



Hillside Primary School

Geography Curriculum Intent

At Hillside Primary School, we empower our pupils to look at the world through a geographical lens, sparking a lifelong fascination with the Earth's diverse landscapes and the people who inhabit them. Our bespoke curriculum is a journey that moves from the familiar streets of Gloucester to the furthest reaches of the globe, ensuring every child develops the spatial awareness and environmental conscience needed to **"Be the BEST they can be."** By investigating the delicate balance between human activity and the natural world, we prepare our pupils to navigate and protect the planet they will inherit.

Our Geography curriculum intent is underpinned by four key attitudes for learning:

- **Believe**
- **Engage**
- **Succeed**
- **Try**

We deliver a high-quality curriculum that equips pupils with Substantive Knowledge (the facts) and Disciplinary Knowledge (the tools of a geographer). Our curriculum is anchored by six 'Big Ideas' that build progressively. When pupils encounter a Big Idea, they revisit prior units to build their understanding of how the world is connected.

BELIEVE: Building Confidence & Belonging

- **Cultural Awareness & Diversity (Big Idea):** We empower children to believe in their place in a diverse world by examining how different cultures interact and respond to their environments. Whether studying the indigenous communities of the Amazon or the urban dwellers of Gloucester, pupils learn to value the unique ways people live, work, and build communities. Developing an understanding that we all share a responsibility to care for our local communities and the wider world.
- **Vocabulary for Success:** We believe that precision in language is the route to achievement. Pupils move from simple directional words in EYFS to mastering tier-3 terminology such as 'Sustainability', 'Topography', 'Biomes', and 'Urbanisation'.
- **Inclusive Achievement:** Through pre-teaching and scaffolding, we ensure all pupils believe they can master complex spatial concepts, whether identifying Equatorial regions or understanding the Prime Meridian.

ENGAGE: Curiosity & Connection

- **Place & Space (Big Ideas):** We spark curiosity by exploring the "Earth's story," from the formation of Tectonic Plates and Magma to the delicate Ecosystems of the Amazon.
- **Geographical Enquiry (Disciplinary):** Pupils engage as active researchers. They move from asking "What is this place like?" to investigating "What Physical

Processes are at work here?" using tools like Ordnance Survey maps and Aerial Imagery.

- Local Identity: Our curriculum is rooted in our locality. By acting as Gloucester tour guides or studying Land Use at Robinswood Hill, children see themselves within the global narrative.

SUCCEED: Precision & Mastery

- Scale & Interconnections (Big Ideas): Success is rooted in precise mapping. Pupils progress from drawing simple Sketch Maps to using 6-figure Grid References, Latitude, and Longitude.
- Human Impact: Mastery is shown when pupils can explain the relationship between physical environments and human activity, such as how Infrastructure projects like the A417 impact local Socio-economic factors.
- Substantive Mastery: Pupils succeed when they can explain complex systems, such as the Water Cycle or the Distribution of Natural Resources.

TRY: Resilience & Hard Thinking

- Environment & Sustainability (Big Idea): Pupils embrace geographical enquiry to tackle global challenges. They investigate Climate Change, Deforestation, and the shift toward Renewable Energy.
- Geographical Interpretation: We cultivate a culture where children are not afraid to "try" different solutions to geographical problems, debating the balance between Economic Activity and environmental Conservation.
- Resilient Investigators: Whether calculating the height of Mountain Ranges or tracing Global Trade routes, children develop the resilience to analyse and interpret data sets.

Hillside 'Big Ideas': Substantive Concepts & Vocabulary

Big Idea	Essential Knowledge	Vocabulary Examples
Place	The character of locations and how people respond to them.	Region, Locality, Landmark, Continent.
Environment	Human impact on the world and how to manage it.	Pollution, Conservation, Sustainable, Biome.
Space	The location of places and how they relate to each other.	Equator, Hemisphere, Tropics, Coordinates.
Scale	Studying the world from local to global levels.	National, International, Perspective, Atlas.
Interconnections	How transport, trade, and actions link the world.	Import, Export, Supply Chain, Interdependence.
Culture & Diversity	Traditions, lifestyles, and perspectives of global citizens.	Demographics, Settlement, Tradition, Diversity.

Working as a Geographer: Disciplinary Progress

Strand	KS1	Lower Key Stage 2 (Y3/4)	Upper Key Stage 2 (Y5/6)
Enquiry	Ask: "Where am I?" and "What can I see?"	Ask: "Why are features here?" and "How is it changing?"	Ask: "How are we dependent on others?" and "Whose opinion is right?"
Map Skills	Use Directional Language (Near/Far, N/S/E/W).	Use 4-figure Grid References and Keys .	Use 6-figure Grid References , Contours , and GIS .
Fieldwork	Observe weather and use senses in school grounds.	Use Compasses and Tally Charts to collect local data.	Conduct Transects and Interviews to evaluate land use.
Concluding	Identify simple Similarities and Differences .	Analyze Patterns and draw conclusions from data.	Present findings using Climate Graphs , Thematic Maps , and reports.

Geography Curriculum: A Knowledge-Rich Sequence

Year	Term 2 (Autumn)	Term 4 (Spring)	Term 6 (Summer)
Reception	Home & School: Navigating our Immediate Environment.	Weather: Observing Daily Patterns and seasons.	The World: Different countries and Habitats.
Y1	The UK: Countries, Capitals, and surrounding seas.	Hillside: Why is Gloucester a good Settlement?	Nairobi: Life in a Tropical Kenyan city.
Y2	The World: Continents, Oceans, and the Poles.	Tour Guide: Identifying Human and Physical Features.	Chembakolli: Life in a Rural Indian village.
Y3	Local Change: How our Environment has evolved.	Extreme Earth: Volcanoes, Earthquakes, and Tectonics.	Europe: Human and physical geography of Northern Italy.
Y4	Tourism: Land use at Robinswood Hill.	The Americas: Identifying Physical & Human Features	South America: Deforestation in the Amazon Rainforest.
Y5	Mountains: Elevation, Topography, and the UK peaks.	Biomes: Climate Zones and Vegetation Belts.	Land Use: Urban vs Rural land use in Gloucester.
Y6	A417 Project: Infrastructure and Environmental Impact.	Climate Change: Global Warming and Sustainability.	Resources: Trade Links, Food Security, and Energy.

