



Tonacliffe Primary School Geography Curriculum Statement 2021 - 2022

Our Geography Curriculum				
<p><i>Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.</i></p>				
<p>Intent</p>				
<p>Geography is a valued part of the curriculum at Tonacliffe Primary School as it provides a means of exploring, appreciating and understanding the world in which we live. It is our intent to provide all children with a broad and balanced curriculum. Our programme of study is designed to help pupils develop their knowledge of places, people, resources and environments, together with an understanding of the Earth's key physical and human features. This will be implemented by creating a curriculum which is bespoke to our school and our children.</p>				
<p>Skills: EYFS</p>	<p>Characteristics of Effective Learning: Playing and Exploring- children investigate and experience things and 'have a go'. Active Learning- children concentrate and keep on trying if they encounter difficulties and enjoy achievements. Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p> <p>Key skills are listed in the Development Matters (2021).</p> <p>By the end of their nursery year, we want our children to be able to:</p> <ul style="list-style-type: none"> Be interested in different occupations. Understand the need to respect the environment. Know that there are different countries in the world and talk about the differences. <p>By the end of their reception year, we want our children to be able to:</p> <ul style="list-style-type: none"> 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. 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. 			
<p>Skills: KS1</p>	<p><u>Mapping</u></p>	<p><u>Fieldwork</u></p>	<p><u>Enquiry and Investigation</u></p>	<p><u>Communication</u></p>
<p><u>Use of ICT/Technology</u></p>				



Tonacliffe Primary School Geography Curriculum Statement 2021 - 2022

	<ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. • Use large scale maps and aerial photos of the school and local area. • Recognise simple features on maps e.g. buildings, roads and fields. • Follow a route on a map starting with a picture map of the school. • Recognise that maps need titles. • Recognise landmarks and basic human features on aerial photos. • Know which direction is North on an OS map. • Draw a simple map e.g. of a garden, route map, place in a story. 	<ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. • Use simple compass directions (NSEW). • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description. • Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> • Use simple electronic globes/maps. • Do simple searches within specific geographic software. • Use a postcode to find a place on a digital map. • Add simple labels to a digital map. • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. • Use programmable toys or sprites to move around a course/screen following simple directional instructions. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced. 	<ul style="list-style-type: none"> • Use simple electronic globes/maps. • Do simple searches within specific geographic software. • Use a postcode to find a place on a digital map. • Add simple labels to a digital map. • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. • Use programmable toys or sprites to move around a course/screen following simple directional instructions. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced.
--	--	--	--	--	--



Tonacliffe Primary School Geography Curriculum Statement 2021 - 2022

	<ul style="list-style-type: none"> • Use and construct basic symbols in a map key. • Know that symbols mean something on maps. • Find a given OS symbol on a map with support • Begin to realise why maps need a key. • Look down on objects and make a plan e.g. of the classroom or playground. 				
Skills: KS2	<p><u>Mapping</u></p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. 	<p><u>Fieldwork</u></p> <ul style="list-style-type: none"> • Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos. 	<p><u>Enquiry and Investigation</u></p> <ul style="list-style-type: none"> • Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences. 	<p><u>Communication</u></p> <ul style="list-style-type: none"> • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. • Communicate geographical information in a variety of ways 	<p><u>Use of ICT/Technology</u></p> <ul style="list-style-type: none"> • Use the zoom facility on digital maps to locate places at different scales. • Add a range of text and annotations to digital maps to explain features and places. • View a range of satellite images • Add photos to digital maps. • Draw and follow routes on digital maps. • Use presentation/multimedia software to record and



Tonacliffe Primary School Geography Curriculum Statement 2021 - 2022

	<ul style="list-style-type: none"> • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Label maps with titles to show their purpose • Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features in the correct place. • Use plan views. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. • Make a simple scaled drawing e.g. of the classroom. • Use a scale bar to calculate some distances • Relate measurement on large scale maps to measurements outside. 			<p>including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <ul style="list-style-type: none"> • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. 	<p>explain geographical features and processes.</p> <ul style="list-style-type: none"> • Use spreadsheets, tables and charts to collect and display geographical data. • Make use of geography in the news – online reports & websites
Implementation					
<p>Learning is organised in a two year cycle, with two or three geography themes within each cycle. This covers all aspects of the National Curriculum for geography. Geography is closely linked to other subjects including numeracy and literacy through careful planning of cross-curricular links.</p>					



Tonacliffe Primary School Geography Curriculum Statement 2021 - 2022

	<p>Geography is taught in the Early Years Foundation Stage (EYFS) as an integral part of the Understanding the World work covered during the year. We do not create a static long-term plan for geography. Our planning is done on a weekly basis, which reflects children’s interests and learning development needs. We provide a bespoke curriculum which is tailored to our children’s specific learning requirements. The learning and development of geography is implemented through a mix of adult-led and child-initiated activities. We relate the geography side of the children’s work to the objectives set out in the EYFS. We develop children’s geographical knowledge and understanding of the world through activities such as finding out about different places and investigating our locality.</p> <p>As pupils progress through KS1, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human features, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Pupils develop their knowledge about the world, the United Kingdom and their locality. They develop their understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>As pupils enter KS2, they begin to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world’s most significant human and physical features. They develop their use of geographical tools and skills to enhance their locational and place knowledge.</p>
Impact	
	<p>Geography is shared through a variety of means and a positive relationship fostered with home, school and the wider community. Geography teaching enables children to be able to appreciate and understand the world in which they live and how it has evolved. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to efficiently use maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. The geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.</p>
<p>Written 16.11.21 Bethany Riley</p>	