



Our Geography Curriculum

Our Geography Subject leader is Mrs Norman



Physical, human and environmental geography are taught through topic areas. The children are encouraged to immerse themselves in a variety of learning opportunities to secure their knowledge of places, processes and geographical skills. School visits and focused activities ensure that the children understand through experience and practical application

Our Curriculum Intention:

At Hazeldene, it is our intention that Geography is taught through topic work, as part of a whole school topic-based approach to teaching and learning. This enables teachers to forge cross curricular links giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography and that they are being 'Geographers'.

Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Our Curriculum Implementation:

Our progressive units of work are designed to be modified for our children and their experiences. Staff continually review and adapt work and learning to meet our children's needs. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning.

The progressive skills learning challenges that are used to and planned to teach humanities ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

At **Key Stage 1**, our pupils develop knowledge about their own locality in Bedford, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their awareness of the key human and physical features of their immediate surroundings.

At **Key Stage 2**, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

Our Curriculum Impact:

At Hazeldene children have topic books to enable the children to make cross curricular links.

The children's learning and understanding is assessed according to the learning challenge age related expectations which directly links with the 2014 National Curriculum statements for Geography. This is both ongoing, to inform future planning, and summative to share with staff, leaders and parents. From September 2019 Summative assessment is completed by all class teachers to inform leaders of

individuals' progress or skills that still need embedding further. This ensures the pitch of lessons is well matched to individual children's needs and that, by the end of each key stage, required content within the National Curriculum is adequately covered to prepare pupils for the next phase of their education. Leaders conduct book monitoring, lesson observations, pupil voice and interviews with the children to discuss their learning and establish the impact.

Latest Geography pupil conferencing comments:

Year 2

What are the things they remember from your topic lessons?

Africa is near the equator, where all the heat from the sun goes.

Africa is a continent (a group of countries). There are 7 continents in the world.

Mrs H's husband wrote a book about how a straw can damage the environment

We made pirate ships

Created a map to show how the fire spread

In Shine, Italy is shaped like a boot; it kicks the island of Sicily. An Italian lady gives a stocking full of sweets, Italian words

We collected leaves for masks that are falling off so we didn't hurt them.

We did an Autumn walk and found animals, leaves, sticks, red/yellow and green colours and acorns (oak trees)

Not play near the trees so we don't damage the trees

Global heating is making the sea warm which is bad

People drop plastic; animals eat it and choke and die.

Help the earth, so we know pollutions hurts animals and plants

We watched Blue Planet; a whale was eating a plastic bag and can die

Our school councillor told Tesco to stop using as much plastic. They now use less on fruit and veg.

We noticed restaurants are using paper straws (not good for the trees) but less plastic pollution.

Earth Day helps the environment by stopping putting plastic there- we can learn to help the world so animals are not getting injured

Year 3

I remember finding out about interesting rocks.

Learning about the race to Antarctica- a continent in South of the world

Amazing animals I'd never seen before

We enjoyed the Autumn walk, we found different things such as leaves and worms.

I like to wrap up warm and go outside not just learn in the classroom.

The school environment helps me to explore.

The school grounds helps you properly see the earth outside. You don't get leaves, rocks inside to study.

We learnt about recycling. If we throw away a cup holder, it is like throwing it into the sea and you see the fish are really there and it is real. It hurts them. It can really get stuck and it causes pollution for 100s of years.

We made an Earth with milk bottle lids

If the earth is destroyed, we all die. Earth day helps us learn to make the earth a better place.

I go to a restaurant which has paper straws not plastic which is a good thing.

Year 4

I remember slash and burn- deforestation

Yanomami tribe- use the forest as their home sustainably. So they use a small area of trees and move on so the trees can grow again

I remember the layers of the rainforest- forest floor, understory, canopy, emergent layers

The polar bear had so much ice in 2009 but much less in 2019 because of global warming.

I learnt about the plants and the trees.

On our Bedford Park walk- we collected over 500 bits of litter.

Going to Bedford Park was good because you got to see new things and sketch them. It helped us know what conditions are needed for plants to grow.

We could become litter pickers to help the animals. I feel sorry for the animals.

People should be patient until they see the next bin.

We need to try and fish out the litter from the Atlantic Ocean.

Fish get stuck in the plastic and they are harmed.

We need to reduce our litter by not using plastic. Wash a glass not use plastic.

We need to think more about our behaviour. We are top of the food chain.

Year 5

We completed a mind map about different kinds of weather.

We learnt about how food/ water/ shelter/ warmth were important for early settlers.

We used a key and map with symbols.

We had to draw our own village- water supply, forest nearby, crops-with water, shade, hunting, apple trees, making fires, building homes using mud and firewood, there were no chimneys.

We visited Putnoe woods which was a nice chance to get out of the classroom and see parks and birds.

Earth Day was a chance to think about recycling plastics. Animals are injured by plastic which is bad for the planet. It reminds children not to litter and why we should keep our world healthy by doing litter picking around the school grounds.

Year 6

We had to understand and explain the fair-trade movement.

We had to plan our research.

The chocolate topic was really fun.

Fairtrade is where farmers get the money they deserve in countries like Nigeria, Dominican Republic and Ghana.

Cocoa beans grow on trees, it's picked, the white stuff inside is wrapped in banana leaves and sent in sacks to where it is used to make chocolate. They deserve to be paid fairly.

Putnoe Woods allowed us to explore the wildlife whilst enjoying ourselves.

My favourite Earth Day was creating an image for an Earth Day symbol.

It makes people work harder to be environmentally friendly.

It helps to get in our mindset about how we can do better than we normally do.

I think we should have an Earth Day Trophy- recycled trophy and contact charities to come and give talks.