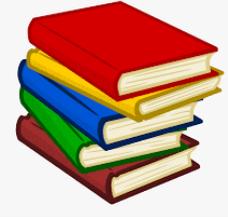
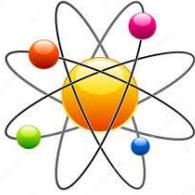




## GEOGRAPHY CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical Education	Personal, Social and Health Education		

## **Introduction**

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum.

## **Policy development**

This policy was developed by the geography coordinator, in consultation with staff, pupils and governors.

## **Vision**

The geography curriculum at New Haw will inspire children to develop a lifelong curiosity, fascination and love of the world in which they live. It will develop them as global citizens by allowing them to explore their own place in the world, their values and their responsibilities to people, the environment and the sustainability of our planet. In addition, pupils will be equipped with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape future societies and environments - on local, national and global scales. As well as gaining a global perspective, children will know and understand their local environment, making observations and posing questions about how human and physical factors have shaped its development.

New Haw geographers will become increasingly confident in, and competent at, identifying continents, countries and major world cities, as well as naming and locating the counties of the UK. Year on year, they will build both their geographical skills and knowledge. Children will become naturally inquisitive and evaluative about how physical and human geography affect their everyday lives. Furthermore, they will become confident at expressing their opinions, using key geographical terminology. Children will develop a strong set of fieldwork skills, allowing them to become fluent in more complex, geographical enquiry, as well as being able to present and explain their findings.

## **Curriculum design**

### Curriculum Map

<b>Unit Overview</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Year 3</b>	UK and Surrey (local study)	Countries of Europe (comparative study: UK and Greece)	
<b>Year 4</b>	Climates and Climate Zones	Settlement (New Haw – a local study)	
<b>Year 5</b>	Amazon	Rivers (local study)	
<b>Year 6</b>	Land Formations	Comparative study: London vs world cities (local study)	

## **Rationale**

The geography curriculum at New Haw is designed to develop pupils' knowledge and understanding of place, by allowing them to first explore their own locality in order to understand the geographical features that exist within it and, additionally, how it has been shaped by both human and physical factors.

This knowledge is subsequently applied when other places are explored at a national and global level. As the curriculum moves from the local to the global, care is taken to ensure

that pupils remember, and apply, prior learning. The well-structured, cumulative curriculum enables pupils to develop a deeper understanding of the complex interconnectedness that exists between places and both the human and physical factors which shape them. This allows the children to leave us with a clear sense of their place and impact on the world, as well as all of the knowledge and skills they need to successfully access, and benefit from, the key stage 3 geography curriculum.

In Year 3, through the comparative study of New Haw and Athens (linked to the history topic of Ancient Greece), pupils are introduced to the key concepts of physical and human geography, and how these are inter-related. This conceptual understanding is then developed throughout each subsequent topic.

Climate and biomes are introduced in Year 4, with explicit connections and comparisons being made between climate and human activity within New Haw (and England) and localities within other climate zones. The children then look in detail at the settlement of New Haw, studying how physical and human factors have influenced its development and growth over the 20<sup>th</sup> century.

A global perspective is adopted in years 5 and 6. Pupils learn, understand and examine topographical features of the world, such as rivers, volcanoes, mountain formation and tectonic activity. They also evaluate the more complex factors which shape places, exploring economic influences and trade links.

Explicit fieldwork and mapping skills are taught within each year group, again in a cumulative sequence. Pupils are then able to increasingly use these skills within geographical enquiry.

## **Assessing progress**

At New Haw we have carefully considered what it means to 'get better' at Geography. Please see the progression grids attached at Appendix A.

Assessment at New Haw is continuous. Low-stakes checks, for example, are built into many lessons to ensure that children know and remember more. In addition, children complete 'thinking questions' at the beginning and end of each unit. These contain carefully-worded questions, which enable teachers, and the children themselves, to clearly see the progress that has been made.

## **Delivery**

In all year groups, children are taught geography by a qualified teacher. At New Haw, teachers are provided with regular CPD opportunities, designed to increase their subject knowledge. Teachers use a variety of teaching strategies, resources and stimuli in order to develop the children's geographical and disciplinary knowledge in a way that is engaging, motivating and inspiring to pupils. Digital technologies are used wherever possible in order to enhance and develop the children's geographical skills.

## **Enrichment**

Geography lends itself to a wide variety of enrichment opportunities. At New Haw, trips, both local and further afield, provide opportunities for children to carry out fieldwork and witness geographical processes first hand. Trips with a geographical objective are arranged in every year group, culminating in a residential trip in Year 6, during which children have the opportunity to explore a coastal environment. Trips are specifically designed to develop children's key geographical skills, such as: observing, collecting, measuring, recording and analyzing data which they have collected.

In addition to school trips, visitors are invited into school, wherever possible, to enhance children's locational knowledge, broaden their cultural and world views and develop their understanding of geographical or environmental processes. These include music and dance workshops, visits from religious leaders and talks from parents. Our extra-curricular clubs also provide opportunities to enrich our geography curriculum. Clubs such as 'Eco-Warriors' (consisting of two elected members of each class) have a specific geographical focus and encourage the whole school to consider the impact of human activity upon the environment.

## **Inclusion**

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

## **Monitoring impact**

The geography coordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, work-sampling, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and identified key priorities form the basis of coordinator action plans. These then feed into the school development plan.

## **Coordinator**

The geography coordinator at New Haw is Hannah Lickfold, who attends regular geography network meetings. New Haw Community School is currently a member of the Geographical Association.

## **Review**

This policy was last reviewed on 18<sup>th</sup> June 2021, and will be reviewed again in summer 2022.

**PROGRESSION ACROSS STRANDS**

STRAND	KEY STAGE 1	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
		UK and Surrey	Countries of Europe (comparison UK:Greece)	Climates and Climate Zones	Settlement	The Amazon	Rivers	Land Formations	Comparative study of London vs world cities
<p style="text-align: center;"><b>Key Vocabulary</b></p>		UK, Great Britain, atlas, locate, map, country, city, capital city, county, border, human feature, physical feature, canal, settlement, town, village, river, rural, urban, compare, contrast, directions	Continent, ocean, UK, country, city, county, Surrey, equator, north pole, south pole, northern hemisphere, southern hemisphere, Arctic circle, Antarctic circle, Europe, landmark, environmental region, land use	Climate, weather, interpret, data, rainfall, temperature, compare, identify, features, locate, biomes, extreme, countries, human impact, temperate, arid, tropical, polar, Mediterranean, mountainous, map, zone	Settlement, nuclear, linear, dispersed, symbols, map, landmarks, fieldwork, plan, conduct, key, New Haw, footpath, road, motorway, contour lines, railways, grid reference, compass points, North, South, East, West	Country, continent, climate zone, rainforest floor, emergent layer, understory layer, canopy, deforestation, equator, humidity, tropic of cancer, tropic of Capricorn, tropical zone, temperate zone, biome	Source, mouth, tributary, meander, riverbed, riverbank, coast, erosion, deposition, transportation, Water cycle, evaporation, condensation, precipitation, flooding, settlement, pollution	Tectonic plates, volcanoes, divergent, convergent, transform, earthquake, mountain, vegetation, altitude, summit, erosion, magma, dormant, active, extinct, magnitude, plate boundaries, seismic waves	Economic activity, imports, exports, natural resources, geological resources, agricultural resources, renewable resources, produce, trade, supply chain, globalisation, consumer, manufacturer
	<p style="text-align: center;"><b>Locational knowledge (locate, name, identify)</b></p>	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.	Locate the UK on a map. Know that the UK countries are divided into counties. Locate UK counties (Surrey and its surrounding counties) and recap capital cities in the UK. Identify human and physical features of cities and towns in the UK.	Locate European countries on a map. Identify key physical and human features of Greece. Understand what a hemisphere is. Know that the countries of Europe are in the Northern hemisphere.	Know what a biome is and where they are located. Locate countries under different biomes e.g. polar, desert, woodland, rainforest, grassland, tundra. Understand the terms: Climate, climate zones, climate change, latitude and longitude Locate the equator and the Tropics of Cancer and Capricorn. Locate countries in North and South America.	Understand what a county is and how they have developed over time. Know and identify the three types of settlements. Locate specific landmarks within New Haw which would have impacted its development since the 1900s.	Locate countries in South America that contain the Amazon rainforest. Know which hemisphere the Amazon is found in. Know where the Amazon is in relation to the equator. Use digimaps to find out what the time zone is for the tribes living in The Amazon Rainforest.	Locate the Thames from the source to the mouth. Know how the river Thames has been shaped by human activity. Locate the counties that the River Thames runs through. Locate different rivers across the country. Identify coastline features. Understand how the Thames and its use has changed over time. Understand how day and night affects the tide of the.	Locate environmental regions where Volcanoes, Mountains and Earthquakes are found. Understand that tectonic activity occurs on plate boundaries. Locate plate boundaries around the world. Locate Mount Vesuvius, Mount Everest and Mount Snowdon. Explore how hills and mountains have changed over time, and what impact they have on us.

							Thames. Understand why people settle near rivers.		
<b>Place knowledge (understand)</b>	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.	Children should understand geographical similarities and differences through the study of human and physical geography of a region of the UK and our local town as well as the UK and Greece.	Children should understand geographical similarities and differences through the study of human and physical geography of a region of our local town's settlement and how it has developed over time. Children should understand geographical similarities and differences through the study of human and physical geography of a region of the UK and Egypt.	Children develop their analytical skills by comparing areas of the UK with South America. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.	Children develop their analytical skills by comparing cities of the UK with other world cities. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.				
<b>Human and physical geography (describe and understand)</b>	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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to: key human features, including: city, town, village,	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. <b>To include:</b> Physical: climate zones. Human: types of settlement and land use and economic activity including trade links.	Children learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Compare the features of physical and human geography and type of settlements created as a result. <b>To include:</b> Physical: climate zones, biomes and the water cycle. Human: types of settlement and land use and the distribution of natural resources including food, minerals and water.	Children should be able to locate a range of the world's most significant human and physical features, explain how physical features have formed, why they are significant and how they can change. <b>To include:</b> Physical: climate zones, biomes and vegetation belts, rivers, coastlines and the water cycle. Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Children should understand how human and physical features are interdependent and how they bring about spatial variation and change over time. Children will have deeper understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. <b>To include:</b> Physical: climate zones, rivers, seas, mountains, volcanoes, earthquakes. Human: airports, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.				
	To identify human and physical features unique to New Haw.	Describe the climate of Greece. Relate the climate of Greece to the equator. Describe how the economy and trade has changed in Athens over time.	Understand the different climate zones. Understand what a biome is. Understand what the water cycle is.	Understand why people settle based on their natural resources. Compare New Haw in the 1900s to present day. Understand that population, transport/commuting,	Understand the different types of vegetation found in the Amazon. Discover how The Amazon Rainforest's water cycle differs to our water cycle.	Understand key elements of rivers. Understand the coastline features and how they have changed over time.	Describe mountains and their impact on humans. Describe how volcanoes and earthquakes impact humans. Understand how land is used	Describe the major imports and exports of different countries. Describe the positive and negative impacts of globalisation.	

	factory, farm, house, office, port, harbour and shop				import/export and land use are factors which contributed to change within New Haw.	Compare Amazon tribe and settlement to our own. Describe the human features of Amazon and compare to New Haw. Understand and describe what makes up the environmental region of The Amazon (look at its biome and discuss why it is located where it is).	Understand the role of rivers, their use and why they are related to settlement. Understand that rivers are used for trade links. Know how coastline features have changed over time.	around a volcano and its advantages/ disadvantages.	
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### Map and Mapping Skills

Using and interpreting		To use atlases maps and globes with increasing independence. To use large scale maps outside. To explain what places are like using maps at a local scale To make and use simple route maps. To locate photos of features on maps. To give maps a title to show their purpose.	To independently use atlases maps and globes. To recognise that contours show height and slope. To use maps at more than one scale. To use oblique and aerial views. To use thematic maps. To recognise some patterns on maps and begin to explain what they show.	To relate maps to each other and to vertical aerial photographs. To follow routes on maps saying what is seen. To use index and contents page of atlas. To use thematic maps for specific purposes. To know that purpose, scale, symbols and style are related. To appreciate different map projections.	To describe and interpret relief features. To follow a route on 1:50 000 Ordnance Survey map. To interpret distribution maps and use thematic maps for information
Position and orientation		To use simple grids. To give direction instructions up to 8 cardinal points. To use 4-figure coordinates to locate features.	To know that 6-figure Grid References can help you find a place more accurately than 4-figure coordinates.	To use 4 and 6- figure coordinates to locate features. To give directions and instructions to 8 cardinal points.	To align a map with a route. To use latitude and longitude in an atlas or globe.
Drawing		To make a map of a short route with features in correct order. To make a map of small area with features in correct places.	To draw a map of a short route with features in correct order, using Digimaps.	To make sketch maps of an area using symbols and key. To make a plan for example, garden, play park; with scale. To design maps from descriptions. To draw thematic maps for example, local open spaces. To draw scale plans.	To create detailed sketch maps of an area using symbols and keys.
Symbols		To use plan views regularly. To give maps a key with some standard symbols. To use some Ordnance Survey style symbols.	To use plan views regularly. To independently give maps a key with some standard symbols. To use some Ordnance Survey style symbols with increasing confidence.	To use agreed and Ordnance Survey symbols. To appreciate maps cannot show everything. To use standard symbols	To know 1:50.000 symbols and atlas symbols. To use agreed and Ordnance Survey symbols.

Perspective & scale		To use maps and aerial views to help me talk about for example, views from high places. To make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm <sup>2</sup> = 1m <sup>2</sup> . To use the scale bar to estimate distance.	To use the scale bar to calculate some distances. To relate measurement on maps to outdoors (using paces or tape).	To use a range of viewpoints up to satellite. To use models and maps to talk about contours and slope. To use a scale bar on all maps. To use a linear scale to measure rivers. To describe height and slope using maps, fieldwork and photographs. To read and compare map scales. To draw measured plans for example, from field data.	To describe height and slope using maps, fieldwork and photographs with increasing confidence. To read and compare map scales. To draw measured plans for example, from field data.
Digital map making		To use the zoom function to locate places. To use the zoom function to explore places at different scales. To use grid references in the search function. To use the grid reference tool to record a location. To add photographs to specific locations.	To add a range of annotation labels and text to help me explain features and places. To highlight an area on a map and measure it using the Area Measurement Tool. To highlight areas within a given radius.	To find 6-figure grid references and check using the Grid Reference Tool. To combine area and point markers to illustrate a theme.	To use maps at different scales to illustrate a story or issue. To use maps to research factual information about locations and features. To use linear and area measuring tools accurately.

### Geographical Enquiry and Fieldwork Skills

		To begin to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images, aerial photos and to be introduced to digital mapping technologies. To express their opinion clearly. To begin to develop observational skills in order to pose and answer questions about the world around them. To begin to make links between what they see and the human and physical geographical process that have caused them. To begin to compare and contrast locations, looking for similarities and differences to their own locality. To use fieldwork techniques to record data to answer geographical enquiry questions.	To be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images, aerial photos and gain further experience with digital mapping technologies. To express opinions and recognise that others may think differently. To further develop observational skills in order to pose and answer questions about the world around them. To show a more connected understanding of how physical and human geography shapes environments. To make further links, with support, between what they see and the human and physical geographical processes that have caused them. To more confidently compare and contrast locations, looking for similarities and differences to their own locality. To use fieldwork techniques to record data to answer geographical enquiry questions including digital mapping	To be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. To use a range of digital mapping technologies with growing independence. To express, explain and justify their opinions. To begin to pose and answer questions about the world around them. To explain how environments are shaped by both physical and human geography. To independently make links between what they see and the human and physical geographical processes that have caused them. To confidently compare and contrast locations, looking for similarities and differences to their own locality whilst questioning why they are similar/different. To confidently use fieldwork techniques to record and analyse data to answer geographical enquiry questions including digital mapping.	To independently be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. To independently select and use a variety of digital mapping technologies to enhance their geographical enquiry. To express and explain opinions and recognise why others may have different points of view. To confidently pose and answer questions about the world around them. To confidently explain how environments are shaped by both physical and human geography. To independently make links between what they see and the human and physical geographical processes that have caused them. To confidently compare and contrast locations, looking for similarities and differences to their own locality whilst questioning why they are similar/different. To confidently and independently use fieldwork techniques to observe, record and analyse data to answer geographical enquiry questions including digital mapping.
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