: none"> To look at the effects of extreme weather on Dartmoor and be able to explain why there has been more extreme, wet, droughts and winds in recent year. Could this be down to climate change? 	<p>the animals and plants found there.</p> <ul style="list-style-type: none"> Explain while the rainforest is crucial to the survival of the animals and plants that live there. Explain which humans live in the rainforests and how they survive. Understand what is meant by the term deforestation. Understand how humans around the world rely on the rainforests. Explain how humans are destroying the rainforest and the impact it is having. Predict what will happen if deforestation continues. Explain how we can help save rainforests 	<p>habitats for living things.</p> <ul style="list-style-type: none"> I understand how I can make my environment more sustainable. Why are we seeing more wind and solar farms in the countryside? 	<ul style="list-style-type: none"> above types of volcanoes exist around the world and locate on a world map. What causes it to erupt and what happens when it does. Be able to research and present a case study about a volcano (children will have chosen different ones). Explain what an earthquake and what causes it. Explain how the strength of an earthquake is measured by an instrument called a seismograph and it uses the Richter scale. Compare locations of earthquakes to where volcanoes are found and offer explanations. Explain how particular localities have been affected by earthquakes and volcanoes Explain how people's lives have been affected by volcanoes and earthquakes and 	<p>countries and major cities in the context of rivers of the world.</p> <ul style="list-style-type: none"> To be able to describe the key physical features of a river. To be able to describe the effects of erosion and deposition. To be able to use the correct geographical vocab to describe a river and its features. To be able to look at various case studies locally and nationally of how rivers are used. 	<p>– coasts, inland seas, gyres</p>
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	Year 5			Year 6		
	Autumn 1	Spring 2	Summer 1	Autumn 1	Spring 1 & 2	Summer 1
Unit of work	Plymouth to Calstock Village	Plymouth to America	Journey to Refuge	International Trade	WW2	Climate Change and Global Warming
Knowledge Content	<p>Space: Able to locate places and understand why some places and landscapes are where they are. Understand the uniqueness/diversity and how the space is connected to other places and the relationships they have.</p> <p>Environmental interactions: Understand how human actions can affect the environment and discuss the impact that they have</p>	<p>Human Geography – Place -Having core knowledge in terms of facts, location, names, physical and human features of North America</p> <p>Space- Understand why some places and landscapes are where they are. Understand the uniqueness of a place and how the space is connected to other places and the relationships they have.</p>	<p>Human Geography – To look at why people move from one country to another.</p> <p>Locational Knowledge – To be able to locate the different countries that refugees come from and arrive to.</p>	<p>Interdependence: Able to show how different places are linked economically through trade and how we are dependent on other countries and the people working there for our everyday products</p>	<p>Locational knowledge – To be able to locate the main countries involved in the second world war and to understand the placement of these having an impact the route Germany took during the invasion.</p>	<p>Environmental interactions and sustainable development. How human action can affect the environment and discuss the impact that can have</p>
 Enquiry Questions	<i>Calstock or Plymouth. Where would you prefer to live and why?</i>	<i>Where would you holiday in the USA that is contrast to Plymouth?</i>	<i>Why do people move?</i>	<i>Why and how can we make international trade fairer for consumers and producers?</i>	<i>How did WWII influence the geography of Europe?</i>	<i>What is the global impact of human actions in changing the physical features of landscapes?</i>

 Key Vocabulary	fieldwork, ordnance survey map, map symbols, aerial view village, town, city , borough, rural, physical features, human features, urban, rural , commuters, diversity	Ocean, continent, sea, journey, voyage, position, settlement, emigrate, physical, human, features	Emigrate, refuge, political, economic, refugee, journey, Europe, world, country, continent, position, borders, finance	international, trade, consumers, producers, products, food chain, imports, exports, raw materials, supplier, manufacturer, distributor, retailer, fair trade, profit	British channel, Europe, continents, position, direction, sea, island, land borders	global warming, greenhouse gases, climate change, ozone layer, chemicals, pollution, car emission, endangered species, desertification, deforestation, greenbelt
 Skills	<ul style="list-style-type: none"> • Can ask a range of higher order geographical questions • Use secondary resources such as street plans, local maps and world maps and globes to locate places and features. • Make observations about where natural and human features are located: e.g., train stations, airports, woodland areas. • Use a range of first-hand experiences and information gathered to make simple inferences. • Recognise and give some simple explanations in changes to physical and human features. • Recognise how places fit within a wider geographical content and are interdependent (e.g., movement of people 	<ul style="list-style-type: none"> • Can ask a range of higher order geographical questions • Use secondary resources such as street plans, local maps and world maps and globes to locate places and features. • Use atlases, globes, maps and plans at a range of scales and use contents and grids to locate countries where raw materials are imported south of the equator. • Use a range of geographical vocabulary to 	<ul style="list-style-type: none"> • Can ask a range of higher order geographical questions • Use secondary resources such as street plans, local maps and world maps and globes to locate places and features. • Make observations about where natural and human features are located: e.g., train stations, airports, woodland areas. • Use a range of first-hand experiences and information gathered to make simple inferences. • Recognise and give some simple explanations in changes to physical and human features. • Recognise how places fit within a wider geographical content and are interdependent (e.g., movement of people in and out of a locality 	<ul style="list-style-type: none"> • Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them • Use a range of primary and secondary resources, including interviews with visitors to help answer questions raised. • Use atlases, globes, maps and plans at a range of scales and use contents and grids to locate countries where raw materials are imported south of the equator. • Describe in detail how the physical and human processes can lead to differences in environments and in the lives of people who live there. 	<ul style="list-style-type: none"> • Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them • Use a range of primary and secondary resources, including interviews with visitors to help answer questions raised. • Use atlases, globes, maps, and plans at a range of scales and use contents and grids to locate countries where raw materials are imported south of the equator. 	<ul style="list-style-type: none"> • Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them • Use a range of primary and secondary resources, including aerial photographs, information texts, the internet, photographs, satellite images, video clips. • Collect, record and analyse evidence collected and draw conclusions. • Understand and explain how physical and human processes can change the features of places. • Explore a range of ideas to make improvements or solve issues. • Use different ways of communicating viewpoints and information: Leaflets, debates, slide show, graphs etc. • Communicate findings using the correct

	<p>in and out of a locality.</p> <ul style="list-style-type: none"> Use a range of geographical vocabulary to communicate their findings. 	<p>communicate their findings.</p>	<ul style="list-style-type: none"> Use a range of geographical vocabulary to communicate their findings. 	<ul style="list-style-type: none"> Make a range of inferences based on information gathered and analysed. Present findings in a variety of ways combining writing with diagrams, graphs to illustrate key findings, Power Point, using appropriate geographical vocabulary. Draw a number of conclusions from a unit studied and express a viewpoint and justify it with reasons and evidence. 	<ul style="list-style-type: none"> Describe in detail how the physical and human processes can lead to differences in environments and in the lives of people who live there. Make a range of inferences based on information gathered and analysed. Present findings in a variety of ways combining writing with diagrams, graphs to illustrate key findings, Power Point, using appropriate geographical vocabulary. Draw a number of conclusions from a unit studied and express a viewpoint and justify it with reasons 	<p>geographical vocabulary.</p>
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Knowledge

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| <ul style="list-style-type: none">• Locate Calstock on different maps and identify how far it is from Plymouth.• Understand the terms 'city' 'town' 'village and be able to explain the differences between them.• Understand that Calstock and Plymouth are part of the county Devon.• Describe the distinctive features of Calstock in terms of physical features/landscapes,• settlements and building, shops, leisure facilities, transport• Be able to explain the similarities and differences between Calstock and Plymouth• Explain the movement of people in order to work.• Explain any environmental issues which affect living in Calstock and Plymouth.• Understand how rural to urban change happens and what it | <ul style="list-style-type: none">• To be able to plot the voyage of the mayflower from Plymouth to America.• To be able to describe the location of Plymouth in relation to America. Use of positional language, continents, seas and oceans as well as use of equator, hemisphere etc.• To look at the term settlement.• To be able to compare and contrast Plymouth and American landscape and how they compare and contrast. | <ul style="list-style-type: none">• To be able to identify and understand what a global refugee is.• To be able to understand why different people move for different reasons.• To be able to look at the different refugee locations/destination s in the world and why people move to certain places.• To understand that refuges move for a number of different reasons, e.g., political, financial/economic etc• To be able to say which countries refuges originate from and why?• To explore the question: Why do people leave their home?• To look at the lives of various refuges and look at sources of information to determine the challenges and achievements of refugees. | <ul style="list-style-type: none">• Understand our dependence on imported products in our everyday lives and know that many of the items we buy are made from raw materials which are imported from countries south of the equator.• Have an understanding that all products have a supply chain.• Understand and can explain the differences between raw materials produced in countries south of the equator and the manufactured goods we consume.• Compare and contrast different food chains such as banana, chocolate, and sugar.• Have an understanding of the basic principles of global trade and | <p>and evidence.</p> <ul style="list-style-type: none">• To be able to articulate the path that Germany took through Europe during WW2 and why they chose the route they did.• To be able to understand the benefits of being an island and the use of the English Channel in preventing the advancement of the German forces.• To understand the part European countries played in WW2 and how certain countries became axis and allies of either Germany or England. | <ul style="list-style-type: none">• Classify environmental impacts by humans by global/local/urgent/no t urgent.• Understand and explain the environmental issues we face.• Explain what is meant by climate change and begin to understand some of the causes, problems, and effects of climate change.• Explain in simple terms what is meant by the 'greenhouse effect'• To be able to explain why the Antarctica is a fragile environment and how food chains are being affected.• Explain what actions humans need to take to protect Antarctica.• Understand what coral reefs are and why they are important and be able to explain the threats to coral reefs by human activity and climate change.• Explain what actions humans can take to protect coral reefs.• Explain what is meant by the term endangered species, be able to explain |
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	<p>looks like. (Using The Window by Jeannie Baker)</p> <ul style="list-style-type: none"> Express their views of the pros and cons of living in a town or village. 			<p>have an understanding of what trade is and how it works.</p> <ul style="list-style-type: none"> Explain who is involved in different parts of the sugar trade and have an understanding of the issues of global justice. Have an understanding of what fair trade is and why we should support the fair trade campaign, Have an understanding of the unfairness of unequal trading relationships. Understand how trade can both benefit and hinder the economic development of different countries around the world. Understand and be able to explain and comment on some existing trade rules. Have an understanding of what fair trade is and why we should support 		<p>which animals are endangered and why.</p> <ul style="list-style-type: none"> Understand the work done by conservationists and naturalists to save endangered species. Identify and explain different views people hold, including themselves about human actions and the global impact. Draw conclusions from their studies and make suggestions as to what further actions can be taken to limit the damage humans are making to the environment.
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				<p>the fair trade campaign.</p> <ul style="list-style-type: none">• Draw conclusions from their studies and put forward their views about international trade.		
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