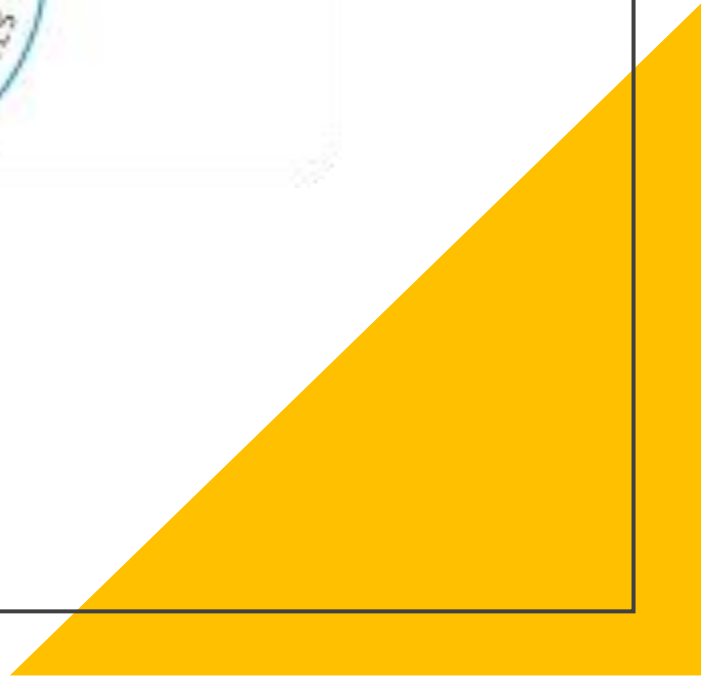


Geography at Holy Trinity





Geography Intent

At Holy Trinity, geography helps us to make sense of the world around us, from our unique local heritage in Ripon to our future role as global citizens. Our geography curriculum helps us to better understand the places we live in, learn about and visit, why they matter and how they are connected to a globalised world. Our pupils flourish because we take advantage of the rich heritage in our city, and also encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples. We question what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants.

We see geography as an inter-connected network of skills and concepts which help pupils develop their geographical thinking, identify relationships and make connections with increasing fluency in different and more complex situations.

The geographical learning within themes is designed to enable pupils to build on and contextualise prior learning using a contemporary, meaningful framework.

As Geographers at The Federation of Holy Trinity Church of England School we want...

Our pupils to develop an understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably.

Pupil's learning to be brought 'alive' for them through investigating and asking questions about the world.

Pupils to learn to use subject specific vocabulary. Geography teaches pupils to understand 'space' and 'scale', including the layout of places within their own locality, their own country and the wider world and how this can be represented on maps.

Geography to help pupils to recognise and value interdependence through themes such as climate change, food, water and energy.

Geography to teach pupils to appreciate the diversity evident in the world, through learning about similarities, differences and how we live interdependently.



KS1 Today we are working with Shackleton who is a geographer. A geographer is someone who wants to understand the world they live in. Geographers are interested in the Earth's physical features, such as mountains, deserts, rivers and oceans. Geographers are also interested in human geography, which looks at where people live and why they choose to live there.

KS2 Today we are working with Shackleton who is a geographer. A geographer likes to investigate the world they live in. Geographers are interested in the Earth's physical features, such as mountains, deserts, rivers and oceans. They also study the ways people affect and are affected by the natural world. Human geography looks at where humans live, why they choose to live there and how they use land.



The Four 'C's

- Communication
- Conflict
- Conservation
- Culture

Knowledge building

Processes and Changes

Human Geography

Physical Geography

Geographical Vocabulary

Locations and Environments

Similarities and Differences

Geographical Vocabulary



Know and understand simple propositional and directional language



Know and understand simple vocabulary related to place



Know and understand key vocabulary related to geographical processes





Know and understand more technical vocabulary e.g. biome, climate zone



Know and understand simple propositional and directional language





 Date: 24/1/2023 25/1/2023 Name: Archie	Learning Objective: I am learning to name and identify key physical features and to know and use simple compass directions. I can identify a physical feature. I can use compass point directions to write a list of instructions to locate features on the map.	Feedback Wonderful! Brilliant!
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I to ft
you
and
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Brilliant map Archie!
I can see lots of physical features.

 Date: 24/1/2023 25/1/2023 Name: Nancy	Learning Objective: I am learning to name and identify key physical features and to know and use simple compass directions. I can identify a physical feature. I can use compass point directions to write a list of instructions to locate features on the map.	Feedback Wonderful! Brilliant!
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Amazing map Nancy! Lots of different physical features.

First go east around the cave.
Then go south strayed ahead
of words the mountains.
Last go south but be careful
of the bolder behind the bolders
of the treasure chest.



Learning Means The World



Know and understand simple vocabulary related to place



Know and understand key vocabulary related to geographical processes

Feedback	Date: 13.03.24	Learning Objective: I am learning about the geography of my local area.	Feedback
Immediate and review	Success Criteria	<ul style="list-style-type: none"> To know the difference between human and physical features of an area. To name the rivers local to Ripon. To describe the topography of Ripon. 	Immediate and review

Ripon

<h3>Human Features</h3> <ul style="list-style-type: none"> • Fountains Abbey • Ripon cathedral • Newby Hall • Obelisk • Ripon canal • Bridge • Holy Trinity school • church 	<h3>Physical Features</h3> <ul style="list-style-type: none"> • Ribbleskell • Brimham woods • Haskfull woods • river Ure • river Laver • river Eik • river Nidd • river Wharfe
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Topographical features are the Ribbleskell, Esk, Nidd and Wharfe.

Bridge over Ure

Ripon Cathedral

Feedback	Date: 25.10.23	Learning Objective: I am learning about Greece.	Feedback
Immediate and review	Success Criteria	<ul style="list-style-type: none"> To know the location of Greece. To know the neighbouring countries of Greece. To know key geographical features of Greece. To use subject specific vocabulary correctly. 	Hot marking

Continent
 (Outline)
 Greece is in Europe

Countries
 Greece neighbours Turkey, Macedonia, Albania and Bulgaria.


Language
 Greece people speak greek and write greek.


Terrain
 The terrain is mountainous and plateaus.

Sea
 The surrounding seas of Greece are Ionian sea, Mediterranean sea and Aegean Sea.




Know and understand more technical vocabulary e.g. biome, climate zone


 Name of State: California
 Capital: Sacramento
 Location in US: Next to Nevada and Arizona under Oregon
 Population: 39.03 million
 State Bird: California valley quail
 State Emblem/Mascot: A red star and a stripe from the US flag
 State Flower: California poppy
 Weather and Climate: Hot temperatures with warmer, drier weather in summer and wetter and slightly colder in the winter.


 CALIFORNIA REPUBLIC

2. The trace of water moves around because of a slight wobble in the earth so it can rise on the side near...



- Estuary - where a river meets the sea
- Floodplain - where floods happen in the middle course of a river
- Lower course - when a river starts to end and go into the sea
- Meander - the curves in a river
- Middle course - The wider part of a river and it can flood
- Spring - little sources of water that make a river they can be found at the upper course of a river
- Source - The start of a river
- Upper course - the start of a river where it is up high and in a V shape

A canal is a man-made waterway made to carry boats or move water to grow crops.
 A dam is a man-made barrier that restricts or stops the flow of water.

Geography Skills Map



	C1	C2				C3	C4
N	'Happy to Be Me'	'Let's Play'	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'	'No Place Like Home'	'Under the Sea'
						Houses – human geography	Countries
R	'Tell Us a Story'	'Help is at Hand'	'Food Glorious Food'	'Way Back When...' Hats Had Brims	'If You Go Down to the Woods...'	'What On Earth...?'	'Come Fly With Me!' Asia
		Local Area				Comparing scale Features	Locational Knowledge, Maps, features
Y1	'Happily Ever After'	'Unity in the Community'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'	'Light Up the World'	'Come Fly With Me!' The Arctic Circle
		Local Areas Maps and Plans		Locational Knowledge		Countries Global Solar Energy	Locational Knowledge Human & Physical Knowledge Weather and Climate, Maps and Globes
Y2	'Inter-Nation Media Station'	'Land Ahoy!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'	'Going Wild! All About Animals'	'Zero to Hero'
		Locational Knowledge Continents and Oceans Compass Directions		Locational Knowledge		Habitats Physical features	
Y3	'That's All, Folks!'	'Athens v Sparta'	'Lindow Man'	'Rocky the Finosaur'	Out and About	Under the Canopy'	'Come Fly With Me!' Africa
		Features Maps and globes				Rainforests Maps and globes	Countries and Continents Maps and globes
Y4	'Lightning Speed'	'Law and Order'	'Viking Warrior'	'May the Force Be With You'	'Saxon King'	Picture Our Planet	'Cry Freedom'
		Countries				Countries, Features, Weather and climate	
Y5	'Mission Control'	'You're Not Invited'	'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'	'Global Warning'	'Come Fly With Me!' America
		Countries Maps and globes				Maps	Maps and globes Climate Features
Y6	'A World of Bright Ideas'	'Wars of the World'	'True Crime'	'In Your Element'	'Time Team'	'Full of Beans'	'I Have a Dream...'
		Countries				Countries Maps and globes	Countries

'Children's Champion'

Hi1 Use different sources of information to find out about the past

Hi2 Find out about the lives of significant people and events from the past and present

Hi3 Using episodes from stories about the past, identify the difference between past and present

Hi4 Place events in chronological order

Hi5 Use common words and phrases related to the passing of time

Hi6 Make a personal link to the past by exploring artefacts and images

'Time Team'

Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers

Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this


Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them

Hi47 Suggest possible omissions and the means of finding out

Hi48 Select and combine information from different sources

Hi49 Recall, select, organise and communicate historical information in a variety of ways

Session 7 - Monday 20th - Geography

LO & SC	Script	Learning Experience	Big Questions Answered	Juicy Jargon Spoken	Assessment Notes	Evidence
 <p>To know that the term 'physical features' means geographic features that are natural and not made by humans</p> <p>To know that the term 'human features' means geographical features that are man-made.</p> <p>To know the key human features in the local area.</p> <p>I know a physical feature is natural and made by the earth and I can identify a physical feature.</p> <p>I know a human feature is man made and I can identify a human feature.</p> <p>I can say which features are human in the local area.</p>	<p>KS1 Today we are working with Shackleton who is a geographer. A geographer is someone who wants to understand the world they live in. Geographers are interested in the Earth's physical features, such as mountains, deserts, rivers, and oceans. Geographers are also interested in human geography, which looks at where people live and why they choose to live there.</p> <p>As Geographers last lesson we went on a walk around our local environment.</p> <p>Today we are going to be identifying physical and human features and name some human features in Ripon.</p>	<p>Recap our local walk and the features we found along the way.</p> <p>Recap the terms physical features and human features. 'physical features' means geographic features that are natural and not made by humans. 'Human features' means geographical features that are man-made.</p> <p>Look at google earth focussing on the city of Ripon, virtually explore houses, shops, cathedral, farms, industrial estates and explain they are human features.</p> <p>Play a sorting game chh to sort features into physical and human.</p> <p>Activity - sorting sheet</p>	<p>What is the difference between a human and a physical feature?</p> <p>Why is a river a physical feature, but a canal a human feature?</p>	<p>Physical feature Human Feature City Landmark Local</p>	<p>Continue to embed human/ physical features - such key learning for the unit.</p> <p>Most of class showed ability to sort.</p> <p>XXXX - minor errors</p> <p>Required support: XXXXXX</p>	<p>Sorting worksheet</p>

KS2

National Curriculum Objectives

Pupils should be taught...

"That's All, Folks!"

'Lightning Speed'

'Mission Control'

'A World of Bright Ideas'

'Athens v Sparta'

'Law and Order'

'You're Not Invited'

'Wars of the World'

'Lindow Man'

'Viking Warrior'

'Fighting Footballer'

'True Crime'

'Rocky the Dinosaur'

'May the Force Be With You'

'Go With The Flow'

'In Your Element'

'Out and About'

'Saxon King'

'Pharaoh Queen'

'Time Team'

'Under the Canopy'

'Picture Our Planet'

'Global Warning'

'Full of Beans'

'Come Fly With Me!'

Africa

'Cry Freedom'

'Come Fly With Me!'

America

'I Have a Dream...'

Locational Knowledge

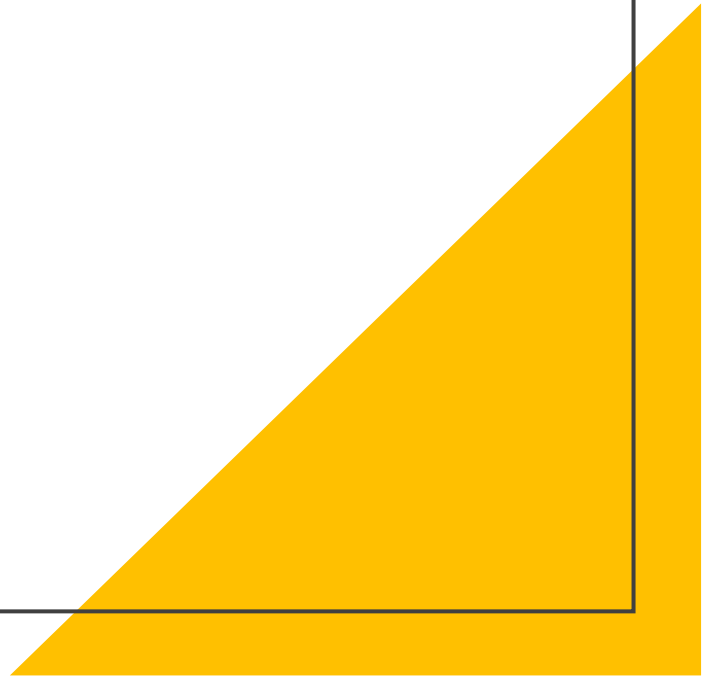
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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/Greenwich Meridian and time zones (including day and night)

Subject Leadership

- Structure and oversight – big picture
- Monitoring:
- Books
- Planning
- Pupil voice





Pupils

AR

CO

DE

DR

GE

HI

MU

SC

Year Five Average

3.9

3.8

3.8

3.8

3.7

3.7

3.8

3.7

Next steps:

Further personalise to Ripon and local area.

Build enrichment opportunities in the local area developing fieldwork skills.

Ensure consistency of map work across the school.

Challenge for greater depth and scaffolding/adaptations