

The Geography Curriculum at Hunsley Primary

Our geography curriculum will enable our children to better understand the world they live in. They will learn about the geography of their local environment, our county of East Yorkshire, the United Kingdom and a variety of places across the world. They will look at how the geography of the world differs depending on climate, population, economy, landforms, built environment, soils and vegetation, communities, water resources, cultures, minerals, landscape, and recreational and scenic quality. Our curriculum enables our children to understand the importance of places in terms of identity, sense of place and belonging; and the ways people experience and use places. They recognise that places may be altered and remade by people, and that changes promoted by one group may be contested by others. They need to understand that the values and beliefs people and groups hold about places vary, which is why changes to places are often controversial. They grasp that places are unique and therefore the impact of human and physical processes might vary from place to place, and why problems which appear similar across two places might require very different solutions. Our children must know that improvements in transport and communication systems have greatly reduced the time taken to send goods and information between places, which has increased the speed at which impacts and changes spread around the world. Through our curriculum our children will learn that maps are the tool of the geographer – how geography is recorded, analysed, represented, communicated and interpreted. They must understand the idea of a key, including knowing the main symbols for representation, on OS maps, but also on digital mapping too. The children must develop the skills of decoding, interpreting, comprehending and analysing information and messages from maps. Reading maps (OS) and other geographical information systems (GIS) is one of the skills of graphicacy, e.g. interpreting visual images such as pictures, graphs, sketches, charts, photographs and diagrams, which the children need to acquire. Geographical numeracy skills they will learn include measuring (distance, time, volume, speed, rate); counting (tallying, grouping); graph-making (e.g. precipitation graphs); charts for observing and recording location, distribution; navigation (grid references, compass points). They must understand that ‘distribution’ and the related counts or estimates can refer both to smaller objects (telephone boxes in a village) to global resources or landform features (rivers, volcanoes).

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	As part of their Understanding the World curriculum and through enhancements in response to child-led investigations, the children will explore the world around them, making a personal response to local geography and places of interest.	Place – 1. Personal Geography Focus: community	Place – 1. Personal Geography Focus: School community	Place – 1. National Geography – UK in a continental context Focus: Similarities and Differences	Place – 1. Personal Geography Focus: UK regions	Place – 1. Local and National Geography of the UK Focus: Characteristics	Place – 1 National Geography Focus: key topographical features
		Place – 2. National Geography of the UK Focus: Four countries of the UK	Place – 2. National Geography of the UK Focus: UK countries and capital cities		Place – 2. Global Geography Focus: Europe regions	Place – 2. Global Geography Focus: North America Regions	Place – 2. Global Geography Focus: South American regions
Spring		Space – 1. Global Geography Focus: Earth landmass and water	Place – 3. Global geography and the UK Focus: similarities and differences	Place – 2. Global Geography Focus: Europe in a global context	Place - 3. Global Geography Focus: world’s countries and cities	Space – 1. Global Geography Focus: longitude and latitude	Place – 3. Global Geography Focus: North and South America Environmental Regions
		Place – 3. Global Geography and the UK Focus: Brough study	Space – 1. Global Geography Focus: seven continents	Space – 1. Global Geography Focus: Northern Hemisphere	Space – 2 Global Geography Focus: Tropics of Cancer and Capricorn	Place – 3. Global Geography Focus: North and South America Environmental Regions	Space – 1. Global Geography Focus: Time zones
Summer		Environment – 1 Global Geography Focus: hot and cold areas	Environment - 1. Global Geography Focus: similarities and differences	Environment – 1. Water Cycle Focus: vegetation’s belt	Environment – 1. Global Geography Focus: Climate Zones and settlements	Environment – 1. Earthquakes Focus: Earthquakes	Environment – 1. Biomes Focus: biomes
		Space – 2. Global Geography Focus: Similarities and differences				Place – 4. Global Geography Focus: Trade links	

Key threshold concepts

- Our children will be geographical thinkers: including relating the local and the global, the near and far, the physical and the human, people and environments, the economic and the social, time and distance.
- Our children will have a sound understanding of the nature, lives and variation in their immediate community. This must be in tandem with their understanding of social and cultural issues which are particular to their communities. They will think in these terms to develop a sense of personal geography.
- Our children will acquire geographical numeracy and geographical graphicacy to analyse data and demonstrate their understanding in a visual way.
- Our children will be able to debate, persuade and investigate through geographical oracy and the use of key words and geographical literacy in their use of ‘powerful’ geographical knowledge.
- Through the use of graphic learning technologies (e.g. Google maps, OS maps and geographic information systems (GIS)), our children will understand and translate a 3D concept into a 2D representation. They will learn to manipulate virtual maps and experience virtual visits to places, spaces and environments via AR resources such as GoogleGoggles.
- Our children understand that a place is a specific part of the Earth's surface that has been named and give meaning by people, although these meanings may differ. Places range in size from the home and locality to a major world region. They are interconnected with other places, often in complex ways. Places are unique, but do not have to be studied as if they were singular, for in seeking understanding and explanation geographers study general processes and look for similarities as well as differences.
- Our children understand that space in geography is the three-dimensional surface of the Earth. While historians study change over time, geographical study emphasises differences across space. This is of particular interest in understanding the rich diversity of environments, peoples, cultures and economies that exist together on the surface of the Earth.
- The term ‘environment’ means our living and non-living surroundings. The features of the environment can be classified as natural, managed, and thinking about the world