

Generative Learning in Geography at Hayfield Lane



At Hayfield Lane, all teaching and learning in geography is connected to four key themes.

Mapping and scale

Fieldwork

Human and physical features including settlements

Place

Generative Learning in geography at Hayfield Lane

Theme: Mapping and scale

We aim for our pupils to become competent in the geographical skills needed to interpret a range of sources of geographical information which includes a variety of maps and different scales.



F1

- Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.

F2

- Draw information from a simple map.

(Chn discuss how they get to school and as a class create a map of their house and what is the local community around them. Chn then add to a given plan their house).

Year 1

- Make and read a simple plan.
- Follow a simple map of the local area, with support.
- Follow verbal directions including N,S,E,W
- Have experience of maps and attempts to make own, real or imaginary
- Use own symbols on imaginary map
- Use a plan view
- Follow a route on a map using directional language such as near/far, left/right and understand how to use a key.

Revisit from F2. Built on by having a go at making a plan of the school grounds and then following a given plan of the playground with support.

(In Autumn term, children follow and read a simple plan to find treasure in playground. Create own map of playground with own symbols to represent different features on the playground)

- Use an atlas to locate places.
- Read a map that shows the world's seven continents and five oceans.

(Spring term, during Meerkat Mail, chn use atlas and maps to find continents and oceans and then focus in on Africa)

Year 2

- Read a map of the UK to identify its countries, capital cities and surrounding seas.
- Follow a simple map of the local area. Revisit from F2, Y1. Built on by looking on google earth at a satellite image of Auckley. Follow a route around Auckley through looking at image to identify what has changed – no coop, no school extension, no new housing estate.
- Follow a given route on a map using N, S, E, W. Builds on from Y1 where chn follow verbal directions using N, E, S, W. They now use the 4 compass points to map Guy Fawkes' movements in London.
- Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo. Built on from Y1, chn look at maps of London and then create own and identify and add key landmarks.
- Use an atlas and globes to locate places. Built on from Y1 by locating places within the UK and locating places where chocolate comes from around the world.
- Use large scale maps.

(Gunpowder plot – identify the countries of the UK and their capitals. Focus on King James and where he was born and where he lived and identify on maps. Look at map of London from google earth and create own map of London with key landmarks).

Year 3

- Read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle. **Built on from Y1. In Y1 chn locate continents, in Y3 chn look at position of the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle.**
- Use letters or number coordinates to locate features on a map. **Built on from F2, Y1, Y2. In F2 chn consider what could be on a map based on what is around them in the community. Y2 chn plot landmarks onto a map.**

(Identify where Sherwood forest/Nottingham is linked to Robin Hood and Look at where the Romans came from and their journey locate where forests are located in the world)

- Read a map of the UK's countries and cities. **Built on from Y2 where chn locate countries of UK and then focus on capital cities looking at London and Scotland.**
- Read a map of the countries of Europe.
- Follow a simple map of the local area, highlighting their route. **Built on from Y1 where they follow a map of the playground, children now follow a map linked to Roman marching and highlight the route they plan to take.**
- Use eight compass points to follow or give directions using a known route. **Built on from Y1 and Y2 where they use N, E, S, W verbally – Y1, following a route using them – Y2, to using all 8 points to give directions of their route as Romans marching in the local area.**
- Use an atlas to locate places and begin to look at OS maps. **Built on from F2, Y1, Y2 by focusing on places that the Romans invaded and using OS maps.**
- Use large scale OS maps (approx. scale 1:1000)
- Use atlases to find out about other features of places e.g. mountains. **Built on from Y1 where they locate hot and cold places to identifying specific features within the UK and Europe.**

(Look at where the Romans came from and their journey, moving into where they invaded and their journey through the UK. Look at and compare OS maps of Roman Britain to modern Britain and identify features such as mountains around Rome which stopped enemies from invading)

Year 4

- Read a map of the countries of Europe (including Russia)
- Read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle
- Use eight-point compass points well planned using a map.

Above built on from Y3 by focusing on the countries within Europe and plotting routes to get from the UK to Svalbard. Looking at which continents and countries within Europe they could pass through and Oceans and incorporating the 8 compass points to give directions of the routes.

- Begin to use four figure coordinates to locate features on a map, using a key.
- Navigate a route using a map of the local area. **Builds on from Y1,2, 3 where chn are navigating given routes or in Y3 where chn are highlighting a route to march.**
- Use a map to highlight tectonic plates.

(Identify Arctic and Antarctic Circle and pin point Europe looking at the countries that make up Europe. Focus in on Svalbard, Norway and the Archipelago of Norway and Jan Mayen volcano within Arctic circle. Use compass points to compare and contrast locations on Bear Island and in Narnia)

Year 5

- Lead their own mapping skills and presenting their finding in their preferred way. Builds on from Y1 and 2 where chn creating own maps, in Y5 chn are now
- Navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area.

Builds on from Y1 and 2 where chn are creating own maps, in Y5 chn are now focusing on the local area and planning a route of their own choosing and mapping out that route.

(Focus on local area of Doncaster. Look at how the land use has changed overtime. Carry out a walk of the area and look at how it could be improved e.g. road traffic crossing)

- Use eight- point compass points well and applying them into a context when navigating. **Builds on from year 3 and year 4 by looking at different places that the dragons could live and using compass points to navigate from the place of 1 dragon to the place of another.**
- Use four figure coordinates to locate features on a map, using a key. **Builds on from Y4 as chn will now embed this skill as Y4 they are beginning to do this.**
- Begin to use six figure coordinates to locate features on a map, using a key. **Builds on from using 4 figure coordinates to beginning to use 6 figure coordinates.**

(Look at where a dragon could come from through identifying places around the world)

Year 6

- Read a map that they study in relation to their areas of interest. **Builds on Y1 reading a map that shows continents and oceans, Y2 reading a map of the UK, Y3 and y4 reading a world map to show countries, equator, N&S Hemisphere, Arctic and Antarctic Circle and countries of Europe, Y5 leading their mapping skills to year 6 where they are enquiry based on focus on a map of their choice for an area of their choice.**

(Map Darwin's journey on the Beagle to south America looking at the lines of latitude and longitude that he would pass through)

- Use eight-point compass points confidently and accurately within a practical context when navigating their own route.
- Use six figure coordinates to locate features on a map, using a key.

Above 2 bullet points are linked to enquiry based activity of studying a map of own area of interest. Build on from year 3 and 4 using 8 compass points and builds on from y5 beginning to use 6 figure grid references.

Generative Learning in geography at Hayfield Lane

Theme: Fieldwork

GEOGRAPHY

We aim for our pupils to become competent in the geographical skills needed to collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.



F1

- Explore and respond to different natural phenomena in their setting and on trips.

F2

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

Year 1

- To be able to investigate their locality: school.
- Investigate their surroundings

Builds on F2 where they explore world around them in its simplest form, Y1 focus specifically on the school grounds.

- Make observations about where things are e.g. around school and local area. **Builds on F1 where they describe what they can see, Y1 now make formal observations of the school grounds.**
- Express own views about places and the local area. **Builds on F2 where children are describing what they see, hear and feel to Y1 where they give views/opinions.**
- Draw simple features they observe in the local area
- Experience simple scale drawings of the local area.

(Autumn term – focusing on school grounds and creating maps with simple key).

Year 2

To be able to investigate their line of enquiry: School and local grounds

Begin to collect and record evidence with modelled support

Use simple fieldwork and observational skills to study school and grounds.

Builds on F2 where they are exploring the natural world around them to Y1 where they investigate their locality to Y2 where they are following a line of enquiry.

(Spring – focus on what the school grounds and local area looked like 10 years ago and compare to what it looks like now. Draw map of Hayfield Lane. Link to where you can buy chocolate/food from)

Year 3

- Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos pictures, temperatures and location
- Investigate their line of enquiry by comparing places within their study. Builds on Y2 following a line of enquiry on 1 place of study, Y3 compare 2 places.

(Making comparisons of biomes and forests and comparing biomes to see if forests were the most appropriate for Robin Hood)

- Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
- Builds on F2 describing what they see, hear and feel outside, to y1 where they draw simple features in local area, to y2 where they collect and record evidence of how local area has changed overtime.

(Look at deforestation and through maps and what places used to look like and what they look like now after deforestation has occurred)

- Draw a sketch of a simple feature from an observation or photo. Builds on Y1 drawing simple features they can see in the school grounds to Y3 looking at features in the wider context.

(Look at Roman buildings)

Year 4

- Investigate their line of enquiry about the wider world using secondary sources to support them. Builds on Y2 investigating a line of enquiry in the local area, to Y3 investigating a line of enquiry by comparing biomes, to Y4 investigating a line of enquiry about climate change in the Arctic.
- Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps. Builds on Y3 focusing on forest biomes to Y4 focusing on polar regions and Egypt (different biomes).

(Follow lines of enquiry linked to the Arctic and Egypt. Compare Svalbard and Narnia, compare maps of Svalbard and Narnia)

- Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
- Builds on F2 describing what they see, hear and feel outside, to y1 where they draw simple features in local area, to y2 where they collect and record evidence of how local area has changed overtime, to Y3 where they are looking at deforestation and what places used to look like before this occurred at a simpler level to y4 where they are focusing on the local area.

(Compare the Junk Yard in the Iron Man to one in Doncaster and record human and physical features)

Year 5

- Investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion. Builds on y4 as y5 will investigate a line of enquiry through comparing in order to draw to a conclusion.

(Comparison of biomes linked to where the dragon could live)

- Use fieldwork to observe, measure, record and present human features, in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Builds on F2 describing what they see, hear and feel outside, to y1 where they draw simple features in local area, to y2 where they collect and record evidence of how local area has changed overtime, to Y3 where they are looking at deforestation and what places used to look like before this occurred at a simpler level to y4 where they are focusing on the local area, to y5 where they will record findings from surveys using graphs and digital technology.

(Look at local area within Doncaster – Auckley and identify human and physical features)

- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life. Builds on Y3 focusing on forest biomes to Y4 focusing on polar regions and Egypt (different biomes) to y5 focusing on historical maps to draw conclusions linked to WW2 and how Doncaster has changed from WW2 to present day.

(Look at maps of Doncaster during WW2 and to present day, how have they changed. Compare temperatures through looking at biomes)

Year 6

- Investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected. Builds on y4 and y5 by focusing on their own line of enquiry about a place of their choice so will be applying prior learning from Y4 and 5.
- Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it. Builds on Y3, 4 and 5 by becoming enquiry based to use prior knowledge.

(Focus on South America looking at the mountains and the Andes looking at land use and how the climate change has affected this. Children create own enquiry linked to a rainforest of choice and look at the land use and how climate change has changed/affected it)

- Use fieldwork to observe, measure, record and present human features in their preferred way.
- Builds on all year groups as chn are using their own enquiry and are able to apply prior learning in order to record findings in their own way.

(Physical and human features in South America looking at the mountains and rainforests)

Generative Learning in geography at Hayfield Lane

Theme: Human and physical including settlements

We aim for our pupils to define physical and human characteristics, understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.



F1

F2

Year 1

- Recognise human and physical features in the local area
(Autumn term looking at features of playground and creating a simple key)
- To be able to understand what is meant by human and physical features.
- Recognise how places have become the way they are and how they continue to change
- Identify and describe what places are like.
- Identify hot and cold areas of the world in relation to the equator and the North and South Poles

(Covered in Meerkat Mail looking at Africa and why it is sandy and dusty and compare with polar region Antarctica. In summer term look at how seashores have changed over time.)

Year 2

- Understand and compare the human and physical features of the places that they study.
- Recognise human and physical features of non-European countries studied. Builds on Y1 to recognise human and physical features in non-European countries compared to the local area in Y1.

(Spring term – look at Doncaster and compare it with a non-European country abroad where cocoa beans come from)

Year 3

- Understand and apply knowledge of human and physical features to a place of study, making connections between the feature and their purpose. Builds on Y2 by making connections between the features and its purpose and applying knowledge rather than comparing.
(Look at how humans have caused deforestation and how physical features have caused deforestation)
- Locate the key human and physical characteristics of the UK and Europe including hills, mountains, coasts and rivers, and land use patterns and how they have changed over time
(Comparison of the human and physical characteristics by comparing ancient Britain/Rome to modern Britain/Rome)

Year 4

- Understand how the physical and human features of the world have shaped what we know today. Builds on Y3 by understanding how the physical and human features that they would be apply to talk about in Y3 linking to the feature and its purpose, have shaped what we know today.
- Recognise and describe key rivers around the world.
- Recognise how and why people may seek to manage environments sustainably.

(Egyptians, look at importance of the Nile and how the Egyptians settled next to it and look at other key rivers around the world and determine why people tended to settle near rivers. Look at why Egyptians managed their environment sustainably and how the physical and human features have shaped what we know today)

- Identify and learn about volcanoes and earthquakes
- Locate the key human and physical characteristics of Europe inc. Russia and North America (Alaska) including hills, mountains, coasts and rivers, and land use patterns and how they have changed over time. Builds on Y3 as in Y4 the chn look at North America and Russia not just the UK and Europe.

(Look at physical and human features of Norway/Svalbard/Bear Island and Narnia. Look at tectonic plates and Jan Mayen in Arctic circle).

Year 5

- Learn about settlements and environmental impact inc. Trade links.
- Understand how the physical and human geography of the world are affected by settlements.

Builds on Y4 as in Y4 chn look at the Egyptians settling near the Nile and why they did this/why they managed that environment sustainable and in y5 chn will be looking at the impact that the Greeks had on where they settled and how the physical and human features were affected by this settlement.

(Look at the ancient Greeks and where they settled and how the physical and human features were affected by where they settled)

- Recognise and describe biomes and vegetation belts around the world. Builds on Y1 looking at hot and cold places, year 3 looking at forest biomes. In y5 chn look at different biomes and which would be the best for the dragon to live in.

(Look at the different biomes and vegetation belts and consider which would be the best one for a dragon to live in)

- Understand the water cycle

Year 6

- Understand how the physical and human geography of the local and wider world connect to the decisions made by people in the community/ and world around us. Builds on Y4 as y6 look at decisions made in the local and wider world and y4 focus on Egypt. Y5 focus on Greece.
- Investigate how decisions about places and environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it. Builds on y3 who look at effects of deforestation and impact it has on environment through natural and human causes.

(Focus on rainforests around the world and how they can be improved)

- Recognise and describe biomes and vegetation belts around the world.
- Learn about distribution of natural resources including energy. Builds on Y4 looking at why people manage their environments sustainably and as part of the Iron Man looking at types of renewable energy. Y6 focus on how the natural resources are distributed.

(Look at the natural resources in Scandinavia and how they are distributed)

- Recognise and describe key mountains around the world. Builds on y3 and 4 who look at mountains, rivers etc as human and physical features.
- Learn about trade links between countries. Builds on year 5 looking at trade in ancient Greek times.

(Focus on South America and look at mountains in South America (Andes) and around the world. Focus on trade links between countries within South America based on them being trade masters – look at what the different countries were trade masters of)

Generative Learning in geography at Hayfield Lane

Theme: Place



We aim for our pupils to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

F1

F2

- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.

Year 1

- Identify and describe where the seven continents are around the world.
- To be able to identify hot and cold parts of the world.
- Make simple comparisons between features of different places.

Above builds on F2 understanding that there are differences and similarities between the environment in different countries.

- Begin to spatially match places e.g recognise UK on a small scale and larger scale map
- Name and locate the worlds' seven continents and five oceans

(Look at continents and then locate Africa, compare and contrast with Antartica)

- Identify and describe where places are in the UK

(Look at where seashores are around the UK)

Year 2

- Identify and locate the UK's countries and capital cities.
- Identify and describe where places are in the UK. **Builds on Y1 recognising the UK on a map.**
- Learn names of cities and surrounding seas in the United Kingdom.
- Learn names of countries within the United Kingdom.
- Learn names of cities and surrounding seas in the United Kingdom.

(Gunpowder Plot – locate the UK's countries and capital cities focusing on King James and the position of the Gunpowder Plot).

- Make simple comparisons between features of different places. **Builds on F2 recognising that some environments are different to the one we live in and recognising similarities and differences between life in this country and in other countries. Builds on y1 by comparing Doncaster to a non European country and in y1 they compare Africa and Antartica.**
- Recognise how places are linked to other places in the world.
- Compare and contrast a small area of the United Kingdom with a small area in a non-European country.
- Begin to match boundaries (e.g find same boundary of a country on different scale maps) around the world.

(Look at Doncaster and compare to a non European country where cocoa beans come from).

Year 3

- Study of human and physical geography -Europe and UK

(Look at how humans have caused deforestation and how physical features have caused deforestation)

- Identify and describe where the seven continents are around the world. Builds on Y1 as chn now look at where the forests and biomes are within these continents.
- Identify and describe where places are around the world. Builds on Y1 where they identify hot and cold places and y2 where they identify and describe where places are in the UK – London, Scotland.
- Begin to identify significant places and environments. Builds on F2 where they recognise that some environments are different to the one we live in and in y3 chn look at biomes.
- Compare and contrast areas within the UK and locate counties and cities. Builds on Y1 where they focus on locating seashores in the UK, to y2 where they compare Doncaster to a small non European country that grows cocoa beans, to y3 where they compare and contrast Nottingham and Sherwood forest within the UK.
- Locate places on larger scale maps and identify where the equator, Northern and Southern Hemisphere are in relation to Europe. Builds on Y1 identifying the UK on different scaled maps.

(Look at where forests/biomes are and locate Nottingham and Sherwood Forest)

Year 4

- Study of human and physical geography of a region in Europe inc Russia and North America (Alaska). Builds on Y3 but extends to Russia and N. America.
- Begin to identify significant places and environments. Builds on F2 where they recognise that some environments are different to the one we live in. Y3 focus on biomes around the world to y4 focusing on Norway/Svalbard and climate change with its impact on polar bears.
- Compare and contrast areas within other European countries (Not UK). Builds on Y1 where they focus on locating seashores in the UK, to y2 where they compare Doncaster to a small non European country that grows cocoa beans, to y3 where they compare and contrast Nottingham and Sherwood forest within the UK, to y4 where they compare and contrast Svalbard and Bear Island.
- Identify the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the countries that lie within them. Builds on Y3 and looks at where Svalbard/Norway sit within them.

(Focus on place knowledge of Norway and Svalbard and look at human and physical features)

- Compare and contrast areas within the UK. Builds on Y1 where they focus on locating seashores in the UK, to y2 where they compare Doncaster to a small non European country that grows cocoa beans, to y3 where they compare and contrast Nottingham and Sherwood forest within the UK, to y4 where they compare and contrast coastlines in different parts of the UK.

(Compare and contrast coastlines in UK and abroad)

Year 5

- A detailed local study: Doncaster making connections across other subject areas.

(Carry out a survey in Auckley and link to maths)

- Identify and describe where places are around the world. Builds on Y1 where they identify hot and cold places and y2 where they identify and describe where places are in the UK – London, Scotland, to y3 where they locate forests and biomes around the world to y5 where they focus on different biomes around the world fit for a dragon. Justification included.
- Identify significant places and environments. Builds on F2 where they recognise that some environments are different to the one we live in, to y3 where chn look at biomes and y5 chn focus on where the Greeks settled, WW2 in Doncaster, biomes for a dragon.

(Look at significant places in Greece when studying the ancient Greeks, significant places during WW2 and biomes)

- Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them. Builds on from y3 where they identify the Equator and the Hemispheres to y4 where they then include the Arctic and Antarctic Circle, to y5 which includes the Tropics of Cancer and Capricorn.

(Focus on where the biomes are within the world that a dragon could live in)

- Identify key topographical features of the UK (eg. Hills, mountains, coasts and rivers).
- Identify land use patterns of the locality of their study and how it has changed over time.

(Look at how Doncaster has changed overtime from WW2 to present day to include hills, rivers etc)

Year 6

- Study of human and physical geography of a region of South America.
- Confidently identify significant places and environments. Builds on F2 where they recognise that some environments are different to the one we live in, to y3 where chn look at biomes and y5 chn focus on where the Greeks settled, WW2 in Doncaster, biomes for a dragon to y6 where chn focus on significant places and environments e.g. mountains in South America and around the world.
- Identify and describe where places are around the world. Builds on from y1 where chn identify the 7 continents and 5 oceans, to y3 where they identify the Equator and the Hemispheres, to y4 where they then include the Arctic and Antarctic Circle, to y5 which includes the Tropics of Cancer and Capricorn. Y6 then apply their prior knowledge to identify mountains around the world.

(Look at mountains in South America and around the world)

- Compare and contrast areas within other European countries (Not UK) Scandinavia. Builds on Y1 where they focus on locating seashores in the UK, to y2 where they compare Doncaster to a small non European country that grows cocoa beans, to y3 where they compare and contrast Nottingham and Sherwood forest within the UK, to y4 where they compare and contrast Svalbard and Bear Island and y6 where they compare and contrast different countries with rainforest and places that have master trade links.
- Use latitude and longitude on atlas maps and globes.
- Identify the significance and importance of The Prime/Greenwich Meridian and time zones (including day and night).

Above builds on from y3 where they identify the Equator and the Hemispheres to y4 where they then include the Arctic and Antarctic Circle, to y5 which includes the Tropics of Cancer and Capricorn to including in y6 the lines of latitude/longitude, Prime/Greenwich Meridian.

(Look at how Prime/Greenwich Meridian line and latitude and longitude were created and identify places within South America using lines of longitude and latitude)

- Identify key human and physical characteristics of a region in South America and how they have changed over time, within a line of geographical enquiry.

(Children carry out an enquiry on rainforests in South America and how they have changed overtime)