



HIGHER FAILSWORTH PRIMARY SCHOOL



Geography

LEARN TEAM



Our Approach to Geography at Higher Failsworth Primary School

Intent

On Geography in schools, the Geographical Association says this:

Geographical insights also come from the tension between the universal and specific: processes and phenomena play out differently from place to place and geography recognises that this matters. Thinking geographically therefore offers a uniquely powerful way of seeing the world. At Higher Failsworth Primary School, Geography is an essential part of the curriculum. It provides opportunities for children to explore, understand and appreciate the world we live in, how it has evolved and how it will continue to change. Geography contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions. Geography is a subject that champions inclusivity and awareness as well as strengthening the moral obligation for what we must do look after our earth. Our Geography curriculum is aimed to build knowledge of the local area through research and fieldwork and comparisons with other local studies. We ask important questions on wider school issues as well as the wider world. Geography reminds us that motivation is key. Due to the range of different practices in Geography, lessons through our curriculum meet the needs of all children, it involves students applying intellectual effort to make meaning about place, spatial relations and environment. It helps students to make sense of what they already know and builds on their foundational knowledge. In the long term, our Geography Curriculum will exhibit a consistent, enquiry-led approach that builds on learning from previous years and terms. Fieldwork will be staggered so that key concepts such as map work, image interpretation, directional awareness and observational skills and consistently being taught.



Our Approach to Geography at Higher Failsworth Primary School

Implementation

Our geography curriculum is carefully designed around a model of terraced knowledge, where each year's learning builds securely on what has been taught before. Key concepts, skills, and vocabulary are revisited and deepened over time, allowing children to make meaningful connections across topics and recognise how their understanding develops as they progress through the school. This carefully sequenced approach ensures that knowledge is not taught in isolation but forms part of a coherent journey, enabling pupils to apply what they know with growing confidence and independence.

Geography topics across each term are also used to enrich and drive other areas of the curriculum, creating regular opportunities for cross-curricular learning.

This helps children see how geographical knowledge links with history, science, literacy, and beyond, making their learning purposeful and interconnected. Enquiry-based learning lies at the heart of our approach. Children are encouraged to explore the world through varied, open-ended, and thought-provoking questions that spark curiosity and engagement. Lessons build on these enquiries, guiding pupils to investigate, gather evidence, and develop their own questions inspired by personal interests and observations. In this way, they grow not only as learners of geography but also as independent thinkers.

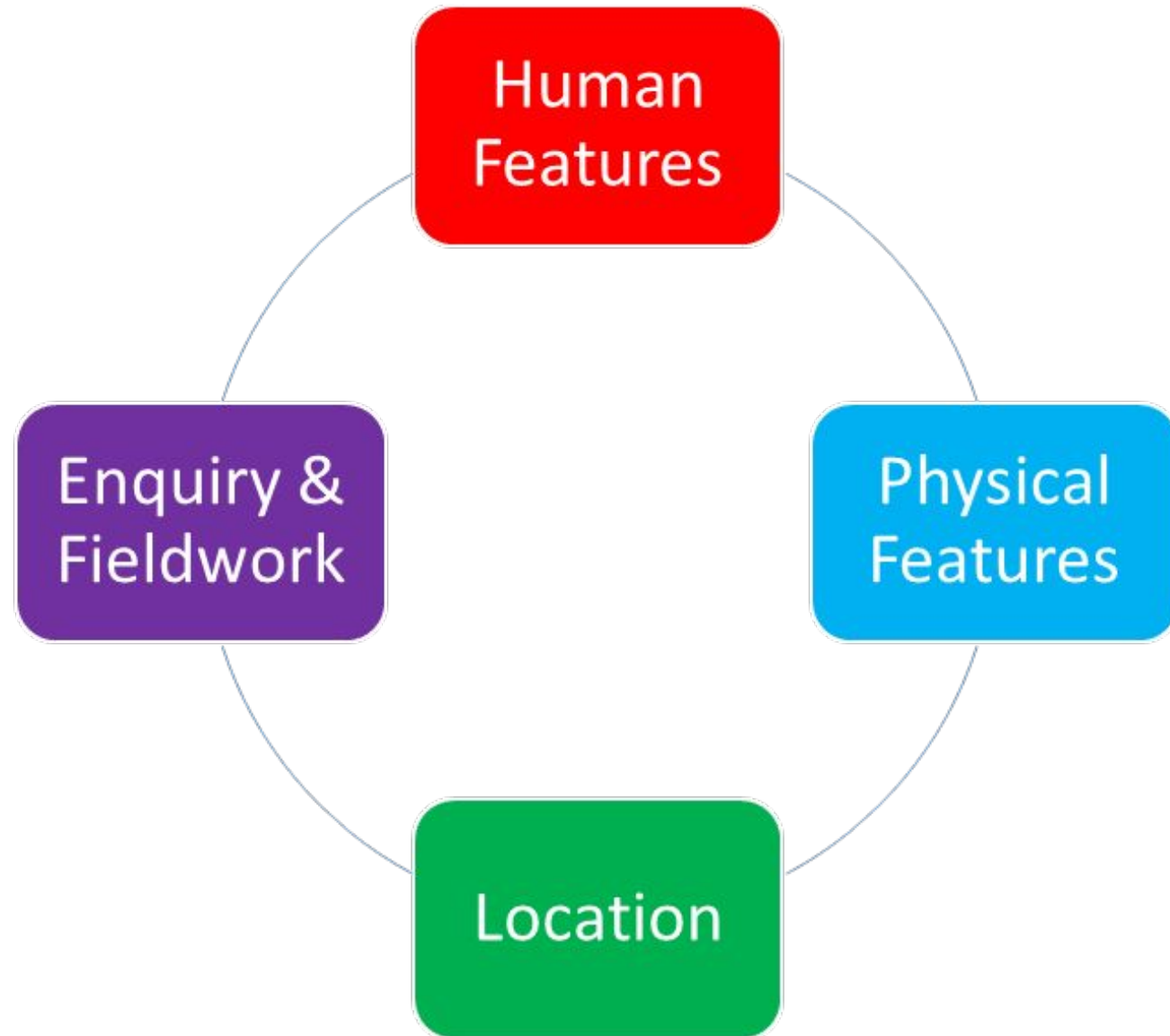
To ensure breadth and consistency, the curriculum is underpinned by four key concepts that are revisited each year: **Human Features, Physical Features, Location, and Geographical Enquiry, Skills, and Fieldwork**. These recurring themes provide a strong framework for progression, helping children to develop both knowledge and practical skills as they move through school.

Impact

- Children will become more analytical and improved critical thinkers.
- Children will develop into understanding, broad minded, tolerant citizens.
 - Children can place themselves and their families in the world.
 - Children can open their eyes to a world before and after them



Geography - Threshold Concepts



EYFS Early Learning Goals for Geography

Understanding the World Education Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

*The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.



EYFS Early Learning Goals for Geography

What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
That positional language and directions can tell us where to go.	- That directions can be followed and lead to different places. - That directions can be verbal, pictorial or written.	- Follow simple directions (Up, down, left/right, forwards/backwards). - Follow directions with a small toy - Direct a friend from point A to B using positional language.
That where they live is unique to them (and their family)	- That every house has its own address. - Know that more than one house is in a village or town.	- Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world. - Talk about where they live
That there are key words/vocabulary associated with human and physical geography.	- Know simple vocabulary to label visible features of the area around them. - Explore the local area for both the built and the natural environment.	- Talk about the area they are in, describing what they can see. - Express their opinions on natural and built environments
That the world is made up of different countries.	- The four countries of the United Kingdom. - The country that they live in. - That not all countries in the world are the same.	- Talk about the different countries of the UK. - Be able to comment on the country they live in. - Able to compare and say what is the same/different about a countries physical or human geography.
We need to change what we do/wear in response to the climate.	- That weather changes according to the seasons and where we are in the world - That we need to dress accordingly to keep ourselves safe.	- Comment on how what we wear changes with where we are. - Choose the correct clothes for certain activities such as play in the woods.



Geography - Human Features

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
•Students can begin to explain why they would wear different clothes at different times of the year. •Students can tell something about the people who live in hot and cold places. •Students can explain what they might wear if they lived in a very hot or a very cold place.	•Students can describe some human features of their own locality, such as the jobs people do. •Students can explain how the jobs people do may be different in different parts of the world. •Students can reason how humans influence places for better or worse. •Students can explain what facilities a town or village might need.	•Students can describe how volcanoes have an impact on people's lives. •Students can confidently describe human features in a locality. •Students can explain why a locality has certain human features. •Students can explain why a place is like it is. •Students can explain how the lives of people living in Brazil would be different from their own.	•Students can explain how a locality has changed over time with reference to human features. •Students can find different views about an environmental issue. What is their view. •Students can suggest different ways that a locality could be changed and improved. •Students can explain why people are attracted to live by rivers.	•Students can explain how a location fits into its wider geographical location; with reference to human and economical features. •Students can explain what a place might be like in the future, taking account of issues impacting on human features. •Students can explain why people are attracted to live in cities. •Students can explain why people may choose to live in a village rather than a city.	•Students can give an extended description of the human features of different places around the world. •Students can map land use with their own criteria. •Students can describe how some places are similar and others are different in relation to their physical features.



Geography - Physical Features

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
• Students can tell someone their address. • Students can explain the main features of a hot and cold place. • Students can describe a locality using words and pictures. • Students can explain how the weather changes with each season. • Students can name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.	• Students can describe some physical features of their own locality. • Students can explain what makes a locality special. • Students can describe some places which are not near the school. • Students can describe a place outside Europe using geographical words. • Students can describe some of the features associated with an island. • Students can describe key features of a place.	• Students can use maps and atlases appropriately by using contents and indexes. • Students can describe how volcanoes are created. • Students can describe how earthquakes are created. • Students can confidently describe physical features in a locality. • Students can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).	• Students can use appropriate symbols to represent different physical features on a map. • Students can explain why many cities of the world are situated by rivers. • Students can explain how the water cycle works. • Students can explain why water is such a valuable commodity.	• Students can explain how a location fits into its wider geographical location; with reference to physical features. • Students can describe the main features of a well-known city. • Students can describe the main features of a village. • Students can describe the main physical differences between cities and villages.	• Students can give extended descriptions of the physical features of different places around the world. • Students can describe how some places are similar and others are different in relation to their human features. • Students can accurately use a 4 figure grid reference. • Students can create sketch maps when carrying out a field study.



Geography - Location

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
•Students can identify the four countries making up the United Kingdom. •Students can name some of the main towns and cities in the United Kingdom. •Students can point out where the equator, north pole and south pole are on a globe or atlas.	•Students can name the continents of the world and find them in an atlas. •Students can name the world's oceans and find them in an atlas. •Students can name the major cities of England, Wales, Scotland and Ireland. •Students can find where they live on a map of the UK.	•Students can name a number of countries in the Northern Hemisphere. •Students can locate and name some of the world's most famous volcanoes. •Students can name and locate some well-known European countries. •Students can name and locate the capital cities of neighbouring European countries. •Students are aware of different weather in different parts of the world, especially Europe.	•Students know the difference between the British Isles, Great Britain and UK. •Students can name up to six cities in the UK and locate them on a map. •Students can locate and name some of the main islands that surround the UK. •Students can name and locate many of the world's major rivers on maps. •Students can name and locate many of the world's most famous mountain regions on maps.	•Students know the countries that make up the European Union. • Students can locate several European countries on a world map and atlas. •Students can name and locate many of the world's major deserts on maps. •Students can name the largest desert in the world. • Students can locate the continents and major oceans on a world map and globe. •Students can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.	•Students can recognise key symbols used on ordnance survey maps. •Students can explain how the time zones work. •Students can locate the USA and Canada on a world map and atlas. •Students can locate and name the main countries in South America on a world map and atlas.



Geography - Enquiry

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
• Students can sort what they like and don't like about their locality. • Students can accurately use atlases and maps to answer questions. • Students can think of a few relevant questions to ask about a locality. • Students can answer questions about the weather. • Students can keep a weather chart.	• Students can label a diagram or photograph using some geographical words. • Students can find out about a locality through research tasks. • Students can find out about a locality by asking some relevant questions. • Students can compare their locality with another locality e.g. the seaside.	• Students use correct geographical words to describe a place and the events that happen there. • Students can identify key features of a locality by using a map. • Students can begin to use 4 figure grid references. • Students can accurately plot NESW on a map. • Students can use some basic OS map symbols. • Students can make accurate measurement of distances within 100km.	• Students can find the same place on a globe and in an atlas. • Students can label the same features on an aerial photograph as on a map. • Students can plan a journey to a place in England. • Students can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)	• Students can collect information about a place and use it in a report. • Students can map land use. • Students can find possible answers to their own geographical questions. • Students can make detailed sketches and plans; improving their accuracy later. • Students can plan a journey to a place in another part of the world, taking account of distance and time.	• Students can confidently explain scale and use maps with a range of scales. • Students can choose the best way to collect information needed and decide the most appropriate units of measure. • Students can make careful measurements. • Students can use OS maps to answer questions. • Students can use maps, aerial photos, plans and web resources to describe what a locality might be like.



Geography - Fieldwork

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Map Skills	- Students can accurately use atlases and maps to answer questions. - Students can identify European and African locations on a map. - Students can accurately locate Great Britain on a map.	- To use world maps, atlases and globes to identify non-European continents. - Students can accurately use maps and atlases to locate Great Britain and its four countries. - To use and construct basic symbols in a key for their own maps.	- Students can identify key features of a locality by using a map - Students can accurately plot NESW on a map. - Students can use some basic OS map symbols. - To use maps, atlases and globes to compare different countries. - Students can use maps and atlases to identify the seven continents.	- Students can use appropriate symbols to represent different physical features on a map. - Students can find the same place on a globe and in an atlas. - Students can use maps and atlases to identify the five oceans.	- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Students can use maps, globes and atlases to locate the seven continents and five oceans. - Students can accurately locate major European and Non-European capital cities.	- To use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area. - Students can use Google Earth to locate the seven continents and five oceans. - Students can accurately locate major European and Non-European, including North American, capital cities.
Directional Skills	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.	To use a 4-point compass to give and receive directions.	Students can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).	- To use the eight points of a compass to describe the location of features and routes on a map. - Students can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).	To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world.	To select and give reasons for which method they would help them in certain tasks to help build their knowledge of the United Kingdom and the wider world.
Interpreting Aerial Pictures and Plans	To be able to interpret basic key symbols and locate positions of human and physical features on a map.	- Students can label a diagram or photograph using some geographical words. - To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features to help devise a simple map.	- To be able to make accurate scaled measurements of distance. - Students can use some basic OS map symbols.	- Students can label the same features on an aerial photograph as on a map. - To begin to use digital technology to observe and interpret aerial pictures and plans.	- Students can map land use. - Students can use aerial maps plan a journey to a place in another part of the world, taking account of distance and time. - Students can use aerial plans to recognise human and physical features.	- Students can use maps, aerial photos, plans and web resources to describe what a locality might be like. - Students can use OS maps to answer questions.
Observational Skills	- Students can think of a few relevant questions to ask about a locality. - Students can answer questions about the weather. - Students can sort what they like and don't like about their locality. - To use simple fieldwork and observational skills to study the geography of their school and its grounds and the local park.	- Students can find out about a locality by asking some relevant questions. - Students can compare their locality with another locality e.g. the seaside. - To use simple fieldwork and observational skills to study the geography of their school and key human and physical features in its surroundings.	- Students can make accurate measurement of distances within 100km. - To measure the human and physical features in the local environment.	- Students can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.). - To measure and record the human and physical features in the local environment.	- Students can make detailed sketches and plans; improving their accuracy later. - To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.	- Students can make careful measurements and use the data. - To use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - To present their findings.



Geography - Long Term Plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	Marvellous Me! <i>Why is Failsworth an important place?</i>	What Makes Britain Great! <i>Where in the world is Great Britain?</i>	Walk on the Wild side <i>What is life like in Kenya?</i>
<u>Year 2</u>	Beside the Seaside <i>Would you like to live beside the seaside?</i>	Frozen Earth <i>Does the North Pole have a summertime?</i>	From Oldham to the Amazon <i>What lives in the Amazon Rainforest?</i>
<u>Year 3</u>	Volcanoes and Earthquakes <i>How do Natural Disasters affect people's lives?</i>	Rocking Rio <i>Why do 6 million people attend Rio's Carnival?</i>	Welcome to the Tundra <i>Is Russia bigger than a planet?</i>
<u>Year 4</u>	Environmental Issues <i>Can we cool down our planet?</i>	Rivers and Mountains <i>Do we drink the same water as Dinosaurs?</i>	Grappling with the Galapagos <i>Are there dragons on the Galapagos Islands?</i>
<u>Year 5</u>	Comparing Rural and Urban <i>Would you like to live in the countryside?</i>	Understanding Deserts as Biomes <i>Is there a desert in Antarctica?</i>	Beautiful Barcelona! <i>Should Barcelona have independence from Spain?</i>
<u>Year 6</u>	New York, New York <i>Why did 12 million people pass through Ellis Island?</i>	Extreme Survival <i>How could you survive in the hottest place on earth?</i>	Where would you be if you weren't in Year 6?

