

The Geography Curriculum at Hunsley Primary

At Hunsley Primary, our children are excited, curious, and enthusiastic to learn about the world they live in. We recognise that the teaching of Geography gives children an understanding of the world around them, its natural and human environments, places near and far, and the processes that create and affect them. We have designed a Geography curriculum that aims to enable our children to develop a sense of self within the world, an understanding and knowledge of the links between people, places and how the environment around us is connected to other parts of the world. Our children will be equipped with geographical skills that are built upon each year throughout their time at Hunsley Primary. Our children have opportunities to learn about their local environment, our county of East Yorkshire, the United Kingdom and a variety of places around the world. They learn to use compasses and a range of maps, including digital maps, globes and atlases to develop their working geographical skills and to build their understanding that maps are the tool of a geographer. We want our children to gain confidence in using the skills they are developing and therefore offer practical experiences through local fieldwork studies and in our wider community.

	Reception (Understanding the world)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area 1	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, including animals and plants, making a personal response to local geography and other places around the world. They will also explore the weather and seasons with this learning to be built on more explicitly in Year 1.	Simple fieldwork and observation around school Key human and physical features of the environment surrounding school Identify land use around school Devise a simple map and construct basic symbols in a key	Explore different types of settlement, comparing villages, towns and cities and reasons why they have developed over time (local focus – East Riding of Yorkshire, Welton, Brough, Beverley and Hull) Participate in a local fieldwork study around Brough	Counties of the UK – specific focus on Northumberland and Newcastle Children are introduced to the terms urban and rural and they explore how urbanisation is impacting rural areas	Regions of the UK and land use patterns Mountains Focused study of The Lake District	Coasts (relate to UK, Europe, and N America)	Trade how has trade developed since the stone age to now Where does the UK export to Global supply chains Food miles
Area 2		Name, locate and identify characteristics of the four nations and capital cities which make up the UK. Know the seas which surround the UK	Name the continents and oceans of the world. Look at hot and cold places in the world and relate this to the equator and north and south poles	Europe – specific focus on Scandinavia	Longitude and latitude, the Tropics, Arctic and Antarctic circles, time zones. North America – focus on comparing Yellowstone National Park with the Lake District	South America – focus on Chile	<ul style="list-style-type: none"> • Antarctica Locational Knowledge: Antarctica's place on the Earth and on a map, position and significance of latitude and • Place Knowledge: Polar Regions, Antarctica's size, makeup and surrounding oceans • Physical Geography: Antarctica as a polar region, seasonal/geographical variations in time, Different forms of land and terrain
Area 3		Identify seasonal and daily weather patterns Know what an Island is and compare UK with Island of Madagascar	Africa as a continent, Kenya as a country and Nairobi as a city. Compare Nairobi with London/ and Hull.	Water cycle Rivers (relate to rivers locally, in the UK, Europe, wider world)	Volcanoes, earthquakes and tsunamis (relate to places in the UK and Italy + N. America)	Climate Zones, Biomes and ecosystems Rainforests – specifically the Amazon rainforest	Changing Climate

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.
- 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 environment means our living and non-living surroundings. The features of the environment can be classified as natural, managed, and thinking about the world.