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| Haytor green on white**Haytor View Community Primary School & Nursery****Geography Curriculum Overview [11-8-22]***Learning together - enjoying success - aiming high - celebrating difference – enriching community* |
| *‘ The greatest enemy of understanding is coverage. As long as you are determined to cover everything you ensure that most children are not going to understand.’* *Howard Gardner, Developmental Psychologist.***Geography***Intent: In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain 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. We intend to develop children’s competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).* Our geography curriculum incorporates fundamental geographical knowledge, we have mapped the core Knowledge that children need which is carefully planned, purposeful connections can be made to prior knowledge. Our geography curriculum aims to:* Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
* 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.
* Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
* Enable children to learn and explain how the Earth’s features at different scales are shaped, interconnected and change over time.
* Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

 Children are supported in developing the geographical skills needed to: * Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
* Interpret a range of sources of geographical information, including maps, globes and aerial photographs.
* Communicate geographical information in a variety of ways, including through maps and writing at length.

**EYFS:** In the Early Years the pupils develop an awareness of their environment and place in the world this develops a foundation for the future learning as well as a platform for the children to develop the procedural knowledge of being a geographer. **KS1:** In Key stage one we build upon children’s experiences in the foundation stages and look at our local area noting the physical and human features of our local area, a contrasting location within the UK we then turn our procedural knowledge of geographical fieldwork onto the oceans and seven continents of the world. **KS2:** At the beginning of KS2 children are introduced to concepts, vocabulary and knowledge that is built upon in subsequent years, laying important foundations of much of their future geographical learning. Drawing upon on themes that have been explored throughout KS2, children are able to approach complex topics with a depth and breadth of knowledge. We want pupils to think like a geographer, therefore we plan and teach the disciplinary and procedural knowledge that allows pupils to demonstrate and explain their learning, this means developing children’s ability to explain their learning using a range of media.  |

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| **Year Group** | **Autumn Term** | **Spring Term** | **Summer Term** |
| EYFS Curriculum Heading 2006- current day Summer 2020:- **Understanding the World :- The World** Across the Foundation Stage we follow children’s interests, their questions. The direction of their thinking is recorded in our ‘**Watch, Wait and Wonder’** books, which we use to support and record reflective conversations. |
| **N ( F1)** | Things I can find in the nursery? What can you see in your school environment? | Where do I live? How do you travel to your house? | Which directions to follow to find the clue? |
| **R ( F2)** | Our school on a map? Who are the people that help me in school? | How can we keep our school environment clean and green? | Can people also live underground ? |
| Additional information in our continuous provision within the FS linked to our coverage of the Geography curriculum can be found under, Our Foundation Stage – ‘The World ‘ document |
| **1** | What is Buckland?  | Beyond Buckland, but not too far… | What is a Capital City?  |
| **2** | What is Europe?  | What other continents are there? | Why is it important that we look after our world? |
| **3** | Newton Abbot – Finding places that we know. | The Journey of Water. | The UK and its neighbours. |
| **4** | What do maps tell me about Newton Abbot? | Volcanoes and Earthquakes. | Why is the weather changing?  |
| **5** | Comparing Cities and Countryside. | Why are rivers important?  | An equatorial study. |
| **6** | What do maps tell us about our capital city? | From clay to the modern day – changing industry in our locality | How does the way we travel impact upon our environment? |