



Highfield Long Term Plan: Geography



“GEOGRAPHY IS A LIVING, BREATHING SUBJECT, CONSTANTLY ADAPTING ITSELF TO CHANGE. IT IS DYNAMIC AND RELEVANT. FOR ME GEOGRAPHY IS A GREAT ADVENTURE WITH A PURPOSE.” MICHAEL PALIN

Highfield Vision for Geography

Our aim, when teaching geography, is to inspire in children a life-long curiosity and fascination about the world and people within it. We intend to promote the children’s interest 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.

We recognise that the knowledge learnt in geography contributes to shaping the child in future in terms of their actions and attitudes towards the world and particularly their future role in climate and environmental change.

We want to produce well-rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

We intend our children to gain confidence and enjoy practical experiences through local fieldwork studies and in wider Yorkshire which has a wealth geographical resources. As their skills further develop, our intent is that all our pupils gain knowledge, understanding and can explain how the Earth’s features, at different scales, are shaped, interconnected and change over time.

Our curriculum is planned and sequenced so that new knowledge and skills are built upon previous learning with recognised and clearly defined end points, this is all underpinned by our key drivers of Safeguarding, Reading, RED (Respect, Equality & Diversity) and Enrichment. This enables all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. We also use guidance from the Geographical Association to support the design of our curriculum.



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When appropriate, cross-curricular links are made with other subjects such as art, history, English and science to fully engage children.

Geography Concepts

The key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject essential and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

			
Locational & Place Knowledge	Physical Geography and Processes	Human Geography	Fieldwork & Navigation

Through the study of these concepts, pupils will develop an understanding of the physical process that shape our landscapes and how humans' impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places, so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

Locational and Place knowledge: Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres. Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.

Physical geography & processes: Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.



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Human geography: Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Fieldwork & Navigation: Fieldwork is a key component of geography, and pupils will learn how to carry this out in different settings from the school environment to areas within the Yorkshire region, with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

Geographical concepts are mapped out across the Highfield Geography Curriculum in this document and the medium-term plan. The key knowledge taught is mapped on the medium-term plan. Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass as well as creating maps and keys themselves.

Geography Curriculum

Across the key stages, Highfield has clear units of work that build on previous learning. They enable children to acquire new skills and knowledge across the four strands identified in the National Curriculum: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Our Geography Long Term Map and Medium-Term Planning provides clear progression of skills and knowledge, within these four strands, across each year group.

Our pupils build subject knowledge and understanding, using specialised vocabulary and grasping subject concepts. We structure learning in geography through standalone Geography units. Our curriculum is 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geography topics, places, themes and issues in their entirety, we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes.

Our teaching and learning in geography is interactive and often practical allowing opportunities for pupils to work independently, in pairs and in groups of various sizes both inside and outside of the classroom. Wherever possible, we provide our pupils with a range of resources and geographical evidence (including maps, Google earth, photographs, artefacts etc.) and films to analyse and from which to reach conclusions and make judgements. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.

Our teaching and learning in geography also recognises the importance of the local area with investigations involving observation, recording, presentation, interpretation and the evaluation of geographical information outside of the classroom.



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During each lesson, teachers continually check pupils' understanding, using formative assessment strategies therefore identify misconceptions and give direct feedback. This may take the form of retrieval, cold or warm calling, exit tickets, pre-assessment, think-pair-share.

Assessment

Why do we Assess?

The impact of our geography curriculum is for the children to have a clear enjoyment and confidence in geography that they will then apply to other areas of the curriculum. The skills and knowledge they develop will benefit them beyond school and into adulthood: the ability to understand where they fit in the world, the interdependence of physical and human processes, navigating the globe and ensure well-rounded citizens who will make a difference in the wider world.

Assessment in Geography helps us to understand and track our progress in learning about the six key concepts: locational knowledge, place knowledge, navigation, physical geography and processes, human geography and fieldwork. It is important because it shows what we have learned and what we still need to work on. There are different types of assessments that help us in different ways.

Pre and Post Topic Assessments

Before starting learning about a new geography topic, children do a pre-topic assessment. This is an activity that helps the teacher understand what the children already know about the topic and links to previous topics, knowledge, concepts and skills. This allows the teacher to be responsive to the pupils' needs when planning the learning. After they have finished learning about a geography topic, they do a post-topic assessment. This is another activity that helps the children and the teacher see how much the pupils have learned. However, this is not the only method of assessing understanding that we use at Highfield, for example, opportunities for retrieval are given to elicit previous learning before lessons.

Formative Assessment

During Geography lessons, the teacher continually formatively assesses pupils' learning. Formative assessment is the day-to-day ongoing assessment, sometimes referred to as assessment for learning. This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. Most simply, it means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward. This means they are checking on how children are doing while they are learning. It is responsive and feedback given in the moment.

Summative Assessment



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In-school Summative Assessment provides information on a child's achievements over time. These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups and identify where interventions may be required to ensure pupils make progress. At Highfield, whole school Geography summative assessments are carried out bi-annually: once at the end of the Autumn Term and then again in the Summer Term.

Geography Assessment Calendar:

Bi-annual data submission of Geography attainment (November and May)

Termly Audit of the Geography Curriculum coverage

January & July: Subject scrutiny and monitoring of action plan (including pupil voice)

Pre and post topic assessment

Enrichment

Enrichment experiences play a crucial role in helping children learn abstract concepts by providing them with opportunities to explore, engage, and make connections between theoretical knowledge and real-world applications. For this reason, 'Enrichment' is one of the four key drivers of the Highfield Curriculum. The 'Wider Curriculum' or 'Enrichment opportunities' are mapped out in the Wider Curriculum document.

At Highfield, learning in Geography is enriched by the following experiences:

Year 1. Scarborough visit, Local Area Walk & Seasons Walks

Year 2. School Grounds Field work

Year 3. Moortown Walk

Year 4. Robin hoods Bay residential, Amazon Rainforest Talk – Mr Galbraith

Year 5. Nell Bank River Wharfe

Year 6. Marrick Residential











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Enrichment experiences provide a dynamic and interactive approach to learning in geography, fostering a deeper understanding of abstract concepts by connecting them to real-world situations, encouraging critical thinking, and promoting creativity and collaboration.











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Geographical Concept, National Curriculum Objective and Termly Year Group Topic Map

		Autumn	Spring	Summer
EYFS	Topic Concepts	<p><u>Environmental Change</u></p> 	<p><u>Weather & Seasons</u></p> 	<p><u>Life Cycles and Fruits</u></p>
	Key National Curriculum Objective	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants.
Year 1	Topic Concept	<p><u>Countries of the UK</u></p>  <p><u>Seasons and Daily Weather Patterns</u></p> 	<p><u>Our Local Area</u></p>  <p><u>Seasons and Daily Weather Patterns</u></p> 	<p><u>Scarborough</u></p>  <p><u>Seasons and Daily Weather Patterns</u></p> 
	Key National Curriculum Objectives	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. identify seasonal and daily weather patterns in 	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom identify seasonal and daily weather patterns in the United Kingdom








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			the United Kingdom	
Year 2	Topic Concept	<u>Comparing Localities – Thoddoo and Craven</u> 	<u>Maps, Plans and Journeys</u> 	<u>KS1 Geography Assessment</u> Whole Curriculum
	Key National Curriculum Objectives	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> 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 surrounding environment. 	<ul style="list-style-type: none"> KS1 Assessment unit covering objectives from year 1 and 2.
Year 3	Topic Concept	<u>Where Does our Food Come From?</u> 		<u>Moortown</u> <u>Italy</u>  
	Key National Curriculum Objectives	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Year 4	Topic Concept	<u>Robin Hood's Bay</u> 	<u>Climate Change</u>  	<u>Rainforests</u>  



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	Key National Curriculum Objectives	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
Year 5	Topic Concept	<u>Energy</u> 	<u>Earthquakes</u> 	<u>Rivers</u> 
	Key National Curriculum Objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Year 6	Topic Concept	<u>Mountains and Volcanoes</u> 		<u>Marrick – Local Area Study</u> 
	Key National Curriculum Objectives	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		<ul style="list-style-type: none"> 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.