



Hoylake Holy Trinity Primary School

A Hoylake Holy Trinity Geographer

*Learning for Life
Caring for All
Living each Day to the Full
Together as a Community
With Jesus by our Side*

We want our curriculum to be

- enjoyable - engaging - meaningful - relevant - progressive - risky - empowering- memorable - develop a love of learning -challenging -accessible/inclusive - creative -knowledgeable -experiences

We want our learners to be

-curious- obsessed - inspired - invested - engaged - happy - safe - confident- risk-takers - comfortable in failure - reflective - collaborators - resilient - bothered - global citizens -empathetic

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Why is History important?

Hoylake Holy Trinity's vision for History

Early Years Foundation Stage: Understanding the World

What does a historian look like at Hoylake Holy Trinity?



Why is Geography important?

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities in the world, their values, and their rights and responsibilities to other people and the environment.

Hoylake Holy Trinity Vision for Geography

On completion of the Geography curriculum at Hoylake Holy Trinity, pupils will have developed:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment



Early Years Foundation Stage

F1	Mathematics		• Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
F2	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



		The Natural World	• 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. • Understand some important processes and changes in the natural world around them, including the seasons.
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To support and develop children's geographical understanding and skills, we will:

- Provide stories that help children to make sense of different environments.
- Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.
- Introduce vocabulary to enable children to talk about their observations and to ask questions.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.
- Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.
- Provide opportunities for children to regularly observe the weather, allowing them to observe changes over time and develop their knowledge of seasonal changes.
- Use the local area for exploring both the built and the natural environment.
- Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.
- Provide play maps and small world equipment for children to create their own environments.



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Year Group	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom I can name the United Kingdom's surrounding seas.	I can identify geographical similarities and differences through the study of human and physical geography between Hoylake and a contrasting Non EU city. .	I can identify seasonal and daily weather patterns in the United Kingdom. I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. I can use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, office	I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork to observe, measure and record the human and physical features in Hoylake. I can create a simple map of my local environment.
2	I can name and locate the world's seven continents and five oceans.	I 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 concentrating on islands and seashores	I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can ask and answer geographical questions such as: What is this place	I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can use maps, atlases, globes and digital/ computer mapping (Google



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			like/ What or who will I see in this place? What do people do in this place? I can compare and contrast the human and physical features of a British locality and a non-European locality, including how the use of land differs in each locality. I can 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	Earth) to locate countries and describe features studied. I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. I can devise a simple, and use and construct basic symbols in a key. I can use fieldwork to observe, measure and record the human and physical features in Hoylake.
3	I can locate and name the continents on a World map I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	I can compare a region of the UK (Northwest) with a region in Europe. e.g. local hilly area with a flat one or one under the sea level. (Science link) using geographical terms. I can compare geographical regions and their identifying human and	I can describe and understand key aspects of human geography such as trade links in the Pre-roman and Roman era, types of settlement in Early Britain linked to history.	I can interpret maps, atlases, globes and digital mapping (google earth) to locate countries and describe features studied. I can learn the 8 points of a compass, 2 figure grid reference, some basic symbols and key the use of ordnance



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	I can locate the main countries of Europe inc Russia and their capital cities. I can name and develop knowledge of the different regions in the UK (highlands, NW, Lake district, etc) I can name and locate some of the major hills, mountains and rivers on a blank baseline map of the UK	physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use. I can identify the longest rivers in the world, largest deserts, highest mountains and compare with the UK. I can identify the main physical and human characteristics of the countries of Europe. E.g. highest mountains, longest rivers, Volcanoes	I can label the parts of the river with the appropriate terms e.g. source, tributary, mouth, delta etc. I can list the advantages of why cities grew up on the banks of a river (for easiest travel, trade, irrigating crops, fishing, water supply, waste disposal, spiritual reasons).	survey map to build their knowledge of the UK and the wider world. I can use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. I can recognise landmarks and physical and human features on aerial photographs and corresponding OS maps.
4	I can locate and name the main counties in/around Merseyside. I can locate and name the main cities of the UK - Liverpool, Manchester, London, Edinburgh, Cardiff I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some	I can name and locate all the countries of the chosen continent and match key capital cities (South America/ Europe) I can explain the difference between the British Isles, Great Britain and the United Kingdom. I can compare geographical regions and their identifying humans and physical	I can discuss similarities and differences of geographical regions of the UK through studying their human and physical characteristics. I can name and locate some of the World's most famous volcanoes. (Ring of Fire) I can describe how floods, wildfires, tornados, earthquakes and volcanoes are created.	I can Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions. (the UK and abroad) I can Interpret, understand and use O.S. symbols to identify key physical and human features on UK maps. I can use and understand simple grids with letters and numbers and 4 figure grid references to locate specific



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	of these aspects have changed over time. I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, and begin to have an understanding of the Tropics of Cancer and Capricorn.		I can identify and describe the most significant physical and human features of the chosen continent (South America & Europe). I can understand the interaction between physical and human processes and the formation and use of landscapes and environments, e.g. UK rivers I can describe and understand key aspects of physical geography such as; climate zones, biomes and vegetation belts (Rainforests) I can describe the difference between villages, towns and cities.	features to build my knowledge of the UK and the wider world. I can draw and annotate a diagram to explain the water cycle.
5	I can name and locate many of the world's major rivers on maps. I can name and locate many of the world's most famous mountain regions/volcanoes on maps. I can locate and name the main countries in North America on a world map and atlas.	I can find similarities and differences between a region of North America and the UK referring to key human and physical characteristics. I can begin to identify the key biomes and discuss environmental changes.	I am beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations. I can explain why many cities of the world are situated by rivers and why water is such a valuable commodity.	I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. I can make detailed sketches and plans; improving my accuracy later.



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	I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, and have an understanding of the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)		I can explain what a place might be like in the future, taking account of issues impacting human features. I can identify and describe how the physical features affect human activity within a location. I can describe and understand aspects of physical geography including, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, and earthquakes. I can describe and understand key aspects of human geography including, types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water.	I can plan a journey to a place in another part of the world, taking account of distance and time. I can find possible answers to my own geographical questions. I can use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of ordnance survey maps) to build my knowledge of the United Kingdom and the wider world. I can create maps of locations, identifying patterns such as land use, climate zones, population densities and height of land.
6	I can name and locate some of the countries of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical	I can compare the key biomes and discuss environmental regions. I can explain and discuss a range of reasons for geographical similarities	I can explain how time zones work and calculate time differences around the world. I can identify and describe how the physical features	I can use Ordnance Survey symbols and 6 figure grid references. I can use maps, aerial photographs, plans and e-resources to describe



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	features and land-use patterns; and understand how some of these aspects have changed over time. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn/ Arctic and Antarctic Circle, the prime meridian/ Greenwich meridian and time zones.	and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change. I can describe geographical diversity across the world.	affect human activity within a location. I can identify and describe the main human and physical characteristics of North America. I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. I can describe and understand key aspects of physical geography: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. I can describe and understand key aspects of human geography including, types of settlements and land use, economic activity including	what a locality might be like. I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location. I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. I can make detailed sketches and plans. I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. I can use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of ordnance survey
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			trade links, and the distribution of natural resources including energy, food minerals and water.	maps) to build my knowledge of the United Kingdom and the wider world.
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