



Be all you can be
Hayes School

Geography at Hayes: Subject Story





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The Hayes Curriculum Vision Statement

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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Intent: Geography

At Hayes we seek to inspire children's love for geography and their interest in the world they live in. Geography, by nature, is an investigative subject and we intend to encourage this investigation by provoking curiosity, questions and independent discovery. The geography curriculum at Hayes equips our children to develop a range of progressive knowledge, skills and concepts that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development. We understand the importance of raising children to be curious and independent learners who can think critically, and apply knowledge and skills to address concepts in our ever-changing world. Understanding places, people and human and natural environments will enable our children to have a better understanding of themselves and the wider society, as they develop into responsible adults who can have a positive impact on the future.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?" (Michael Palin, 2007)



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Intent: Geography

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Due to the nature of our location in the local environment, we will ensure to make use of our coastal surroundings to increase and develop an awareness of children's locational skills and knowledge, and ensure our pupils receive first-hand experiences within a familiar context. This locational familiarity will also include Dartmoor and local settlements of different size including Stoke Gabriel and Plymouth. As children move through the school learning about contrasting environments, such as Patagonia in Year 2 or South America in Year 5, they are encouraged to compare their lives in Paignton to the lives of other humans in these faraway places, equipping this child with greater empathy for global citizens and increasing their cultural awareness.



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Implementation: Geography

In order to foster children's curiosity about the world, we ensure that geography is given high importance, as we feel this is necessary in enabling all children to gain 'real-world' experiences. At Hayes, geography is taught in intensive broad and balanced blocks over half-terms, as a driver subject, so that children can achieve depth in their learning. Teachers will be supported by subject directors to identify the key knowledge and skills of each topic, from the National Curriculum, and these are mapped across the school ensuring that this is built on a coherent continuum. This is the case for all children, as we take careful consideration on how we can select and design tasks to provide appropriate challenge and support, to maximise learning for every child across a range of contrasting local and global environments.

It is important to us that children develop the skills of a geographer by fully immersing them in all areas of the subject. Therefore, teachers are encouraged to consider all opportunities available to utilise the school grounds and local area for fieldwork; to enable children to base learning on first hand experiences, and to deepen their understanding and have a sense of belonging.

One way we do this from the very start of a child's learning journey is making the most of the forest school in Primley Woods! This evokes curiosity from some of our youngest EYFS children, providing the first building blocks to access KS1 geography about their local area with greater confidence and knowledge.



Knowledge and skills progression: Year 1

KEY Knowledge	Locational	Place	Human and Physical	Geography fieldwork
<p>Key Location United Kingdom, Paignton, Hayes Road, Exeter, Plymouth, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Irish Sea, Channel, North Sea</p> <p>Key Vocabulary North, South, East, West, Compass, Map, Local, Road, Junction,</p>	<p>Autumn 1: Locational knowledge (Where do we live?)</p> <ul style="list-style-type: none"> • Know the names of the four countries that make up the UK; • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Know some of the features of each country that make up the UK. • Know the location of the Irish Sea, Channel and North Sea 			<p>Autumn 1: Locational knowledge (Where do we live?)</p> <ul style="list-style-type: none"> • Know which is N, E, S and W on a compass; • Know the name of the nearest town or city. • Know how to follow a simple local road map.
<p>Key Location Paignton, Hayes Road, TQ (Torquay)</p> <p>Key Vocabulary Summer, Autumn, Winter, Spring, Weather, Globe, North Pole, South Pole, Equator, Ice, Desert, Postcode, Street</p>		<p>Autumn 2: Place knowledge (How will Santa find me?)</p> <ul style="list-style-type: none"> > Know features of hot and cold places in the world; • Know where the equator, North Pole and South Pole are on a globe. 	<p>Autumn 2: Place knowledge (How will Santa find me?)</p> <ul style="list-style-type: none"> • Know which is the hottest and coldest season in the UK; > Know and recognise main weather symbols. 	<p>Autumn 2: Place knowledge (How will Santa find me?)</p> <ul style="list-style-type: none"> > Know their address, including postcode; • Know that all streets have a name, including postcode.
<p>Key Location Paignton, Plymouth, Stoke Gabriel</p> <p>Key Vocabulary city, town, village, farm, beach, coast, facilities, shops</p>			<p>Summer 1: Human and physical geography (What's great about Paignton?)</p> <ul style="list-style-type: none"> • Know the main differences between city, town and village. • Know some of the advantages and disadvantages of living in Paignton. 	



Knowledge and skills progression: Year 2

KEY Knowledge	Locational	Place	Human and Physical	Geography fieldwork
<p>Key Location Devon, Patagonia</p> <p>Key Vocabulary moor, beach, cities, deer, mountains, lakes, penguins, vegetation, landmarks</p>		<p>Autumn 2: Locational and place knowledge (<i>How is the UK unique?</i>)</p> <ul style="list-style-type: none"> Know the main differences between a place in England (Devon) and that of a small place in a non-European country (Patagonia, for penguins?) 		<p>Autumn 2: Locational and place knowledge (<i>How is the UK unique?</i>)</p> <ul style="list-style-type: none"> Know the name of the nearest towns or cities in Devon and locate it on a map of the UK; Locate a number of cities on a map of the UK. Know some reasons why these places are special, including Belfast (Titanic), London (landmarks such as Buckingham Palace, Houses of Parliament), Edinburgh (castle) and Cardiff (principality stadium)
<p>Key Location Lake District, Scafell Pike, Burgh Island, River Avon, Bantham</p> <p>Key Vocabulary mountain, lake, island, valley, river, cliff, forest, beach, travel, tourism, holiday</p>			<p>Summer 1: Human and physical (<i>How wonderful is our world?</i>)</p> <ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Know how humans use these places. 	
<p>Key Location United Kingdom, Europe, North America, South America, Africa, Asia, Oceania, Antarctica, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean</p> <p>Key Vocabulary map, north, east, south, west, ocean, sea, continent</p>	<p>Summer 2: <i>How vast is our world?</i></p> <ul style="list-style-type: none"> > Know the names of and locate the seven continents of the world; Know the names of and locate the five oceans of the world. 			<p>Summer 2: <i>How vast is our world?</i></p> <ul style="list-style-type: none"> Recognise and use a world map.



Knowledge and skills progression: Year 3

KEY Knowledge	Locational	Place	Human and Physical	Geography fieldwork
Key Location London*, Dublin*, Paris, Berlin, Madrid, Rome, Tokyo*, Washington DC *capitals on islands Case study with one of: Malta, Mallorca, Crete Key Vocabulary weather, temperature, equator, coast, Mediterranean, tourism	Autumn 1: Islands <ul style="list-style-type: none"> Know the names of and locate at least eight major capital cities across the world. 	Autumn 1: Islands <ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country. 		
Key Location Thames, Severn, Clyde, Dart, London, Shrewsbury, Glasgow, Dartmoor, Totnes, Dartmouth, Nile, Amazon Key Vocabulary County, source, channel, mouth, spur, waterfall, upper course, middle course, meander, sediment, estuary, delta,	Autumn 2: Rivers <ul style="list-style-type: none"> Know, name and locate the main rivers in the UK. Know the names and locate at least eight counties and at least six cities in England. > Know the name of and locate a number of the world's longest rivers. 		Autumn 2: Rivers <ul style="list-style-type: none"> > Know and label the main features of a river (see key vocabulary) Know why most cities are located by a river. 	Autumn 2: Rivers <ul style="list-style-type: none"> Use Google Earth/Maps to follow the journey of a river.
Key Location Paignton, Plymouth, Devonport, Stoke Gabriel (similar as Y2), a local hamlet e.g Aish, a farmstead e.g Woodhuish Key Vocabulary facilities, church, post office, bus stop, train station, airport, school, secondary school, university, police station, farmstead, hamlet, hospital, stadium, cinema, pub, restaurant			Spring 1: Settlements <ul style="list-style-type: none"> > Know the different types of settlements in the UK and the facilities that exist there. Explain in detail the advantages and disadvantages of living in villages, or cities. Know why industrial areas and ports are important. 	Spring 1: Settlements <ul style="list-style-type: none"> Use Google Earth/Maps to locate a country or place of interest, e.g Aish, Woodhuish or Stoke Gabriel.
Key Location United Kingdom, Rep of Ireland, France, Germany, Spain, Italy, Greece, Russia and their capital cities Key Vocabulary Europe, west, east, north, south, government, population, country, continent (progressing to NW, SW, SE, NE)	Summer 2: Europe <ul style="list-style-type: none"> Know the names of and locate at least eight European countries. Know the names of a number of European capitals. 			Summer 2: Europe <ul style="list-style-type: none"> Know and name the eight points of a compass. Use maps to locate European countries and capitals.



Knowledge and skills progression: Year 4 Part 1

KEY Knowledge	Locational	Place	Human and Physical	Geography fieldwork
<p>Key Location Equator, The Tropics (Cancer, Capricorn), Tropical Zone, Polar Zone, Indonesia, Chile, New Zealand, Japan, New Orleans</p> <p>Key Vocabulary Northern Hemisphere, Southern Hemisphere, equator, polar, tropical, hurricane/cyclone, tornado, earthquake, tsunami, drought, tectonic plates, plate boundary, richter scale, evacuate, flood</p>	<p>Autumn 1: Natural disasters</p> <ul style="list-style-type: none">• Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map.• To know what is meant by the term 'tropics'.		<p>Autumn 1: Natural disasters</p> <ul style="list-style-type: none">• Know what causes an Earthquake.• Know how humans respond to a natural disaster (e.g. evacuation, charities)	<p>Autumn 1: Natural disasters</p> <ul style="list-style-type: none">• Use maps and globes to locate the equator, and the Tropics of Cancer and Capricorn.• Distinguish between the Northern and Southern hemisphere on both a world map and a globe.
<p>Key Location A local farm, a local shop, Kingswear, Paignton</p> <p>Key Vocabulary fossil fuels, renewable, non-renewable, solar, wind, hydroelectric, production, distribution, consumption, plastic bags, fabric bags, alternatives, David Attenborough, Greta Thunberg, oceans, road map, north, east, south, west, NE, NW, SW, SE, symbols, A3022, A379, junction, left, right, straight on.</p>			<p>Autumn 2: Plastic Pollution</p> <ul style="list-style-type: none">• Know about renewable and non-renewable energy sources.• Know about the distribution of natural resources including energy and food.	*



Knowledge and skills progression: Year 4 Part 2

	<p>Key Location Mount Vesuvius, Pompeii</p> <p>Key Vocabulary mantle, crust, plate boundary, magma chamber, vent, crater, lava flow, volcanic bombs, ash cloud, secondary cone, pressure</p>			<p>Spring 1: Ancient Rome</p> <ul style="list-style-type: none">• Know what causes a volcano.• Label the different parts of a volcano.	<p>Spring 1: Ancient Rome Know how to plan a road journey within the UK, using a road map.</p> <ul style="list-style-type: none">• Know and name the eight points of a compass.• Know most of the symbols used on a UK road map.
	<p>Key Location Ecuador, United Kingdom, South America, North America, Europe, Russia, Greenwich</p> <p>Key Vocabulary chocolate, trade, fair trade, farmers, production, distribution, developed countries, economy, supply, demand, time zones</p>	<p>Summer 2: The Mayans</p> <ul style="list-style-type: none">• Remember the names of and locate at least eight major capital cities across the world.• Know the names of four countries from the southern hemisphere and four countries from the northern hemisphere.• Know about the Greenwich Meridian Line.• Know about time zones and work out differences.	<p>Summer 2: The Mayans</p> <ul style="list-style-type: none">• Know key differences between living in the UK and in a country in either North or South America.	<p>Summer 2: The Mayans</p> <ul style="list-style-type: none">• Know about trade links between countries.• Know about the idea of supply and demand. If more people want a product, the price goes up.• Know the main human and physical differences between a developed country and a less developed country.	<p>Summer 2: The Mayans</p> <ul style="list-style-type: none">• Use a globe to gain a better understanding about countries' location (including the close proximity of the USA and Russia).



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Knowledge and skills progression: Year 5

KEY Knowledge	Locational	Place	Human and Physical	Geography fieldwork
<p>Key Location Libya, Egypt, Sahara Desert, Chile, Atacama Desert, Brazil, Venezuela, Colombia, Amazon Rainforest</p> <p>Key Vocabulary biome, vegetation belt, rivers, mountains, emergents, canopy, understory, forest floor, ecosystem, deforestation, drought, temperature, rainfall, graphs</p>	<p>Autumn 2: Rainforests and Deserts</p> <ul style="list-style-type: none">• Know the names of, and locate, a number of South or North American countries.		<p>Autumn 2: Rainforests and Deserts</p> <ul style="list-style-type: none">• Know the names of and locate some of the world's deserts.• Know what is meant by biomes and what the features are of a specific biome (rainforest, desert)• Label the layers of a rainforest.• Know what deforestation is.	<p>Autumn 2: Rainforests and Deserts</p> <ul style="list-style-type: none">• Know how to use graphs to record features such as temperature of rainfall across the world.
<p>Key Location Polar zone, Antarctica, Arctic Circle, Equator</p> <p>Key Vocabulary Shackleton, temperature, biome, tundra, ice caps</p>	<p>Spring 1: Arctic Worlds</p> <ul style="list-style-type: none">• Remember the locations of the equator and the tropics of capricorn and cancer.• Know how the Earth's tilt makes the sun's rays less powerful in the Arctic.		<p>Spring 1: Arctic Worlds</p> <ul style="list-style-type: none">• Know what is meant by biomes and what the features are of a specific biome (tundra, arctic)	



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Knowledge and skills progression: Year 6

KEY Knowledge	Locational	Place	Human and Physical	Geography fieldwork
Key Location Torbay, Sugarloaf, The Himalayas, Everest, Kilimanjaro, The Alps, The Pyrenees Key Vocabulary Altitude, Ascent, Avalanche, Contour, Descent, Erosions, Mountain Range, Slope, Summit, Tectonic plates, Tourism, Valley	Spring 2: Mountains <ul style="list-style-type: none">• Know where the main mountain regions are in the UK.		Spring 2: Mountains <ul style="list-style-type: none">• Know why some humans choose to live in mountain ranges, e.g tourism.• Know the names of some of the world's highest mountains.	
Key Location Dartmoor, Torbay Key Vocabulary 6 figure grid references, OS, map, symbols, key, contour lines				Outdoor-Ed <ul style="list-style-type: none">• Know what most of the ordnance survey symbols stand for.• Know how to use six-figure grid references.



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Examples of progression in Geography at Hayes

Geography Fieldwork

In Year 1, children shall study maps of their local area, featuring roads they may recognise around the school. They will know the names and locate nearby cities such as Plymouth and Exeter. By Year 2 they will be able to locate on maps more cities in the United Kingdom, while in Year 4 they begin to use road maps that go beyond Paignton, identifying different symbols using a key and understanding the differences between a-roads, motorways and smaller roads.

By the time they are learning in Year 6, children have the opportunity to become familiar with most Ordnance Survey symbols and have progressed to using grid references, using maps in authentic tasks outside of the school grounds.



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Examples of progression in Geography at Hayes

Location and Place

In Year 1 children become familiar with the names and locations of settlements relevant to their lives in Devon. They will begin to learn some differences between villages, towns and cities by exploring Plymouth, Paignton and Stoke Gabriel.

Through Year 2 and by Year 3, their scope has been widened to consider both local and national rivers, while also considering in greater detail the facilities that exist in different settlements, including hamlets and farmsteads, the advantages and disadvantages of such places, including why some settlements are built around ports. Children also gain a broader knowledge of Europe in Year 3, before going global in their last three years of primary schooling.

Knowledge accrued from studying South America in Year 4 is built upon further in Year 5 when learning about the Atacama Desert and Amazon Rainforest.



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Examples of progression in Geography at Hayes

Human and Physical Geography

This all begins in Year 1, learning about weather symbols and the times of the year where we have different seasons. As children move through the terms in Year 1, this knowledge is built upon by understanding why the Equator is important. In Years 2 and 3, students will understand that in certain seasons more people are drawn to visit our local area through tourism, as beaches such as Bantham get busier. In Year 3 specifically, children discover why tourism to islands in the Mediterranean is so popular, considering it's location closer to the equator than ourselves in Paignton. By Year 4, terms such as 'the tropics' and 'polar zone' are introduced, built upon further in Year 5 when learning about the biomes of the world.

Tourism is a theme that is built on further at Hayes in Year 6, as the children consider the specific climates of mountains and the reasons why people choose to visit these areas for pleasure. In Year 4, economic activity is studied by learning about trade links, as well as the differences between rich and poor nations. In Year 6, children can begin to understand that humans move to certain locations for economic gain, particularly to profit on tourism.



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Vocabulary Progression in Geography at Hayes

Key Stage 1

Year 1: Autumn 1: north, south, east, west, **compass**, map, local, road, junction, country

Year 1: Autumn 2: summer, autumn, winter, spring, weather, globe, North Pole, South Pole, **Equator**, **ice**, **desert**, postcode, address, street

Year 1: Summer 1: city, town, village, farm, beach, coast, **facilities**, shops

Year 2: Autumn 2: moor, **beach**, **city**, deer, mountains, lakes, penguins, vegetation, landmarks

Year 2: Summer 1: **mountains**, lakes, island, valley, **river**, cliff, forest, **beach**, travel, tourism, holiday

Year 2: Summer 2: **map**, **north**, **east**, **south**, **west**, ocean, sea, continent

KEY: **orange** - previously taught, opportunities for retrieval

green - deeper learning to occur in the future



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Vocabulary Progression in Geography at Hayes

Year 3

Year 3: Autumn 1: **weather**, temperature, **Equator**, **coast**, Mediterranean, **tourism**

Year 3: Autumn 2: **county**, **river**, source, channel, mouth, spur, waterfall, upper course, middle course, meander, **erosion**, sediment, estuary, delta, pollution

Year 3: Spring 1: **facilities**, **village**, **town**, **city**, church, post office, bus stop, train station, airport, school, secondary school, university, police station, **farmstead**, hamlet, hospital, **stadium**, cinema, pub, restaurant

Year 3: Summer 2: **west**, **east**, **north**, **south**, government, population, **country**, **continent**, **compass**, northwest, northeast, southwest, southeast

KEY: **orange** - previously taught, opportunities for retrieval

green - deeper learning to occur in the future



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Vocabulary Progression in Geography at Hayes

Year 4

Year 4: Autumn 1: Northern Hemisphere, Southern Hemisphere, **Equator**, polar, tropical, hurricane/cyclone, tornado, earthquake, avalanche, tsunami, drought, tectonic plates, plate boundary, richter scale, evacuate, flood

Year 4: Autumn 2: fossil fuels, renewable, non-renewable, solar, wind, hydroelectric, production, distribution, consumption, plastic bags, fabric bags, alternatives, David Attenborough, Greta Thunberg, **oceans**, **road map**, **north**, **east**, **south**, **west**, **NE**, **NW**, **SW**, **SE**, **symbols**, **key**, A3022, A379, **junction**, left, right, straight on

Year 4: Spring 1: mantle, crust, **plate boundary**, magma chamber, vent, crater, lava flow, volcanic bombs, ash cloud, secondary cone, pressure

Year 4: Summer 2: chocolate, trade, fair trade, **farmers**, **production**, **distribution**, developed countries, economy, supply, demand, time zones

KEY: **orange** - previously taught, opportunities for retrieval
green - deeper learning to occur in the future



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Vocabulary Progression in Geography at Hayes

Upper Key Stage 2

Year 5: Autumn 2: biome, vegetation belt, rivers, emergents, canopy, understory, forest floor, ecosystem, deforestation, **drought, temperature**, rainfall, graphs

Year 5: Spring 1: Ernest Shackleton, **temperature, biome**, tundra, ice caps

Year 6: Spring 1: altitude, ascent, **avalanche**, contour lines, descent, **erosions, mountain range, slope, summit, tectonic plates, tourism, valley**

Year 6: Outdoor Ed: 6 figure grid references, OS, **map, symbols, key, contour lines**

KEY: **orange** - previously taught, opportunities for retrieval



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EYFS: Geography

A key aim of the EYFS framework includes understanding the world. This 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. Across EYFS, children will have the opportunity to use images, video clips, shared texts and other resources to bring the wider world into the classroom. Through exploring topics such as learning about the natural world around us, local environments, recycling and transportation, pupils will develop 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. In addition to this, continued across the year, each week the children are taken to the locality of Primley woods for an afternoon to develop all their skills through the love and wonder of the outdoors. They will begin to look at weather and the seasons during the sessions, and a discussion will be fostered around what will be seen on the journey to the park and how we may get there, further beginning to develop geographical conversations and an appreciation for our outdoor environment.

Forest school in EYFS





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Retrieval in KS1

TQ4 5PJ is the _____ of our school.

The North and South Poles are a long way away from the _____.

The weather starts warmer but slowly turns colder in the _____.

Autumn, desert, winter, postcode

At the start of each lesson in Geography, children will be given some form of retrieval activity in which they independently answer questions from the previous lesson(s). In KS1, this may come in the form of low-stakes quizzing, the whole class reading of sentences out loud (with crucial vocabulary omitted), or interpreting images from previous learning. The idea around this is that children are continuously retrieving information from previous sessions from the week(s) prior so key knowledge is not lost and 'sticks' with them. At the end of the half term and unit of work, children will take part in a pop quiz in which they will answer mixed questions from across the unit.



Term	Definition
Dome	Different from other types of mountain types because they haven't formed because of rock or magma being pushed up. They form because of other materials being taken away through erosion, which has left deep valleys next to high cliffs.
Mountain	Long chains or groups of mountains.
Plateaus	It is higher and steeper than a hill.
Volcanic	These are formed when cracks in the Earth's surface open up, large chunks of rocks can be pushed up while others are pushed down.
Mountain Range	These mountains are formed when molten rock (magma) deep within the earth erupts, and piles up layer on top of layer on the surface.
Fault-block	The top of a mountain.
Fold	The bottom of a mountain.
Summit	A smooth and round looking mountain. They are formed when a great amount of melted rock (magma) push its way up under the earth's crust, but doesn't ever flow out.
Base	The most common type of mountain. Formed when two plates collide and the edges crumple as they are pushed together and the rock of the Earth's surface is pushed up to create mountains.

Retrieval in KS2

At the start of each lesson in Geography, children will be given some form of retrieval activity in which they independently answer questions from the previous lesson(s). These may come in the form of general questions, true or false, vocabulary matching or 'brain dumps'. These will also continue to link back to key facts and key vocabulary from the knowledge organiser. The idea around this is that children are continuously retrieving information from previous sessions from the week(s) prior so key knowledge is not lost and 'sticks' with them. At the end of the half term and unit of work, children will take part in a pop quiz in which they will answer mixed questions from across the unit.

True or False?	T/F
Greenhouse gases are produced by burning fossil fuels which are then released into the atmosphere.	
The longest mountain range is The Rockies.	
Climate change and global warming can lead to an increase in smog, which contributes to asthma and heart disease.	
The tallest mountain range is The Himalayas.	
People choose to climb mountains to improve their endurance, perseverance and health.	
Climate change does not have an impact on our natural environment.	
Wildlife and plants can be a danger to mountain climbers.	
Climate change causes sea levels to decrease.	



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Examples of learning: Geography



**Year 2 using a
compass to identify
north, south, east
and west.**



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Examples of learning: Geography



Year 4 undertaking a 'hook day' where they 'flew' off to visit different countries to experience their culture, food and traditions.



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Examples of learning: Geography



Year 6 using a world atlas to identify countries across the globe that produce a high yield of palm oil and support the monoculture.



Differentiation in geography for SEND and GDS students

Differentiation in geography at Hayes means to provide for each individual child's needs to ensure that they make progress throughout a one off session, or over time. This can be done through:

- Use of vocabulary/provision of word mats (e.g labelling the features of a volcano)
- Key words recorded in knowledge organisers and on display via working walls and maps.
- Small broken down steps (e.g when creating graphs showing temperature or rainfall)
- Different media - thicker pens for children with limited motor skills
- Outcome (have a different expectation for those who are exceeding) (e.g study a lesser known biome)
- Extension tasks (e.g using an atlas to find additional countries and capital cities)
- Questioning and independent research (e.g why else do people want to visit Belfast?)
- Peer support (ELF:ELF)
- Greater Depth students able to work with less instruction, bringing a higher level of knowledge to the task



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Removing barriers to the geography curriculum for Hayes children

- Visual inputs and prompts to scaffold learning
- Learning through practical activities
- Checking understanding - careful questioning, applying learning in a different context
- Using ISPs to show individualised learning needs and support given
- ELF:ELF as a method of peer support
- Use of vocabulary triangles and knowledge organisers word banks to support subject specific language
- Individual pupils are given extra practice in developing map skills and thinking spatially

Geography can include reading and writing:

- Use of a range of recording methods: posters, photos
- Reading out loud from a source
- Using writing frames
- Allowing plenty of time for thinking and talking time before asking to write
- Providing easy to use maps and atlases
- Working in smaller groups



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ELF: Empowering Learners Through Feedback

'The most powerful single modification that enhances achievement is feedback.' (John Hattie)

Through effective assessment and feedback, we aim to raise attainment and accelerate progress for all pupils, helping them to 'be all they can be'.

At Hayes, we have developed 'ELF' : Empowering Learners Through Feedback.

ELF YOURSELF - Improve your own learning using a success criteria or similar.

ELF: ELF - Improve a peer's learning through peer feedback.

ELF HELP - Feedback from an adult to improve learning.





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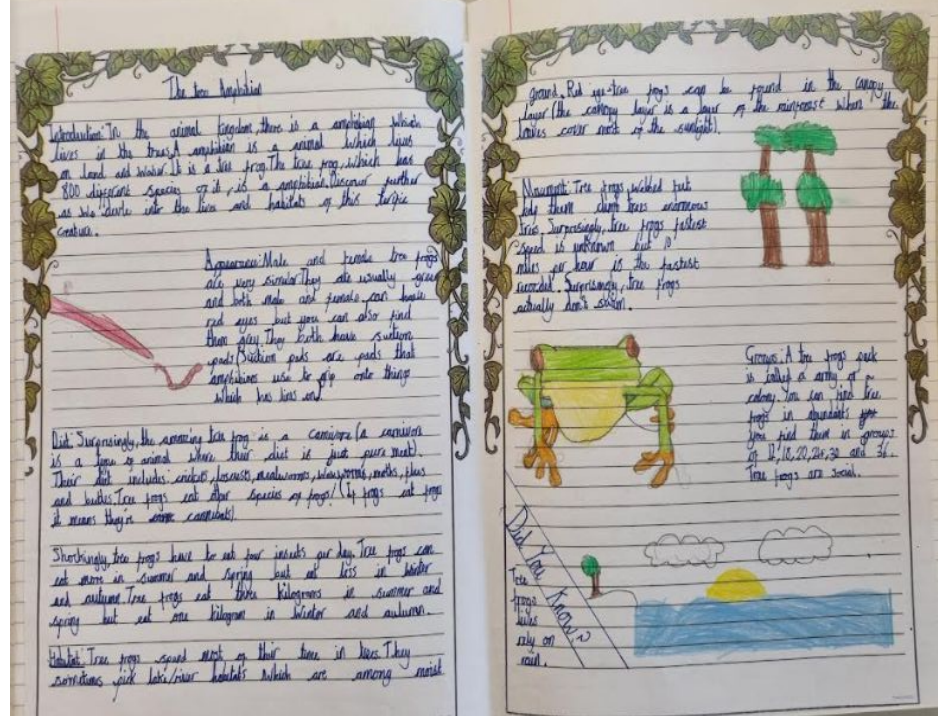
Impact of our geography provision

Impact

Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Each lesson will develop children's geographical knowledge and transferable skills to help them explore and understand the world around them and their place within it. There will be evidence of progressive knowledge and skills, which will develop systematically as they move through the school, not only to enable them to meet the aims of the National Curriculum but to prepare them to be competent geographers, and responsible individuals.

Our destination as Geographers at Hayes will be:

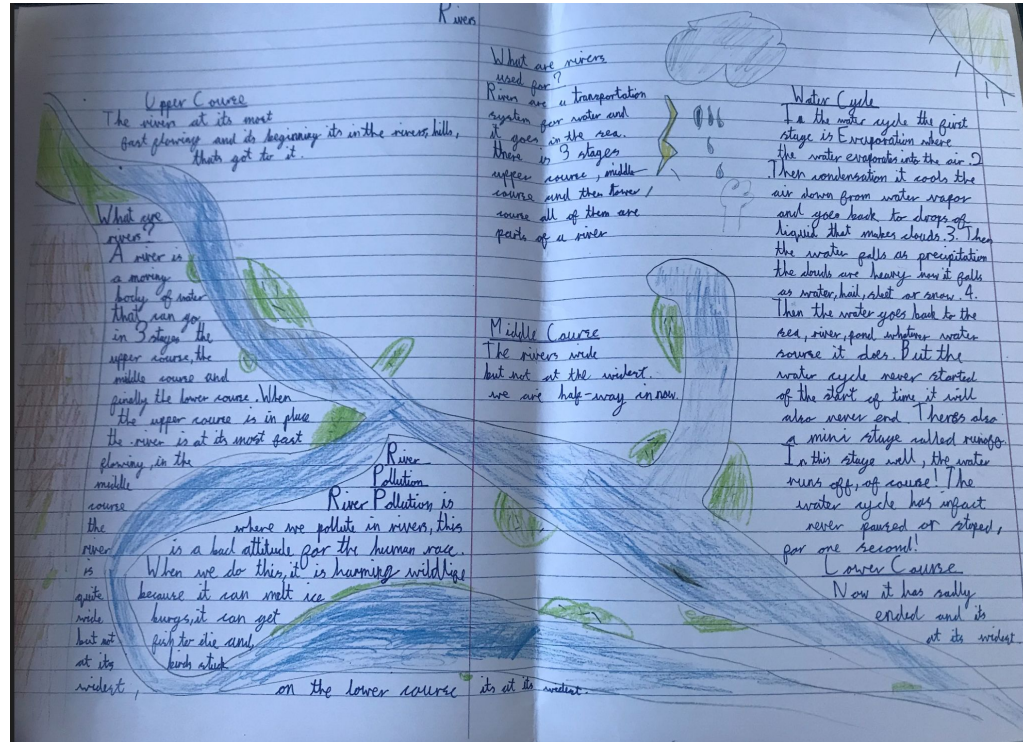
- Learners that are fluent in geographical enquiry and the ability to apply questioning skills and can reach clear and reasoned conclusions.
- Children that have a love for geography, and a real sense of curiosity and aspiration to find out about the world and the people who live there.
- Highly developed in carrying out fieldwork and other geographical skills and techniques.
- Cooperative and collaborative learners.
- Able to know that they can use their voice to express themselves and their opinions.





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- Geographical association - Embedding fieldwork in primary geography online seminar
- Geographical association - Assessment and progression text
- Blocked Curriculum Geography
- Royal Geographical Society - progressing from teacher to leader



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The Hayes Values

Our six values are embedded in all areas of school life and in our geography provision.

Responsibility - taking ownership and control over the enquiries they want to follow and asking independent questions that may lead to these.

Success - allowing children to share and present any data or findings with others.

Aspirations - teaching lessons that designed with the aim of inspiring in pupils a curiosity, fascination, awe and wonder about the world and the people that live in it, that will remain with them for the rest of their lives.

Resilience - continuing to attempt to use different methods of research to establish findings which support an investigation, when it may not work the first time.

Discovery - taking part in various explorations and field work to provide 'real-world opportunities' and extend geographical thinking.

Friendship - working collaboratively to launch enquiries or discussing and evaluating findings from research.