



HARROWBARROW SCHOOL

Curriculum Intent Statement: Geography

Curriculum Intent

At Harrowbarrow School, we offer children a broad and balanced curriculum that builds on their knowledge, skills and understanding of geography through visits and enquiry. Our curriculum provokes and answers questions about the world both physical and human through encouraging children to think critically. This in-depth thinking develops cultural awareness as well as an understanding of the need to resolve issues about the environment. Our geography inspires children to think about their place in the world, their values, and their rights and responsibilities to other people and the environment. We aim for children to be in awe of the wonder of nature and what it can provide for us. We hope that this passion will eventually create proactive members of society who will consciously protect our planet for future generations. At Harrowbarrow School, we understand that our demographic is not a diverse one. Geography provides us with a unique opportunity to explore places that are different to ours and to look beneath a superficial surface at the lives and cultures of the people that live there.

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an accurate understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use local area and community to develop geographical skills and knowledge

Implementation

The geography programme of study is taken from the Early Years Foundation Stage and the National Curriculum. Children participate in weekly geography sessions which are often linked to the class' current topic. Our geography lessons provide plenty of opportunity to discuss and think critically about different environments and cultures. We appreciate that it can be difficult to provide an accurate sense of a place/climate different to our own. We aim to use artefacts, resources and high quality children's books to give children an accurate insight into these environments. Where possible, children are taken into the locality for fieldwork and explorations of our local area.

Impact

- Children will be able to talk about different environments and cultures and how these may differ from their own
- Progress in geography will be clear from class to class
- Children will be out of the classroom, exploring the locality
- Learning will be visible throughout the school through displays, discussions with children and work in topic books.

Geography End of Year Targets

Progression from Year 1 to Year 6

By the end of Year 1 children should be able to:

Keep a weather chart and answer questions about the weather.
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Explain where they live and tell someone their address.

Explain some of the main things that are in hot and cold places.
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Explain the clothes that they would wear in hot and cold places.
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Explain how the weather changes throughout the year and name the seasons.

Name the four countries in the United Kingdom and locate them on a map.

Name some of the main towns and cities in the United Kingdom.

By the end of Year 2 children should be able to:

Say what they like and do not like about the place they live in.
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Say what they like and do not like about a different place.

Describe a place outside Europe using geographical words.

Describe some of the features of an island.

Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.

Explain how jobs may be different in other locations.

Explain how an area has been spoilt or improved and give their reasons.

Explain the facilities that a village, town and city may need and give reasons.

Name the continents of the world and locate them on a map.
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Name the world oceans and locate them on a map.

Name the capital cities of England, Wales, Scotland and Ireland.
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Find where they live on a map of the United Kingdom.
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By the end of Year 3 children should be able to:

Use the correct geographical words to describe a place.

Use some basic Ordnance Survey map symbols.

Use grid references on a map.

Use an atlas by using the index to find places.

Describe how volcanoes are created.

Locate and name some of the world's most famous volcanoes.
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Describe how earthquakes are created.

Name a number of countries in the northern hemisphere.
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Name and locate the capital cities of neighbouring European countries.
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By the end of Year 4 children should be able to:

Carry out research to discover features of villages, towns or cities.

Plan a journey to a place in England.

Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
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Explain why people may be attracted to live in cities.
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Explain why people may choose to live in one place rather than another.

Locate the Tropic of Cancer and Tropic of Capricorn.
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Explain the difference between the British Isles, Great Britain and the United Kingdom.

Know the countries that make up the European Union.

Find at least six cities in the UK on a map.
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Name and locate some of the main islands that surround the United Kingdom.
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Name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

By the end of Year 5 children should be able to:

Plan a journey to a place in another part of the world, taking account of distance and time.

Explain why many cities are situated on or close to rivers.

Explain why people are attracted to live by rivers.

Explain the course of a river.

Name and locate many of the world's most famous rivers in an atlas.

Name and locate many of the world's most famous mountainous regions in an atlas.

Explain how a location fits into its wider geographical location with reference to human and economical features.

By the end of Year 6 children should be able to:

Use Ordnance Survey symbols and 6 figure grid references.

Answer questions by using a map.

Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.

Describe how some places are similar and dissimilar in relation to their human and physical features.

Name the largest desert in the world and locate desert regions in an atlas.

Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.

Explain how time zones work and calculate time differences around the world.