

Tenbury Primary Academy



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

Geography at Tenbury Primary Academy

C
U
R
R
I
C
U
L
U
M

I
N
T
E
N
T

Tenbury Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

[This is our Geography philosophy](#)

At Tenbury Primary School, Geography enables children to develop their understanding of the physical and human characteristics of their world. Children are inspired by exciting and relevant topics and can see a link with Geography in school and their own futures. They will study diverse places across the globe and will compare these places with their own environment. Children will in turn develop a passion of the world and a sense of responsibility for sustaining it.

Children develop their knowledge of the location of places on a local, national, and global scale. Teaching is inventive and inspiring with drivers aimed at capturing children’s enthusiasm for real life experiences.

Children at Tenbury will become competent in using key geographical skills and completing fieldwork extending their skills in investigation, data collection and presentation. Their work will provide them with skills adaptable across the curriculum.

They will ask and answer important questions based on maps, images, real life accounts and data.

What Geography looks like in our School

- Inspiring and challenging lessons
- Children working independently and in groups
- Opportunities for critical thinking and discussion
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- Exciting field study e.g. river investigation in 'Wild Water' topic
- Using and creating maps
- Children who talk about the environment and how humans impact this
- Children who want to make a difference to their global future

By the end of EYFS pupils will

- 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 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
- Understand some important processes and changes in the natural world around them including seasons

By the end of Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand 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.

Locational knowledge:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

By the end of Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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)

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography:

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

This is how it works:

- Lessons provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children will have had the opportunity to use a range of good quality resources
- Workshops, trips and fieldwork days that bring topics to life
- IT used to enrich children's learning e.g. creating podcasts of the water cycle

This is what adults do:

- Teachers work collaboratively to support each other in the teaching of Geography, understanding and applying current developments in the subject, and providing direction for the subject in the school.
- Teachers who show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion
- Look for opportunities to use specialists and outside providers where appropriate

This is how we support:

We teach Geography to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Different technologies are used to allow children with special educational needs to have access and contribute to lessons.

This is how we challenge:

- Differentiated lessons
- Additional activities to stretch learning or develop skills

This is how we ensure all children can access the curriculum:

- If possible, EAL and SEN children are introduced to vocabulary before the lesson when appropriate
- Peer support
- Providing equipment that may support individuals

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun, fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- Informal assessment activities during each unit, to assess knowledge and understanding
- Summative assessment discussed during transition meeting with next class teacher

This is how Geography contributes to the spiritual, moral, social and cultural development of the child:

Tenbury's well planned curriculum allows children to question and express ideas on a variety of issues e.g. climate, pollution, wealth/resource distribution. Within Geography lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on and evaluate their ability to work together and to discuss how their communication had an effect on their learning – we promote team work, sharing skills and listening and respecting views of others.

Learning activities are planned to support the development of confidence. Outdoor work is planned to promote out of classroom education and experiences.

Our children contrast and compare their environment, lives and experiences with those in other parts of the country and those around the world. Working with our link school in Tanzania, we aim to foster real world interactions.

Our curriculum is designed to promote ideas to keep children thinking about their learning after lessons. Our children want to take action on key issues e.g. 'Plant A Tree' day and Eco Warriors recycling initiative, demonstrate advocacy for important causes.

Cultural Capital:

Through Geography at Tenbury children are given the skills to achieve goals, become successful and further their opportunities in the future. The range of experiences given from our curriculum and teaching gives all of our children the desire to aspire to great futures whatever their starting point in life.

We encourage experiences, trips, visits and visitors to inspire and engage. We refer to Geography as a subject that gives real life, applicable skills for the future and a variety of career opportunities. Our environmental and global teaching perspective gives children drive to pursue a sustainable planet for their future.

This is the impact of the teaching:

At Tenbury the children will refer to themselves as geographers. Pupils can talk confidently about what they have learnt.

Children understand the skills needed to be an effective geographer and can identify parts of their world on a local, national and global scale. They can make and read maps and analyse images and data to comment on information. Children can talk about physical and human features of the world and debate the human impact on these elements. Children can use investigation skills to tackle practical geography enquiries at an appropriate field work level.

You will see children who are developing their own sense of identity and see the diversity of human experience through studying Geography.

What they learn at Tenbury can influence their decisions about personal choices, attitudes and values.

Children demonstrate Christian values in their learning when reflecting on Geography.