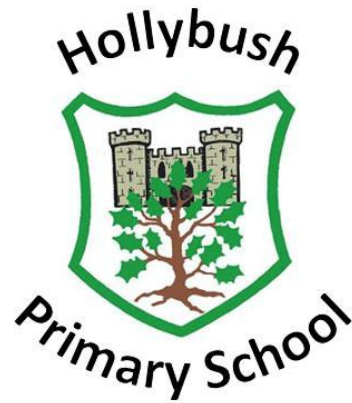




Our Approach to Teaching Geography

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. National Curriculum, 2013

Key Concepts in Geography

Place: a construct that is defined in terms of what it is like, what happens there and why it is changing

Space: The location of points, features or regions in absolute and/or relative terms

Scale: The 'zoom lens' that allows us to view places from global to local levels (eg. maps: 1cm=10km or 1:250,000, or how far reaching something is: global, national, regional scale)

Environment and sustainability: Our responsibility to conserve natural resources and protect global ecosystems to support health and wellbeing

Change: Explaining geographical phenomena by investigating how they have developed over time

Key Concept	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	Holidays Photos of homes Pictures of the UK	Characteristics of some other countries Special places Immediate environment	Characteristics of the local environment	Contrasting locality Human and physical features of two locations	Landscape and terrain in the UK	North America and South America Natural features of the Americas Impact of physical geography on people's lives	Features of extreme environments Human and physical features of Hertford	Features of locations at risk of natural disaster
Space	Positional language (and instructions)	School address Locating places on simple maps/aerial	Locating the countries of the UK and their capitals	Locating the 7 continents and 5 oceans	Counties and county towns of the UK	Global scale: Arctic to Antarctic	Location of extreme environments on a global scale	Location of a range of natural disasters World wide and

	Journey to school	views	Locating seas around the UK	Compass points	Differences between the North and South of the UK			identification of risk factors
Scale	Maps in the environment	Locating places on simple maps/aerial views	Locating countries and capitals of the UK on maps	Locating continents and oceans on maps and atlases Map symbols	Topographical features on a map 4 figure grid references	% of Earth covered in water Hemispheres, equator and tropics	Using topographical maps to identify extreme locations: eg. Everest, Mariana Trench Using climate maps to locate deserts (inc polar regions)	Exploration of natural risk maps eg. https://hazards.fema.gov/nri/map
Environment/sustainability	Replacing natural objects in the environment	Looking after the immediate natural world	Difference between natural and made features of the local environment Effects of seasonal change on the natural world Protecting ourselves from the weather	Typical weather conditions as represented on maps Land use as represented by maps	Reduction in biodiversity due to human activity in the UK	Water cycle and finite nature of water Living things need water (links with Y4 science) Distribution of wealth	How living things adapt to extreme environments Sustainable land development in the local area Balancing the needs of nature and people	Natural disaster warning systems Economic and humanitarian impact of natural disaster - short and long term
Change		Seasons	Seasonal changes and their impacts on us.		How the UK was shaped by the ice age Human features replacing natural features	Human impact on place Human impact on natural resources	Environments are becoming more extreme over time Local change and how it is planned	Human intervention/ involvement in natural disaster

Skills Progression in Geography

Nursery	
Sticky Knowledge: Locational Knowledge: I know that there are different countries in the World.	Transferable Skills and Fieldwork: I can talk about different places I have experienced or seen in photos.
Reception	
Sticky Knowledge: Locational Knowledge: I can name some of the countries of the World, including England. Place Knowledge: I know that some places are special to members of my community. Human and Physical Geography: I know that some environments are different to the ones in which I live. I know some similarities and differences between life in this country and life in other countries. Human and Physical Geography: I know some differences between the natural World around me and contrasting environments. Human and Physical Geography: I know the effect of the changing seasons on the environment around me.	Transferable Skills and Fieldwork: • I can describe my immediate environment using knowledge from observation, discussion, stories and maps. • I can draw on what I have experienced in stories, non-fiction texts and maps to talk about other environments. • I can draw information from a simple map.
Year 1	
Sticky Knowledge: Locational Knowledge: I know the name and location of the countries and capitals of the UK. Locational Knowledge: I know which seas surround the UK.	Transferable Skills and Fieldwork: • I can predict seasonal changes in the weather and explain how this might affect me and my environment.

Place Knowledge: I know that Hollybush School is in Hertford and I know some of the physical and human features of the immediate environment Human and Physical Geography: I know what weather to expect in different seasons in the UK. (Also see Science) Human and Physical Geography: Use geographical vocabulary to refer to areas of study (<i>see knowledge organisers</i>)	• I can identify characteristics of places using a variety of sources • I can interpret some simple elements of maps and atlases.
Year 2	
Sticky Knowledge: Locational Knowledge: I can name the World's seven continents and five oceans. Place Knowledge: I know some differences and similarities between a small area of the UK and a small area of a non-European country. Place Knowledge: I know some of the human and physical features of Hertford Human and Physical Geography: I know that the areas around the Equator are hot and areas around the poles are cold. Human and Physical Geography: Use an increasing range of geographical vocabulary to refer to areas of study (<i>see knowledge organisers</i>)	Transferable Skills and Fieldwork: • I can compare a small area of the UK and a small area of a non-European country by studying their • I can use maps, atlases and globes to discover counties, continents and oceans. • features. • I can describe location using the compass directions: North, South, East and West and locational language such as 'near and far', 'left and right.' • I can share my knowledge by recording and talking about what I have learnt.
Year 3	
Sticky Knowledge: Locational Knowledge: I know and can name some of the counties and county towns of the UK. Place Knowledge: I know that, within the UK, there is a wide diversity of environments (eg. urban, rural, coastal)	Transferable Skills and Fieldwork: • I can identify key features of human and physical geography and relate them to land use across different parts of the UK. • I can describe topographical features on a map, eg. hills, mountains, lake and rivers

Human and Physical Geography: I know some geographical characteristics of contrasting parts of the UK. Human and Physical Geography: I can name and describe some of the human and physical features of Hertford	• I can use four figure grid references, symbols and keys to ask and answer questions about the geography (of the UK). • I can observe and record the human and physical features of my local environment
Year 4	
Sticky Knowledge: Locational Knowledge: I can locate the World's counties on a map with a focus on Europe, North and South America Locational Knowledge: I know the position and significance of the Equator, tropics of Cancer/Capricorn and Arctic/Antarctic circles Place Knowledge: I know some of the similarities and differences between a part of North America and a part of South America. Human and Physical Geography: I understand and can explain the water cycle. (Also see Science)	Transferable Skills and Fieldwork: • I can summarise differences between human and physical geography and analyse their impact on the distribution of natural resources. • I can identify key features of human and physical geography and relate them to land use, lifestyles and distribution of wealth (across different parts of North and South America). • I can describe topographical features on a map, including those using digital technology eg. hills, mountains, lakes, rivers, deserts., fault lines etc. • I can use four figure grid references, symbols and keys, including those used in digital technology.
Year 5	
Sticky Knowledge: Locational Knowledge: I can name, know the location of, and find on a map, some of the World's most significant physical features (deserts, mountains, lakes, rivers, canyons, waterfalls etc.) Place Knowledge: I know why some places face environmental extremes and can relate this to what I know about physical and human geography.	Transferable Skills and Fieldwork: • I can use six figure grid references, symbols and keys, including those used in digital technology. • I can compare topographical features on a map, including those using digital technology eg. hills, mountains, lakes, rivers, deserts., fault lines etc. • I can ask and answer questions about the local area, record and present my findings and propose

Human and Physical Geography: I know some of the ways in which human activity impacts on physical geography	improvements based on my understanding of human and physical geography.
Year 6	
Sticky Knowledge: Locational Knowledge: I can use atlases, maps, globes and digital technologies to locate places of relevance to my study Place Knowledge: I can name some of the Earth's biomes and have a good understanding of the environmental and bio-diverse features of them as well as their impact on economics and trade. Human and Physical Geography: I know how earthquakes, volcanoes and other natural features/events shape the environment and communities around them.	Transferable Skills and Fieldwork: • I can examine and explain natural events and can create hypotheses relating to their impact on places and people. • I can classify and compare key features of human and physical geography and relate them to land use and economic activity • I can suggest lines of enquiry and make reasoned proposals about which to follow, interrogate and review data, reach conclusions and justify my opinions relating to an area of geographical study.

Knowledge organisers give further detail on each area of learning and can be found at:

<https://www.hollybush.herts.sch.uk/curriculum/>

Adaptations for SEND children

We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and extended as appropriate. We also create an ethos of not being afraid to make 'mistakes,' but instead, for children to be risk-takers, problem solvers and to develop resilience.

To support children with SEND to access the curriculum we will:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Depending on the specific needs of each child, further adaptations may include, but are not limited to:

- Use of speaking frames to form reasoned answers.
- Resources labelled with Makaton symbols
- Tasks broken into chunks with communication in print instructions
- Larger/simpler resources eg. maps with picture keys
- Alternative resources eg. access to a you tube clip in place of a written hand out.
- Pre-teaching of key vocabulary
- Flexibility in group work eg. option to work alone if preferred

Assessment

Geography at Hollybush is assessed against key objectives from the National Curriculum which can be found on the skills progress document above.

Assessment takes two forms:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Teachers can find our summative assessment tracking grid for geography here: [📄 Geography Assessment 2024-2025](#) ¹

¹ This document is only accessible to school staff.