



Tilston Parochial
CE Primary School

Tilston Parochial Primary School

Our School Curriculum

A creative and thematic approach to learning.

Curriculum Intent and Progression Map

Subject: Geography





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Geography Curriculum Statement

“The study of geography is about more than just memorizing places on a map.

It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents.

And in the end, it's about using all that knowledge to help bridge divides and bring people together.”

Barack Obama

To be a Geographer is to be a critical thinker, a problem solver, an action-taker and a person with an intrinsic desire to understand and better the world in which they live. The study of physical and human geography gives us an insight into the natural world and the people that live in it. In a time where our world faces many challenges, geography provides the key to understanding and ultimately making progress to overcome these. A knowledge of climate, biodiversity, land use, human settlement and the diversity of cultures within our global community helps our children to appreciate and value our world.

At Tilston, community and respect are at the heart of our mission statement. Whether thinking about our school community, local community or global neighbours, our geography curriculum enables children to respect and appreciate the incredible diversity of cultures which our world encompasses. Geography at Tilston allows our children to develop empathy and understanding and prepares them for the role of a global citizen in the 21st century.

Our geography curriculum does more than teach children about the world – it encourages them to value it and its inhabitants and to use their knowledge and passion to make it a better place. Ultimately, our geography curriculum allows our children to experience the awe and wonder of our incredible but fragile world and instils in them a desire to help bridge divides and bring our communities together.

TRUST

‘May the God of hope fill you with all joy and peace as we trust in him.’
Romans 15:13

COURAGE

‘Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.’
Joshua 1:9

COMMUNITY

‘How good and pleasant it is when God’s people live together in unity.’
Psalm 133.1

RESPECT

‘Do to others as you would have them do to you.’ Matthew 7:12

JOY

‘A happy heart makes the face cheerful.’ Proverbs 15:13

FRIENDSHIP

‘There is a friend who sticks closer than a brother.’ Proverbs 18:24

Bringing out the Best in Everyone. *‘Encourage one another and build each other up.’ Thessalonians 5:1*



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Geography Intent

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin

At Tilston Parochial C of E Primary school, we believe that a high quality geography education should provide children with the knowledge, skills and vocabulary to become geographers with a curiosity and fascination of the world around them.

Teaching should equip children with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth’s key physical and human processes. We want our curriculum to help each child to learn about and appreciate the world, to open for them a lifelong interest in the natural world and in physical and human geography, and bring that knowledge to bear when thinking about the issues which our planet faces such as global warming, deforestation, pollution of the seas, land and air, and to see how all of us have a responsibility to help shape the planet’s future through our own actions.

Our curriculum aims to help children to understand both local and global issues and give them the knowledge, skills and courage needed to make a positive change in the world in which they live. We want our children to ask questions, think critically and actively look for solutions to problems. Geography as a subject has strong links with other areas of the curriculum such as maths, science and religious education. We want the children at Tilston to apply their geographical skills and thinking to all areas of the curriculum. Through fieldwork, we want our children to develop confidence and skill in gathering and analysing data, drawing conclusions and providing explanations. We want our children to use the knowledge and skills taught in geography to confidently explain processes and features in the landscape around them – drawing diagrams and using technical vocabulary.

Our geography curriculum also aims to help our children to make sense of the news, world events and issues which our being faced by people across the world. We want them to have the confidence to show empathy and respect and to challenge stereotypes to ultimately help the world to live in unity.

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Geography Implementation

“It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty, the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.”

Sir David Attenborough

Every child at Tilston school studies Geography. Children with special educational needs and/or disabilities will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class.

Our geography curriculum is based on the National Curriculum 2014 and for our early years children, the foundation stage curriculum. The content of our geography curriculum is covered over a two-year cycle in each of our classes and each topic is taught for a half term or a term depending on its content. Our two-year rolling programme ensures that all aspects of locational and place knowledge in both human and physical geography, fieldwork, geographical skills and key vocabulary are taught in line with the National Curriculum.

Across key stage two, our children take part in four residential visits where they can put their geographical skills into practise. In both Burwardsley and Tattenhall, the children in lower key stage two focus heavily on map reading and orienteering, developing their confidence in the outdoors and problem solving skills. In upper key stage two, the children enjoy a trip to York in which they explore our capital city and experience the contrast between our rural village and a large, bustling city.

All children at Tilston school take part in outdoor education, with our key stage two children working towards the John Muir ‘Discovery’ award.

Ongoing assessment takes place during lessons, with feedback provided as the work is taking place to correct misconceptions, to help all children to understand the quality of their work and to know how to improve.

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Geography Impact

“Geography is the subject which holds the key to our future”

Michael Palin

Geography is an important part of our whole school curriculum and mission statement; it is valued alongside all other subjects which make up Tilston’s curriculum. As a result, our children enjoy geography and all children have a positive experience of geography as a subject at primary school. Our well-planned and broad geography curriculum makes up parts of our termly ‘topics’ across the school and work is presented in beautiful topic books, showing the children taking incredible pride in their geography work.

Our long-term planning ensures progression across all year groups and as the children get older, the focus moves from Britain to Europe and onto world geography. This allows the children to develop and apply their skills, knowledge and vocabulary throughout their time at primary school. The focus on environmental issues and issues in the news means that our children are aware of important matters, they develop a high degree of empathy with other people and are accepting and respectful of other cultures. At Tilston School, our children are passionate about environmental issues, something which has been ignited through our geography curriculum and we often see our key stage two children bringing these issues to light in the annual science fair at our local high school.

When they leave Tilston school, our geographers are curious, inspired, tolerant, respectful and ready to further their studies with the ultimate aim of making the world a better place.

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Geography

EYFS Geography links

Understanding the world

People, Cultures and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- 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.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Additional fieldwork opportunities done in outdoor exploring

- Simple maps
- Scavenger hunts
- Car park count

	Robins Year 1/ 2		House Martins Year 3/ 4		Kestrels Year 5/6	
Cycle	A	B	A	B	A	B
Focus of study	Local Area And Chester/ Village Tilston and London Continents and Oceans	Mapping Local area Climate of countries Where does food come from?	Marvellous maps The Mediterranean: a comparison with a city in Italy	Our wonderful world: Rivers, mountains, volcanoes and earthquakes	Trade and economics Renewable energy and food supply Rainforests	Coasts North and South America
Geography Skills Locational Knowledge	• Name, locate and identify characteristics of the four countries	• Understand geographical similarities and differences	• Name and locate counties and cities of the United Kingdom	• Locate the world's countries using maps to focus on Europe	• Locate the world's countries using maps to focus on North	• Name and locate counties and cities of the United Kingdom,

Place Knowledge	<p>and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Know the names of and locate the world's seven continents and five oceans 	<p>through studying the human and physical geography of a contrasting non-European country (Africa)</p>	<ul style="list-style-type: none"> • Locate the world's countries, using maps. • 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) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 	<ul style="list-style-type: none"> • Concentrating on environmental regions and key characteristics • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (rivers, hills and mountains), and land-use patterns; and understand how some of these aspects have changed over time 	<p>and South America, concentrating on environmental regions, key physical features in the context of rainforests.</p>	<p>geographical regions and their identifying human and physical characteristics, key topographical features (coasts), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • Locate the world's countries using maps to focus on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
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Physical and Human Geography	<ul style="list-style-type: none"> • Features: ocean, city, town, village, farm, house, office, shop 	<ul style="list-style-type: none"> • 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 pole • Features: mountain, lake, island, valley, river, cliff, forest, coast, seasons and beach around local area 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including climate zones, mountains and volcanoes 	<ul style="list-style-type: none"> • Describe and understand key aspects of rivers and the water cycle. • Describe and understand key aspects of mountains, volcanoes and earthquakes. 	<ul style="list-style-type: none"> • To describe and understand key aspects of 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 • Describe and understand key aspects of climate zones, biomes and vegetation belts. 	
Fieldwork/ skills	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans studied • Use aerial photos, construct simple maps • Undertake simple fieldwork within school locality • Use simple compass directions 	<ul style="list-style-type: none"> • Use world maps, atlases and globes • Use simple compass directions • Use aerial photos, construct simple maps • Undertake simple fieldwork within school locality • Uses of maps around school and local area, symbols etc. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes • 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. • Use the eight points of a compass, four 	<ul style="list-style-type: none"> • Use world maps, atlases and globes • 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. 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. 	<ul style="list-style-type: none"> • 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

			and six-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			
Additional fieldwork opportunities (as part of outdoor exploring)	<ul style="list-style-type: none"> • Traffic flow/car count • Walk around the village • Land use • Making simple maps • Great British Bird Watch • Field sketches • Leaf rubbings 		<ul style="list-style-type: none"> • Sound maps, • Water cycle (Where does all the rain go?) • Orienteering 		<ul style="list-style-type: none"> • Cloud cover • What 3 words • Digimaps • Orienteering • Do different parts of the school grounds have different micro climates? • What age of buildings can we find and what are they used for? 	
	<ul style="list-style-type: none"> • Whole school to take temperature and measure rainfall each week – Y5/6 use in climate graphs. 					
Vocabulary	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop	North Pole, South Pole, equator, meerkats, deserts, humid, hemisphere, scorching, humid, camouflage, Kenya, African, wild life, climate, drought, penguins, Polar bears, continents	Map Work Ordnance Survey, Symbol, Hemisphere, Latitude, Longitude, Time Zones, Grid reference, Aerial photograph, Greenwich Meridian, Tropics.	Rivers Estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, ox bow lake, delta, stream. Mountains, Volcanoes and Earthquakes Peak, Valley, Cliff, Ridge, Plateau, Summit, Hill, Terrain, Range, Tectonic plates, Fold mountains, Eruption, Aftershock, Tsunami,	Map work Ordnance Survey, Symbol, Hemisphere, Latitude, Longitude, Time Zones, Grid reference, Aerial photograph, Greenwich Meridian, Tropics. Settlements, land-use, trade and economic activity. European Union, Capital city, Ports, Industry, Non-	North and South America Street Children, Pampas, Andes, Inhabitants, Sparsely populated, Titicana Lake, Incas, Atacama desert, Cherokee, American State, National park, Statue of liberty. Coasts Physical weathering, Chemical

				<p>Magma, Lava, Dormant, Fault, Magnitude, Landslide.</p>	<p>renewable, Solar Power, Wind Power, Settlement, Generation, Coal, Nuclear, Gigawatt, Biomass Renewable Food miles Carbon Footprint Efficiency</p> <p>Globalisation, British empire, Trade, Import, Export, Fairtrade, Supply chain</p> <p>Rainforests Canopy, Emergent layer, Understory, Deforestation, Endangered, Indigenous, Biomes, Temperate, Extinction, Destruction, Biodiversity</p>	<p>weathering, Acid, Dissolve, Minerals, Biological weathering, Erosion, Border, Physical changes, Human changes, Protection, Regeneration</p>
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