

Geography Handbook



Intent – What is the purpose of our Geography curriculum?

At Tranmere Park Primary, we believe that Geography is a fundamental part of our curriculum and opens the children's minds to a world that extends far beyond our school; we are global citizens. We aim to foster travel aspirations as well as a moral obligation to make a positive contribution to the world as a life-long geographer. We intend to:

- Ignite a curiosity and a fascination about the world.
- Develop the children's understanding of the differences between cultures, diverse places, natural/human environments, people, socio-economic backgrounds and the Earth's key physical and human processes.
- Know and understand the key concepts of 'place', 'environment (impact)', 'space and scale.'
- Equip pupils with the skills of critical thinking. They will understand the disciplinary knowledge of a geographer (identify, explain and extrapolate patterns; collect, observe, analyse and communicate; construct spatial representations and interpret maps, aerial photographs, globes, satellite images and Geographical Information Systems.)

In summary, our curriculum supports pupils understanding that Geography is intrinsic to our daily lives. The underlying imperative is to ensure that our children have access to a full curriculum which enables them to achieve confidence and competence in Geography.

Our Children will:

- Largely progress through the curriculum at the same pace and differentiation will be achieved by emphasising a deep knowledge through individual support and intervention.
- Be intrinsically motivated – they are eager to build on their existing knowledge, skills and understanding.
- Ask questions and listen to their peers when sharing ideas.
- Be resilient to mistakes and persevere when faced with a challenge.
- Achieve standards in Geography that meet the national expectations at each key developmental phase.
- Possess highly positive attitudes towards the subject and will be aspirational in their goals.
- Use their moral compass to form their own view of the world and, as the curriculum develops, understand that the distribution of natural resources such as energy, food, minerals and water affects where and how people live.

Our Teachers will:

- Provide a progressive and challenging curriculum which is sequenced to ensure that new and personalised knowledge is taught in each session.
- Identify gaps in understanding and swiftly overcome these with precise teaching.
- Provide the children with a rich curriculum of carefully crafted lessons that ensures time for practise and consolidation.
- Utilise precise questioning to test conceptual and procedural knowledge and assess pupils regularly to identify gaps in the understanding of those in their care.
- Provide opportunities for our children to: think logically, develop quick recall, structure their work in a systematic way, pursue a line of enquiry and to work collaboratively thus fostering an awareness of and an enthusiasm for Geography beyond the classroom.
- Weave Geography through our curriculum so that purposeful links are made across all subjects.

Implementation – How do we do it?

The Learning Journey

Geography is taught through topic so that the children can achieve depth in their learning and so that we meet the needs of the individual learner. Our lessons include: practical situations and first-hand experiences, are often enhanced by educational visits and visitors from the local community; they use the school grounds and the outside classroom where appropriate; optimise ICT; a variety of grouping structures; and varying levels of adult support and intervention. Existing knowledge is checked at the beginning of each topic, ensuring that teaching is informed by the children's starting points. At the end of each topic, key knowledge is reviewed by the children and the teacher ensures time for consolidation.

Our curriculum covers:

Locational Knowledge: In Key Stage 1, they are introduction to the world's 7 continents and 5 oceans. This continues in Key Stage 2 with a more detailed analysis of the British Isles, Europe and the wider world including North and South America, Africa, Asia and Oceania.

Place Knowledge: Pupils in Key Stage 1 compare the 4 countries of the UK, compare hot and cold places in relation to the North and South Pole and the Equator. In Key Stage 2 pupils compare a region in the UK to a region in Europe, North or South America, Africa or Asia.

Human & Physical Geography: Key Stage 1 pupils identify patterns and changes within the seasons. They identify the hot and cold areas of the world and the differences between cities, towns and villages. In Key Stage 2, pupils begin to understand why and how early settlements were formed in Britain. Pupils will describe and understand the key aspects of coasts and rivers, with links to Science and the water cycle. Pupils will also look at plate tectonics in relation to earthquakes and volcanoes. There will also be a study into eco power; exploring the use of energy and the distribution of resources such as Fair Trade.

Geographical Skills and Fieldwork: Throughout KS1 and KS2 pupils continuously revisit map reading, building from simple maps with a key in KS1 through to reading up to a 6 figure grid references by the end of KS2. Pupils in KS1 are introduced to the 4 compass points and they use these to navigate around the local area. In Key Stage 2 pupils use fieldwork to observe, measure and record human and physical features using sketch maps, graphs and digital technologies.

Assessment

- Short-term assessments aim to assess the children's learning informally on a lesson by lesson basis and are key to our curriculum. These could include observations of groups, analysis of whole class feedback, the marking of work or short tests, either in written or oral form.
- Medium- term assessments are completed at the end of a term and the class teacher keeps a highlighted grid, to show progress within the age bands (EYFS do this utilising 'Development Matters.'). These grids are kept in the assessment folders within classrooms.
- Long-term assessments assess our children against national expectations. These are also used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. Furthermore, data will be used by SLT to brief the governing body, the staff and the LEA on overall progress towards the school's end of year targets.

Monitoring

At Tranmere Park Primary School, there is an ongoing system of monitoring which takes place throughout the academic year. Monitoring focuses specifically on the teaching and learning of geography and includes: classroom observations, discussions with staff and pupils, looking at planning and examples of children's work (books). The results of monitoring inform next steps and subsequent action planning, and are noted on the subject leader audit completed at the end of the academic year.

Impact – What knowledge and skills are obtained?

At Tranmere Park, every pupil will:

- Make progress and will meet national expectations, irrespective of background and entry points.
- Produce work that demonstrates the acquisition of the powerful knowledge relating to each subject area: locational and place knowledge, human and physical geography.
- Be curious about the world around them and will feel a moral obligation to make a positive impact upon the world.
- Believe that they are good at geography and will have the resilience required to undertake even the most challenging problem.
- Complete a pre-test which identifies gaps in their understanding so that we are certain about the individual goals of each child. This way, we will endeavour to achieve good, if not outstanding, progress for all.
- Have opportunities to experience outdoor learning and make use of concrete resources to support their learning.
- Be exposed to meaningful, high-quality experiences and lessons that promote choice and independent thinking.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:

The Team Tranmere Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children 'give it everything they have got' to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

TEAM TRANMERE LEARNING BEHAVIOURS

 EFFECTIVE PARTICIPATOR

 TEAM WORKER

 SELF MANAGER

 REFLECTIVE LEARNER

 RESOURCEFUL THINKER

 INDEPENDENT ENQUIRER



Geography @ Tranmere Park

At Tranmere Park, the children master basic skills early enabling us to offer a broad and ambitious Geography curriculum. In order to achieve this, a progressive, coherently sequenced and enriching curriculum was written to provide our children with an abundance of opportunities to apply their skills, knowledge and understanding. We have carefully selected the knowledge and vocabulary which children will learn to ensure they know more and remember more. Furthermore, we've tailored it to our context through personalised, local geography units. By contextualising our lesson in previous learning, we build the foundations for future learning. This is achieved through pre-tests, which assess unit readiness and post-tests which ensure learning has been understood. Essentially, we are global citizens and aim to open our children's minds to a world beyond school. Our offer exceeds the National Curriculum in two ways:

1. Biannually, we undertake a local geography topic, within in EYFS and KS1, with a view to securing the children's understanding of place within their locality.
2. In UKS2, we utilise the children's excellent starting points by studying not only Europe and America but also Africa (specifically Eritrea) with reference to refugees, a topic that is dominating the news and is key locally as there are many Eritrean refugees arriving in Leeds and Bradford.

Having studied the Ofsted Research Reviews, we identified the following substantive and disciplinary concepts that underpin our programme of study.



GEOGRAPHY at Tranmere Park



Year Group	Key Concepts			
	Space and Scale	Place	Environment (impact)	Being a Geographer – (inc. Fieldwork)
Year 1/2	<p>Children will understand:</p> <ul style="list-style-type: none"> - That we live in the UK and that this is part of Europe which is part of the wider world. - We use maps and compass points for directions. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - They live in Guiseley (or the surrounding areas) which is part of the UK and differs in its human and physical features to other areas of the isles. - That the world is made up of oceans and continents 	<p>Children will understand:</p> <ul style="list-style-type: none"> - The weather influences how people live, and which animals thrive where. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - How to compare similarities and differences (climates). - How to pose questions about the weather; observing, collecting, analysing, pattern spotting and communicating their findings, through graphs and charts. - How to interpret spatial information (maps, atlases, globes, Google Earth) - How to utilise photographs and aerial maps to create their own spatial interpretations (maps of the estate).
Year 3/4	<p>Children will understand:</p> <ul style="list-style-type: none"> - That maps use scales and labels to inform us about the largest, longest, highest human features on the planet. - Maps are made clear because we use symbols on maps for key landmarks, 4-figure grid references to clarify locations and an 8-figure compass point for precision. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - Why humans chose to settle in certain areas rather than others. - Certain geographical features can have economic benefits. - That the human and physical characteristics of a place change over time. - That life is different at the tectonic plate boundaries. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - That different climate zones/biomes have different natural resources. - The impact of deforestation and the causes of it. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - How to compare similarities and differences and define the advantages and disadvantages. - How to pose their own questions (environmental factors – farming); collecting, analysing, pattern spotting and communicating/explaining and justifying their findings, through graphs and charts. - How to interpret spatial information (satellite images, OS maps) whilst interpreting how areas have changed over time (Amazon). - How to create their own spatial representations on a local (sketching, observing and recording the physical features) and global scale (comparing with aerial images.)
Year 5/6	<p>Children will understand:</p> <ul style="list-style-type: none"> - That maps use lines of longitude and latitude for geo-positioning and time zones on a global scale. - That climate zones/biomes are defined by their global position. - Maps are not simply for defining the physical characteristics of a place; they also characterise the human – population and tourism density. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - That wars can be fought to gain access to strategic geographical locations. - That natural resources are not fairly distributed around the world and that trade is vital to the success of a place. - That the physical characteristics of a place can affect quality of life. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - That trade allows us to enjoy goods that wouldn't thrive in our climate zone/biomes. - For trade to be sustainable, it must be fair and legal. 	<p>Children will understand:</p> <ul style="list-style-type: none"> - How to compare similarities and differences and define the advantages and disadvantages, focussing on economic and racial factors. - How to pose complex questions (seasonality/climate zones/trade/tourism) predicting, collecting, analysing, extrapolating patterns whilst communicating/explaining/presenting and justifying their findings, through graphs and charts. - How to collect, represent and interpret data and draw conclusions about human activity. - How to interpret spatial information (Google Maps, satellite images and digital mapping) - How to create their own spatial representations on a continental (Africa) and global scale (choropleth maps, satellite images.)

Cross-Curricular Links

Throughout the Geography curriculum, pupils will make links to: Reading, English, Science (the water cycle, rocks) Maths (statistics, position and direction) and History.

Parental Involvement

Parents will be informed at the beginning of each half-term through knowledge organisers and homework grids about the coverage of Geography within the curriculum. We emphasise the need for parents to take an active role in their child's education, supporting the developing geographer and encouraging open lines of communication with teachers.

Geography Units

KS1:

Travelling to a holiday destination (From A to B)

Observing the weather (Our World)

Identifying the UK and capital cities, treasure hunt around the local area, weather forecasts (Local Geography and Book Study)

LKS2:

Identifying counties, the equator, biomes and patterns in countries where deforestation is an issue (Rainforest and Chocolate)

Creating a map of the local area (Paintings, Pictures and Photographs)

Comparing similarities and differences based on the human and physical features (Greeks)

Volcanoes, Earthquakes and Rivers (Planet Earth)

A walk in the local area (Local Geography and Book Study)

UKS2:

Studying lines of longitude and latitude, climate zones, time zones and biomes (Weather and Climate)

Locating European cities and understanding the importance of industrial areas and ports (WW2)

Climate, Natural Resources, Product Production and Fairtrade (The Mayans)

A local study of Saltaire, a continental study of Africa and a local traffic analysis (Local Geography and Book Study)

Guidelines for Teaching Geography

Children will have many opportunities for Geography in school, through both explicit Geography lessons and Topic and Science. Specific skills will be taught in a blocked unit of work will enable pupils to properly undertake the process of Geography underpinned by an understanding of the disciplinary knowledge of the subject. Throughout each Key Stage, pupils will complete geographical studies and projects through investigations, explicit questioning, data analysis, fieldwork studies, making comparisons and explanations that encompass the three key concepts: place, environment and space and scale.

The expectations and knowledge for teaching Geography have been carefully planned into knowledge progression documents. The powerful knowledge and key skills that we expect pupils to acquire has been identified within such documents through an interconnected thread that gives pupils the time to consolidate ideas, practise previous content and develop new knowledge and skills, in order to commit their learning into their long-term memory.

Geography Resources

EYFS: Resources for EYFS can be found within the Early Years unit.

KS1: Resources for KS1 can be found within the KS1 shared area. This includes local and world maps.

LKS2 and UKS2: Resources for KS2 can be found within the KS2 shared area including maps and compasses. There are a variety of Atlases and Geographical textbooks in the KS2 library.

** Every classroom is provided with a world globe.*