GEOGRAPHY

Geography

Curriculum Intent

Geography at Tattershall Primary School aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Pupils are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness, and their place in it. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways and analyse and present their findings. Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. The Geography curriculum at Tattershall Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them and we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Our curriculum ensures:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Our Geography curriculum enables pupils to meet the end of Key Stage Attainment Targets in the National Curriculum. The aims also align with those in the National Curriculum.

Geography

Curriculum Implementation

At Tattershall Primary School we have used the curriculum design model from 'Kapow Primary'.

The Geography National Curriculum organises the Geography Attainment Targets under four subheadings or strands:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

Our Geography curriculum has a clear progression of skills and knowledge within these four strands across each year group. Geographical key concepts are woven across all units rather than being taught discretely. Our curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, is reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key Stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions have been designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Units of work follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National Curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

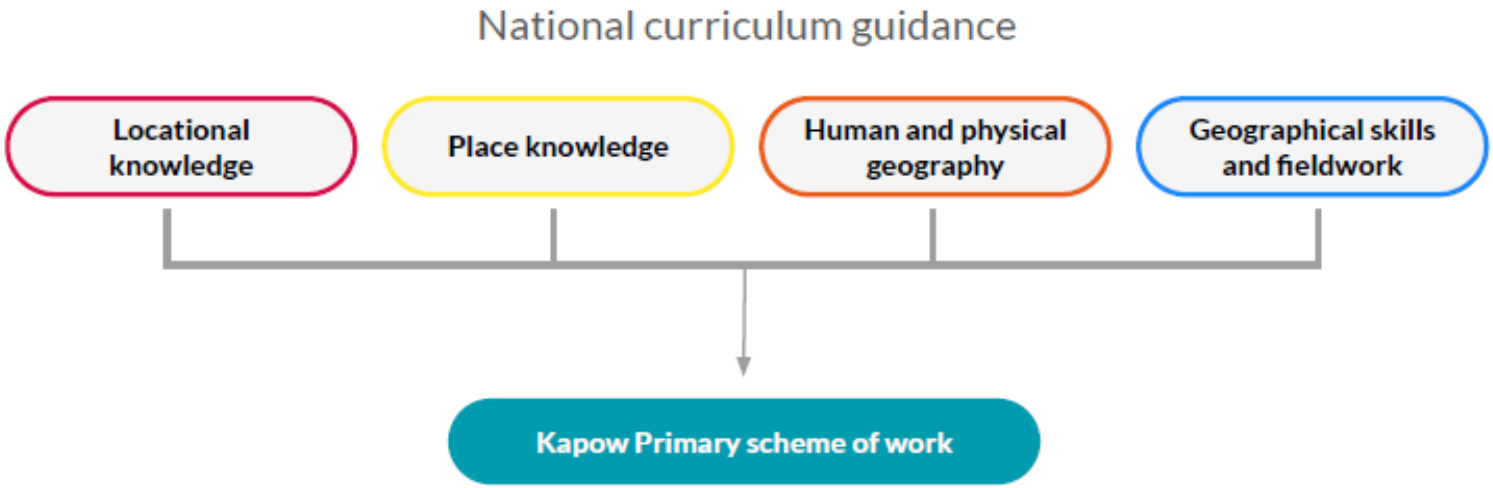
Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Teachers ensure they adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

At Tattershall Primary School Geography is taught discreetly from Year 1 to Year 6, mostly through a weekly lesson. Due to our PAN of 20, we have single year group classes for Years R, 1, 2 and 6 and two mixed age classes; Year 3/4 and Year 4/5. In order to meet the needs of our school, we have designed a three-year cycle for the mixed age classes. This has been carefully planned and adapted to ensure that all pupils have access to a progressive curriculum.

Geography

Curriculum Organisation

The national curriculum organises the attainment targets for Geography under **Locational knowledge, Place knowledge, Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.



Exploring the four strands.

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

Different types of knowledge in Geography

Substantive knowledge
('knowing about')

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Geographical concepts

We are currently adding a Progression of geographical concepts document showing how our Geography curriculum builds pupils understanding of the concepts of: Space, Place, Earth Systems, Environment, Time, Scale, Diversity, Interconnection and Interpretation.

Disciplinary knowledge
('ways of knowing')

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our enquiry cycle for further information on these processes.

Progression in disciplinary knowledge is shown in our Geographical skills and fieldwork strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

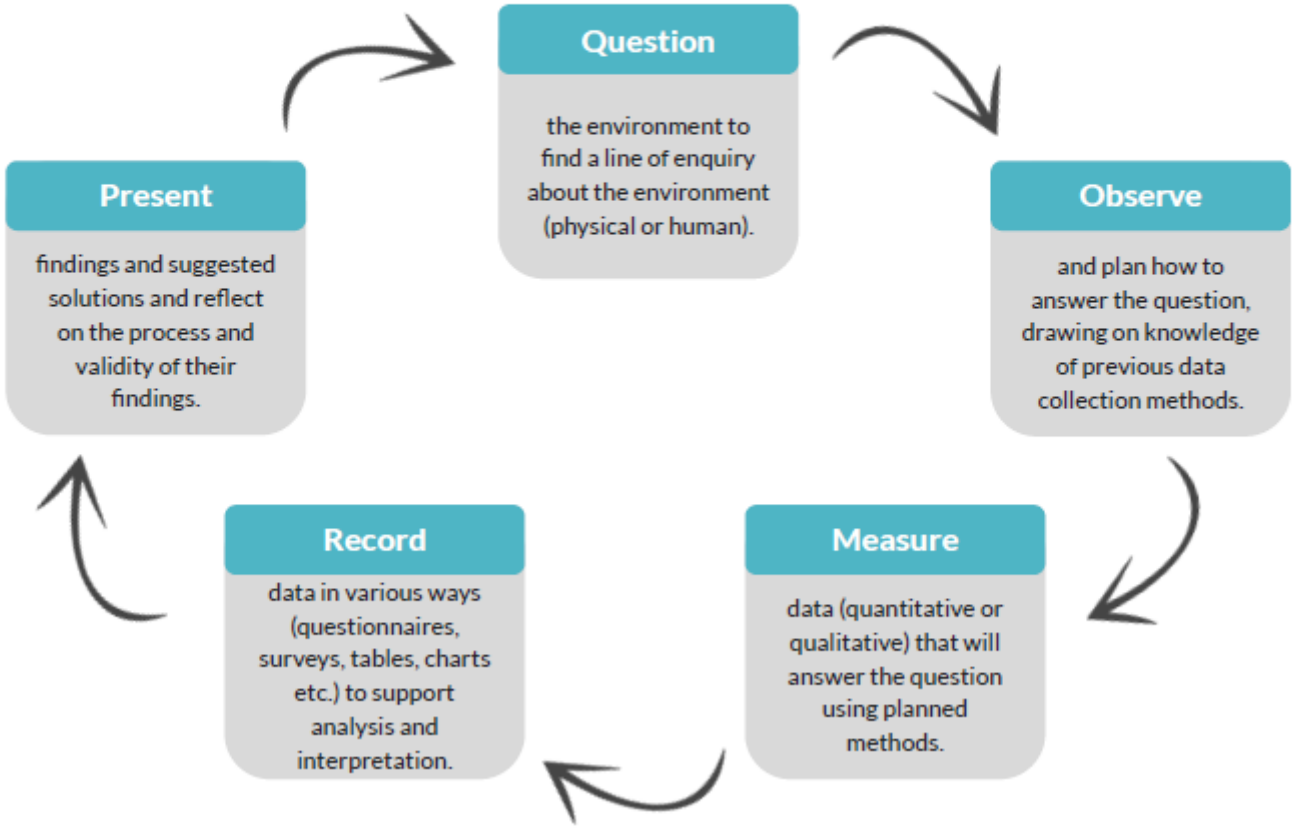
Procedural knowledge
('knowing how to')

Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand.

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature across units where most appropriate for the enquiry question.

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

Geography

Cycle 1 Long Term Plan

Squirrel Class (Year R)	Koala Class (Year 1)	Red Panda Class (Year 2)	Alpaca Class (Year 3/4)	Lion Class (Year 4/5)	Eagle Class (Year 6)
	'What is it like here?' Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	**'Would you prefer to live in a hot or cold place?'** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	**'Why do people live near volcanoes?'** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	**'Why are rainforests important to us?'** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	**'Why does population change?'** Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.

	'What is the weather like in the UK?' Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	**'Why is our World Wonderful?'** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	**'Why are rainforests important to us?'** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	**'What is life like in the Alps?'** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	**'Why do oceans matter?'** Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.

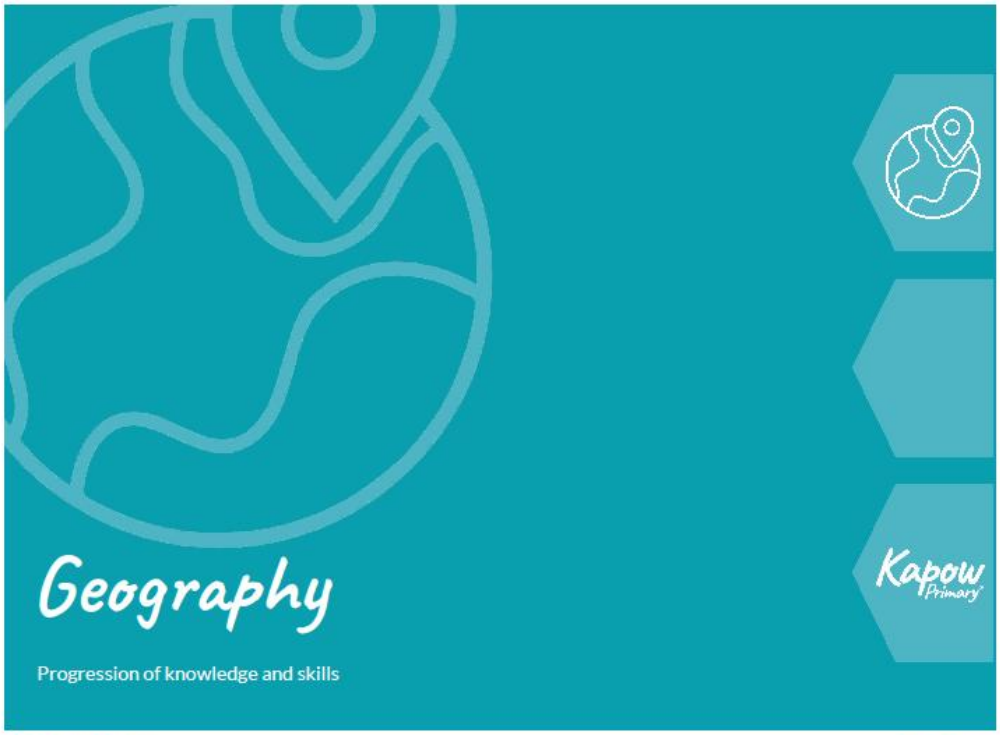
	'What is it like to live in Shanghai?' Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.	**'What is it like to live by the coast?'** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.	**'What is life like in the Alps?'** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	**'Why do people live near volcanoes?'** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	**'Can I carry out an independent fieldwork enquiry?'** Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.

Adaptations for Cycle 2 and 3

CYCLE 2	CYCLE 3
'Where does our food come from?' Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	**'Are all settlements the same?'** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.
'Who lives in Antarctica?' Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	**'What are rivers and how are they used?'** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.
'Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.	**'Where does our energy come from?'** Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.

Progression of Knowledge and Skills

Click on the icon below to open our Geography Progression of Knowledge and Skills Document



How our School Values are Embedded in Geography

HONESTY FORGIVENESS KINDNESS TEAMWORK RESPECT

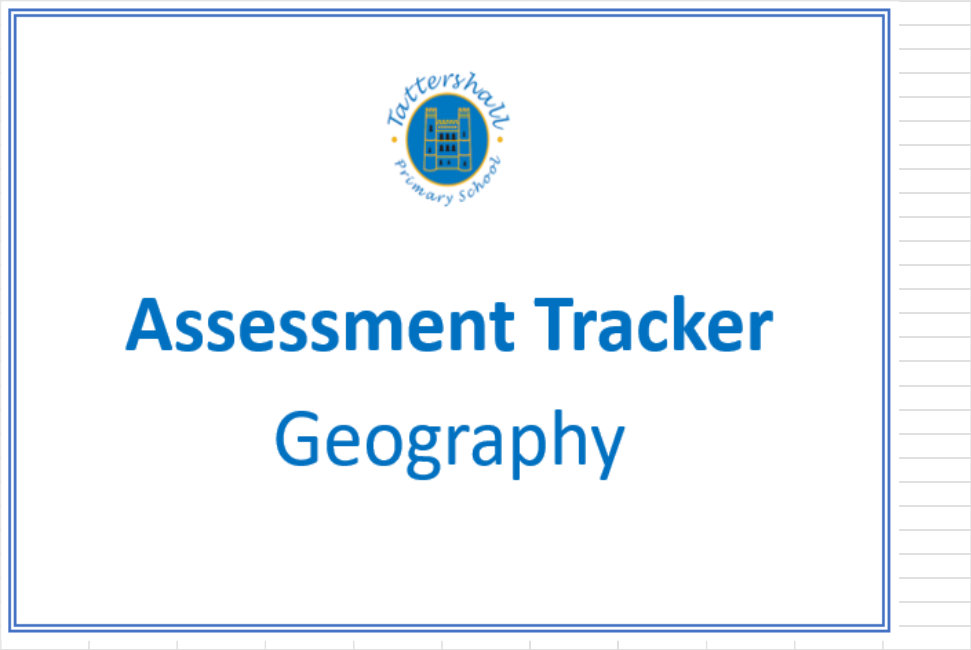
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Kindness: Listening to where people live and their traditions. Respect: Showing respect for different cultures and traditions. Teamwork: Navigate around a map of London and creating maps together.	Kindness: Being kind to the environment through the choices we make. Respect: Respecting our local area and considering ways to maintain its growth and prosperity. Respecting the environment through the choices we make. Teamwork: Working together to share resources and create maps. Coming together after natural disasters, working together to create case studies. Honesty: Being honest when we look at how human behaviour affects the environment and our local areas.	Kindness: About different cultures around the world and how we treat the environment. Fairtrade. Respect: Respecting the environment; nature and the mountains, respecting new places we visit. Fairtrade. Teamwork: Understanding mountaineers. Working together to collect data. Honesty: Being honest about the effect you have on nature. Forgiveness: Forgiving people that cause harm to the environment, forgiving changes caused by humans.

ASSESSMENT IN GEOGRAPHY

Teachers use formative assessment within and across lessons to be able to feedback to pupils about their learning in Geography in the moment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Planning will be adapted to meet the needs of the children based on ongoing teacher assessment and adaptations will be designed to ensure pupil progress is maximised.

Each lesson will begin with an element of learning review and the key learning outcomes for each lesson are clearly identified. In addition, each unit has a quiz and knowledge catcher which can be used at the start and end of the unit. At the end of each unit, teachers will use the Assessment Tracker grid to make a summative judgement of each pupil's achievements. This information supports not only our assessment of achievement at an individual lesson but an overview of the class's achievement and is used to inform next steps. This information 'follows' the class year on year so that each teacher has a thorough and in depth understanding of the outcomes for each pupil and the class as a whole.

An example of the Assessment Tracker for Geography can be viewed by clicking on the icon below:



Geography

Curriculum Impact

After implementing our Geography Curriculum, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National Curriculum for Geography by the end of Year 2 and Year 6.