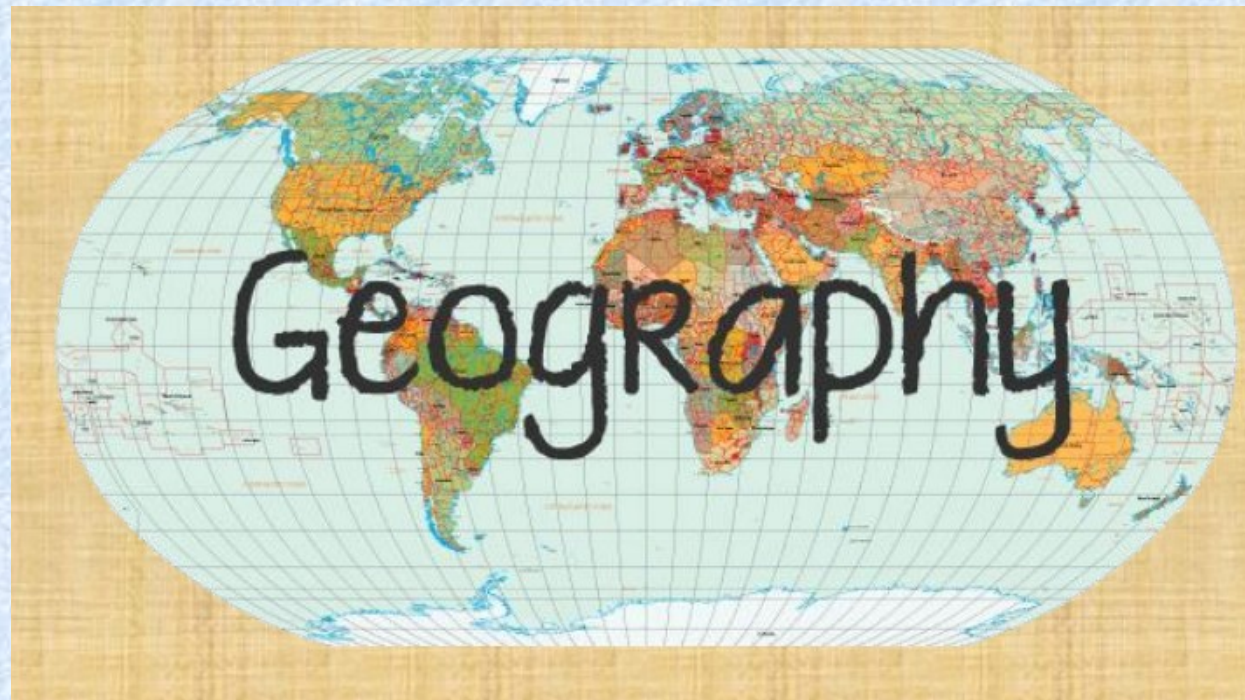


# Our Curriculum



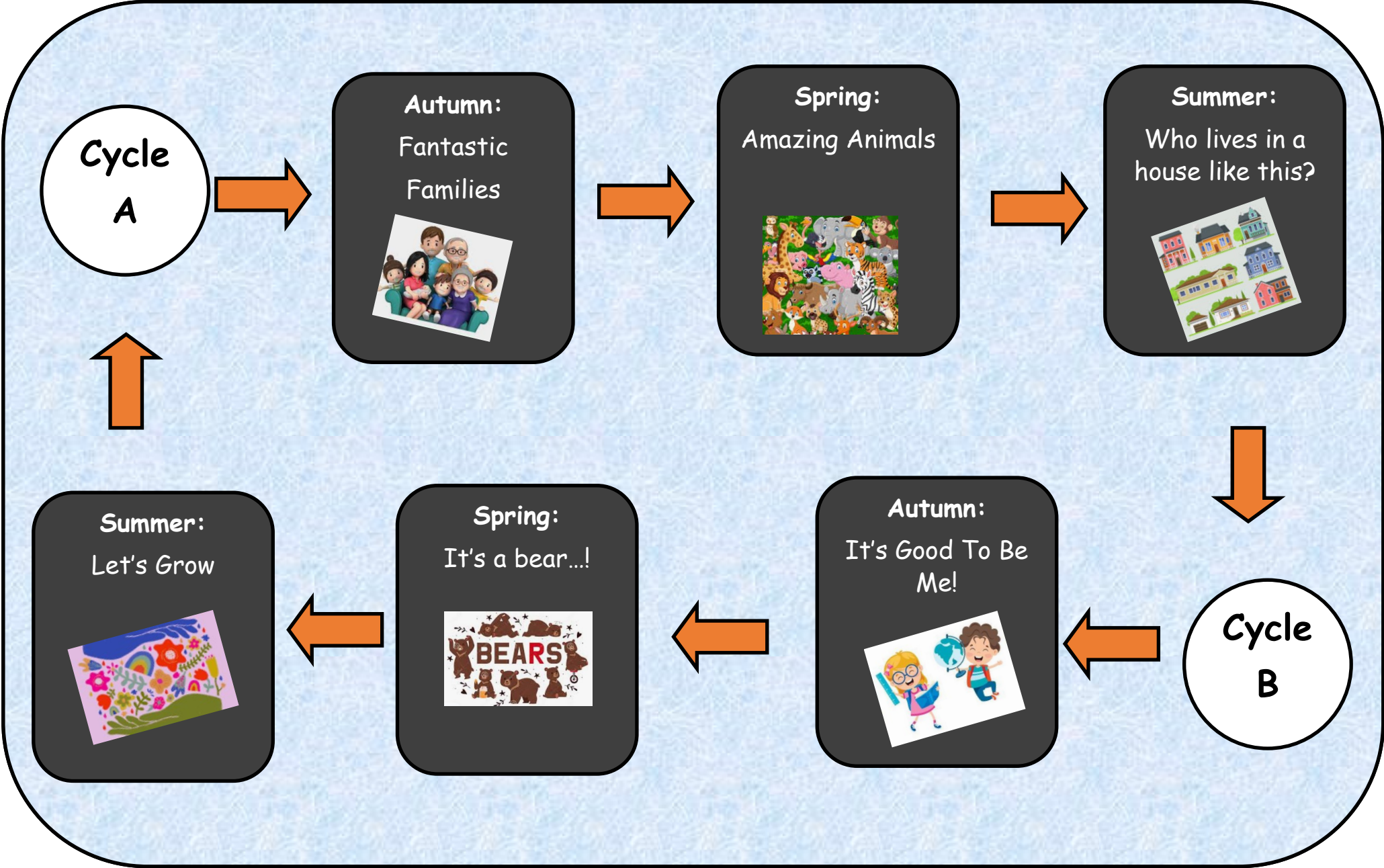
## Rationale & Intent

At Newton Hill Community School we are guided by the National Curriculum for Geography (2014). We provide a high-quality Geography education that will help pupils gain a coherent knowledge and understanding of 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.

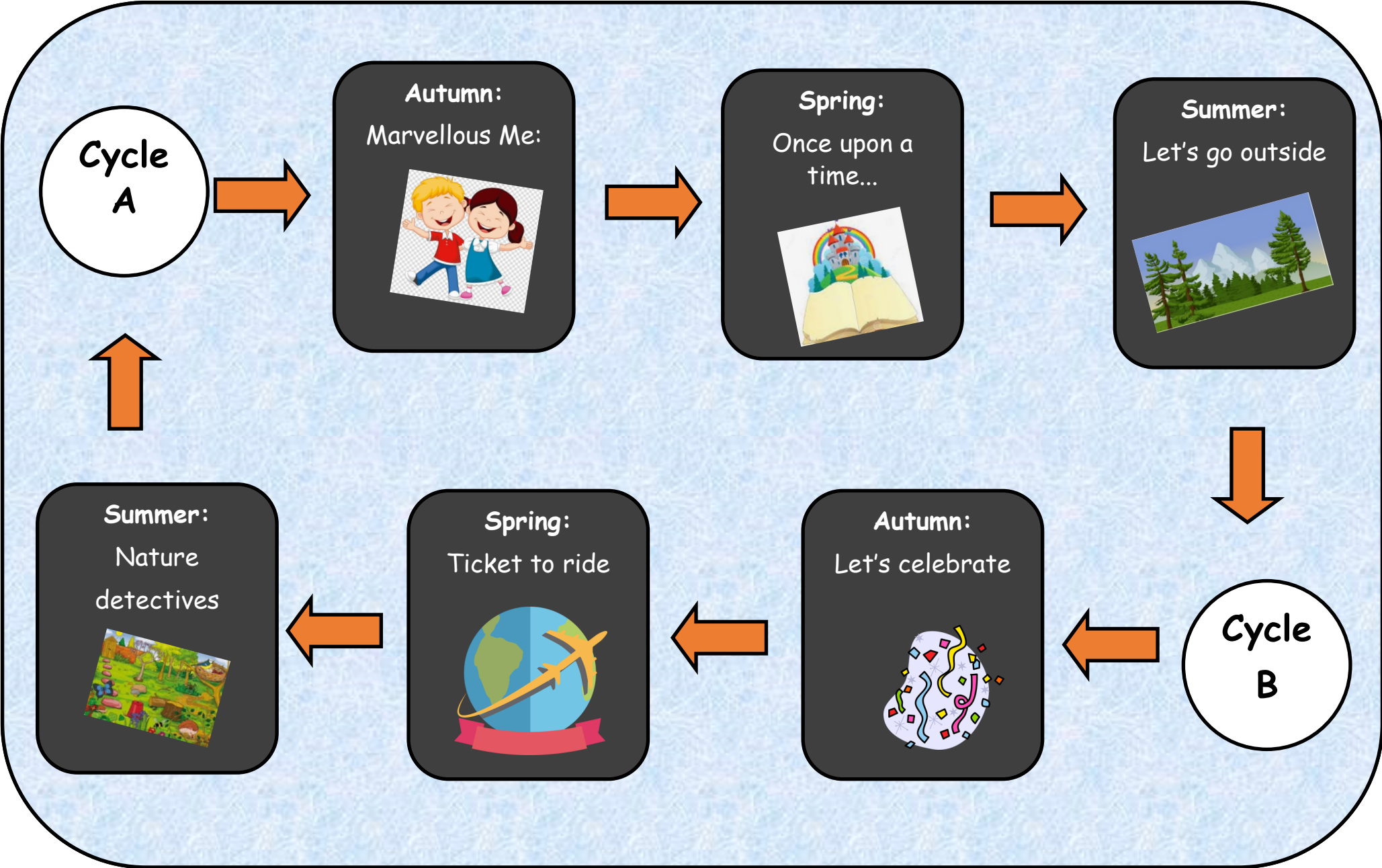
The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of field-work that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

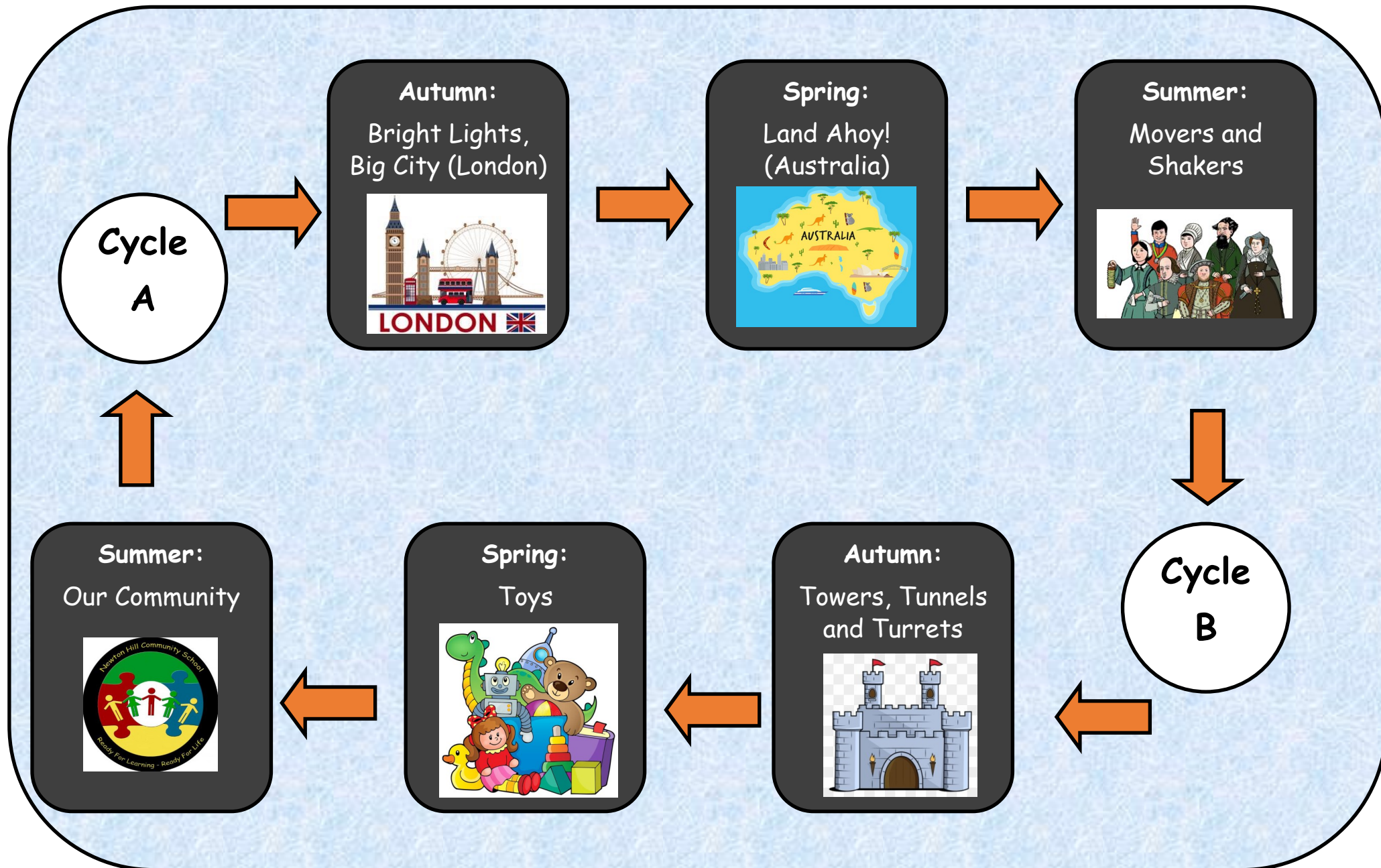
# Nursery Journey



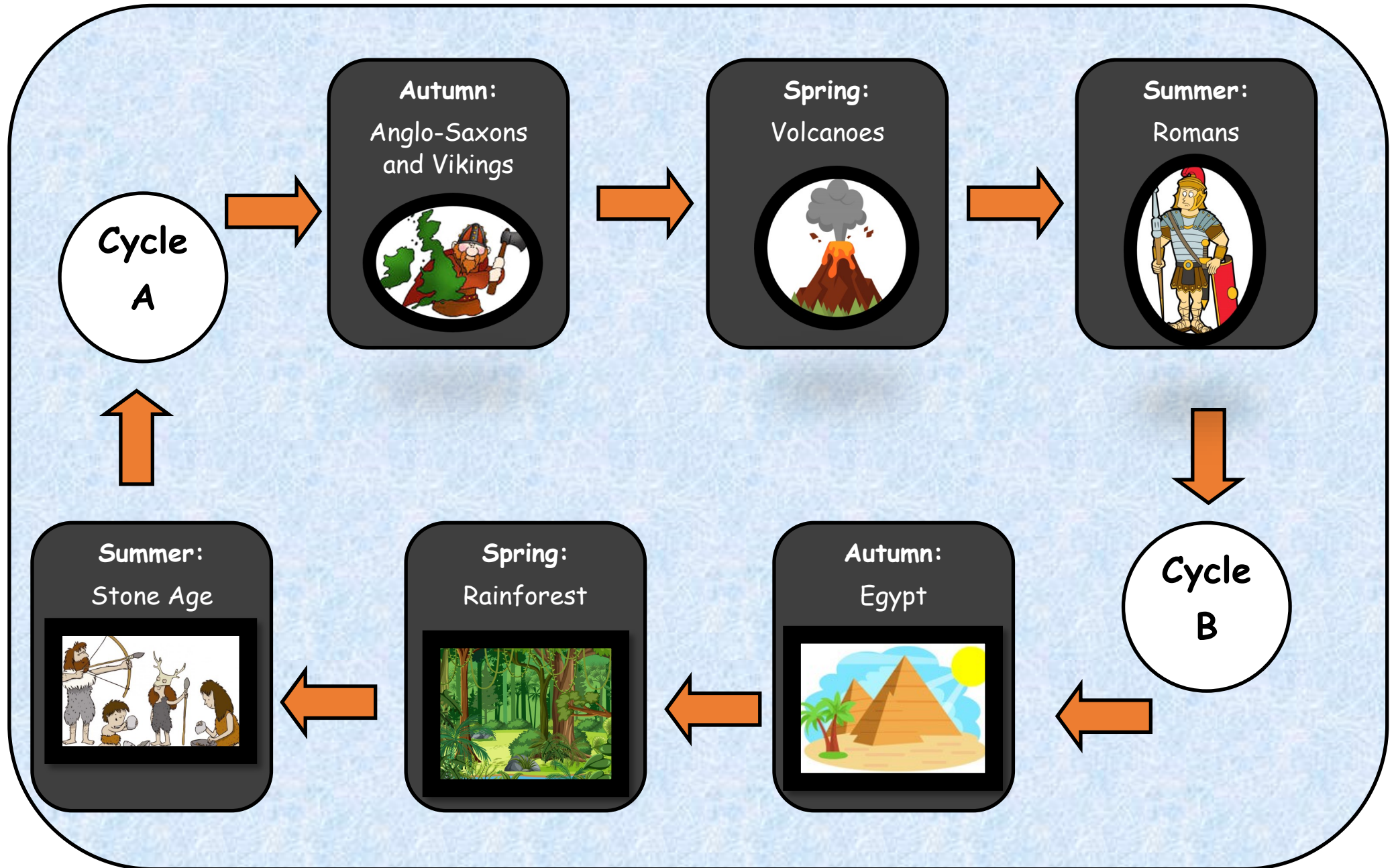
# Reception Journey



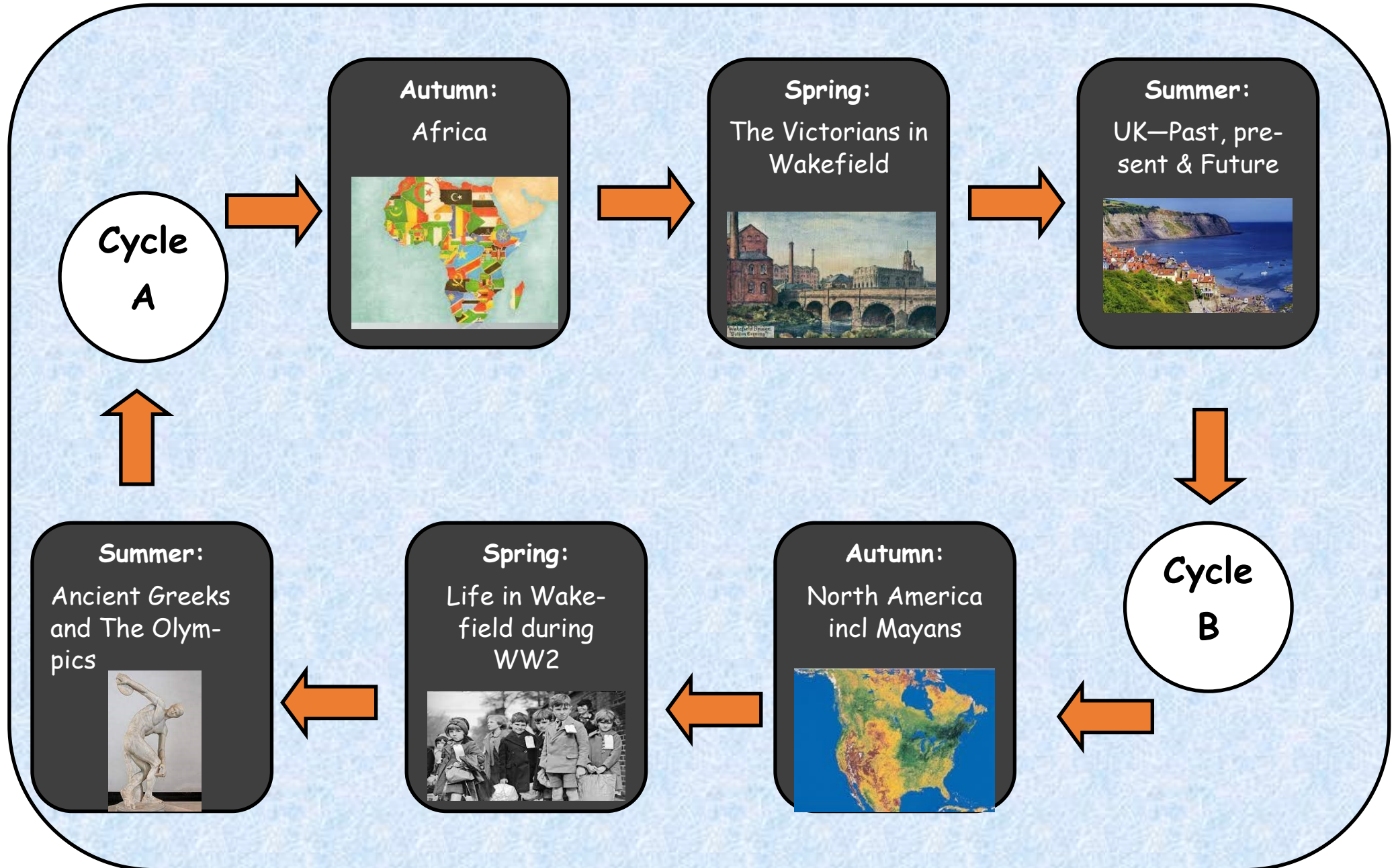
# Key Stage 1 Journey



# Lower Key Stage 2 Journey



# Key Stage 2 Journey



## Nursery Skills

### Geographical Skills

- Understand position through words alone—for example—The bag is under the table—with no pointing (M)
- Describe a familiar route (M)
- Discuss routes and locations, using words like in front and behind (M)
- Use all their senses in hands-on exploration of natural materials (UtW)
- Begin to understand the need to respect and care for the natural environment and all living things. (UtW)
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UtW)
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (EAD)
- Make imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park. (EAD)
- Use a wider range of vocabulary (CL).
- Develop their sense of responsibility and membership of a community (PSED)



## Reception Skills

### Geographical Skills

- Draw information from a simple map. (UtW)
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them. (UtW)
- Recognise some environments that are different to the one in which they live. (UtW)
- Understand the effect of changing seasons on the natural world around them. (UtW)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UtW)
- Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class. (UtW)
- Explain some similarities and differences between life in this country, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UtW)
- Explore the natural world around them, making observations and drawing pictures of plants and animals. (UtW)
- Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what is read in class. (UtW)
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UtW)
- Learn new vocabulary. (CL)
- Describe events in some detail. (CL)

## Year 1 Skills

### Geographical Skills

- Ask and answer simple geographical questions when investigating different places
- Use simple observational skills to study the geography of the school and its grounds.
- Use simple maps of the local area e.g. large scale print, pictorial etc.
- Use locational language (near and far, left and right) to describe the location of features and routes.
- Make simple maps and plans e.g. pictorial place in a story.
- Begin to use world maps to identify the continents and oceans studied at this stage

### Human and Physical Geography

- Describe seasonal weather changes.
- Begin to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features, including: season, weather, ocean and sea.
- Use basic geographical vocabulary to refer to key human features, including: house, village, shop, city and town.

### Place Knowledge

- Name, describe and compare familiar places.
- Link their homes with other places in their local community.
- Know about some present changes that are happening in the local environment e.g. at school.

## Year 1 Skills

### Vocabulary

Near, far, left, right, building, plan, globe, journey, travel, sun, transport, lorry, bus, car, Summer, Winter, Autumn, Spring, seasons, storm, wind, snow, rain, hail, fog, wet, dry, hot, cold, cloudy, long, short, wide, bungalow, junction, narrow, town, village, farm, England, location, Dublin, Scotland, route, equator, Northern Ireland, aerial view, North Pole, Eire, landscape, South Pole, Wales, environment, Irish Sea, North, South, East, West, London, Edinburgh, English Channel, Cardiff, Belfast, local, distant, semi-detached, terraced, address, larger, smaller, behind, city, desert, ocean, beach, cliff, coast, forest, hill, mountain, sea, river, valley, office, shop, soil, vegetation, factory, port, harbour, Asia, Africa, Antarctica, North America, South America, Five Oceans, Atlantic, Southern, office, shop, house.

**Vocabulary shared with Year 2 based on differentiation and skills.**

## Year 2 Skills

### Geographical Skills

- Ask and answer simple geographical questions when investigating different places
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings.

### Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Wakefield), and of a small areas in a contrasting non-European country.

## Year 2 Skills

### Vocabulary

Near, far, left, right, building, plan, globe, journey, travel, sun, transport, lorry, bus, car, Summer, Winter, Autumn, Spring, seasons, storm, wind, snow, rain, hail, fog, wet, dry, hot, cold, cloudy, long, short, wide, bungalow, junction, narrow, town, village, farm, England, location, Dublin, Scotland, route, equator, Northern Ireland, aerial view, North Pole, Eire, landscape, South Pole, Wales, environment, Irish Sea, North, South, East, West, London, Edinburgh, English Channel, Cardiff, Belfast, local, distant, semi-detached, terraced, address, larger, smaller, behind, city, desert, ocean, beach, cliff, coast, forest, hill, mountain, sea, river, valley, office, shop, soil, vegetation, factory, port, harbour, Asia, Africa, Antarctica, North America, South America, Five Oceans, Atlantic, Southern, office, shop, house.

**Vocabulary shared with Year 1 based on differentiation and skills.**

## Year 3 Skills

### Geographical Skills

- Ask and respond to geographical questions
- Use a range of sources, including digital maps and satellite images, to locate countries and key features.
- Use 8 compass points.
- Make plans and maps using symbols and keys, including recognising some Ordnance Survey symbols on maps.
- Begin to analyse evidence and draw conclusions.
- Recognise that different people hold different views about an issue.
- Understand and use a widening range of geographical terms.

### Human and Physical Geography

- Identify physical and human features of the localities they study.
- Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.
- Describe and understand key aspects of human geography, including: types of settlement and land use.

### Place Knowledge

- Understand that there are similarities and differences between places they study.
- Develop an awareness of how places relate to each other.

## Year 3 Skills

### Vocabulary

Settlement, valley, mountain, community, vegetation, weathering, landscape, weathering, landscape, soil, erosion (within weathering), relief map, peat, port, political map, loam, harbour, cliff, clay, lake, ocean, lake, office, factory, industry, fieldwork, sketch, transport (carry), sketch, diagram, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical, longitude, latitude, environment.

## Year 4 Skills

### Geographical Skills

- Ask and respond to more searching geographical questions.
- Begin to measure straight line distances using the appropriate scale.
- Explore features on OS maps using 4 figure grid references.
- Draw accurate maps with more complex keys.
- Observe, record and explain physical and human features of the environment.
- Analyse evidence and draw conclusions, recognising that other people may think differently.

### Human and Physical Geography

- Describe human features of the UK regions that they study.
- Describe how people have been affected by changes in the environment.
- Know about the physical features of coasts and begin to understanding erosion and deposition.
- Explain about natural resources in the areas they study e.g. water.
- Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use.

### Place Knowledge

- Understand why there are similarities and differences between places they study.
- Compare the physical and human features of two regions of the United Kingdom, identifying the similarities and differences.



## Year 4 Skills

### Vocabulary

Greenhouse, polytunnel, valley, warm, humid, contour, intensive farming, arable farming, market gardening, mixed farming, organic farming, distance, scale, grid reference, satellite, settlement patterns, inland, urban/rural, height, hydroponics, allotment, distribution, import, export, native/indigenous, sustainable, weathering/erosion, natural disaster, ox-bow lake, spring (water), warm, humid, coastal, evaporation, precipitation, condensation, hemisphere, productivity, natural resources, man-made materials, hemisphere, tropical, polar, trade.

## Year 5 Skills

### Geographical Skills

- Ask and respond to questions that are more causal.
- Understand and use increasingly complex geographical terms.
- Recognise geographical issues affecting people in different places and environments.
- Use a range of maps and other sources of geographical information and select the most appropriate for the task.
- Observe, measure and record human and physical features using a range of methods.
- Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.
- Choose from a range of methods when communicating geographical information.

### Human and Physical Geography

- Understand how humans affect the environment over time.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.

### Place Knowledge

- Compare the physical and human features of a region of the UK (Wakefield) and a region of North America identifying the similarities and differences.

## Year 5 Skills

### Vocabulary

Climate/weather, flood plain, deposition, climate zones, meander, transportation, tributary, surface, confluence, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, ox-bow lake, features, industrial, grid reference, contour lines, continent, landscape, natural, sub-continent, water cycle, population, development, arid, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, excursion, scale (maps), contours.

## Year 6 Skills

### Geographical Skills

- Ask and respond to questions that involve geographical changes over time.
- Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including, sketch maps, plans and graphs, and digital technologies.
- Use maps and charts etc to support the decision making about the location of places.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.

### Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water

### Place Knowledge

- Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and a region within North America

## Year 6 Skills

### Vocabulary

Migrate, disperse, sustainability, natural disaster, natural resources, canopy (trees), Ordnance Survey, distance, scale, grid reference, symbols, urban, rural, land use, congestion, pollution, tectonic plates, naturalised, indigenous, immigrant, survey, questionnaire, latitude, longitude, Greenwich/Prime Meridian, time zone, Northern hemisphere, Southern hemisphere, Tropic of Capricorn, Tropic of Cancer, Equator, deforestation, Arctic, Antarctic, renewable, population, biomes, vegetation belts, climate zones, conservation, pollution, export, import, tropical, equatorial, subterranean, location, minutes (location), magma.