

Geography



Curriculum Booklet

Geography Intent

The intent of TBPS's geography curriculum is to inspire our children to be **interested** and **excited** about the world in which they live, both in the local area and the wider world beyond. At Tanners Brook we believe that in our geography lessons we need to equip our children with a **vocabulary rich knowledge** about diverse places, people and environments. Our curriculum is broad, balanced and differentiated to provide children with a range of age-appropriate experiences to deepen their understanding and achieve their **personal best**. This includes data collection, mapping and fieldwork, and access to globes and aerial photographs.

We aim for all pupils to:

- Develop a curiosity and sense of responsibility about the world in which they live.
- Be able to recognise, name and locate globally significant places.
- Understand human and physical geographical features and how these are often interdependent.
- Develop the geographical skills needed to collect, analyse, interpret, and communicate geographical information in a variety of ways.
- Develop a love for geography.

Geography Implementation

At Tanners Brook we aspire to provide our children with an exciting and progressive geography curriculum. Geography is taught in every year group across the school and the aim is always the same, to ensure our children get the highest quality learning experience so that they can achieve their **personal best**.

The foundations of Geography learning and understanding starts in the Early Years through many of the Early Learning Goals (ELG), most suitably, People, Culture and Communities and The Natural World, both under the area of learning Understanding the World. Reaching these goals can be demonstrated in many learning opportunities but it is likely to see:

- Children talking about similarities and differences between the place they live and other places they have visited
- Treasure hunts using simple maps
- Exploration of books about our world, the environment and the weather
- Role play around holidays and holiday destinations
- Exploration of the local area and talking about what they can see from where they are
- Children following instructions which include positional language

This learning helps our young children begin to make sense of the world around them and these foundations will support them as they start to learn the National Curriculum for Geography in KS1 and KS2. Our long-term planning ensures that each Programme of Study of the National Curriculum is covered and revisited throughout the children's learning journey. There is a clear progression of knowledge and skills taught throughout the geography curriculum.

Our teaching content goes from a local to global scale both across the studies of weather, pollution, natural disasters, seasons and rivers; and the locality studies of Millbrook, Southampton, the Isle of Wight. This is interwoven with the India, Italy, Rainforests and the Americas units.

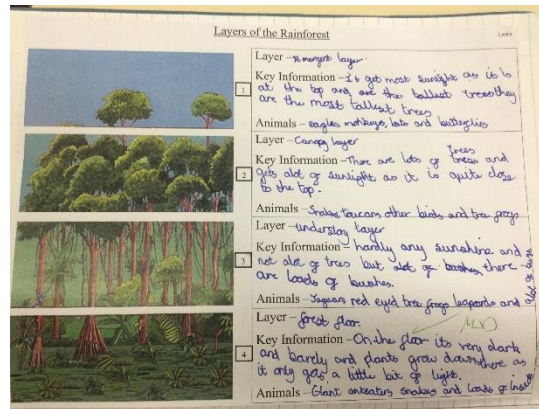
Geography is taught in a rotation with History at Tanners Brook Primary School. Learning is taught weekly as discrete lessons although some units of teaching have longer, blocked sessions to allow pupils to become immersed in their learning. Fortunately, due to the location of Tanners Brook, we can focus on the fascinating world of the docks and the impact DP World has had on our local area in terms of economic gains and land use changes.

Some children with SEND might find accessing the Geography curriculum difficult. Their barriers may include:

- Difficulties with literacy and/or Maths
- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- Difficulties with retaining new information

At Tanners Brook we will support all our children to reduce these barriers through:

- Pre-teaching
- Clear modelling of tasks with examples
- Minimising distractions in the classroom
- Designing tasks into manageable chunks
- Finding other ways for the children to record their learning beyond writing
- Incorporate practical resources to support understanding
- Following a clear lesson structure in all lessons



Whole School Provision Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	<p>Area of Learning - Understanding the World Development Matters Know that there are different countries in the world and talk about the differences they have experienced or seen in photos linked to inspiring texts from other cultures and opportunities for children to share knowledge of their families' countries and culture.</p> <p><i>Begin to make sense of their own life story and family's history. Developing positive attitudes about the differences between people Our school environment Collecting natural objects</i></p>		<p>Area of Learning - Understanding the World Development Matters Draw information from a simple map looking at the local environment and spotting important places. Recognise some similarities and differences between life in this country and life in other countries and recognise some environments that are different from the one in which they live linked to core texts and children experiences. Explore the natural world around them using the nature zone and outside provision.</p> <p><i>All around the world – maps, different animals, countries, cultures</i></p>		<p>Area of Learning - Understanding the World Early Learning Goals: People, Culture and Communities and The Natural World 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> <p><i>Coming to England – similarities and differences between life in this country and in other countries. What is an island? Learn about different countries & cultures, using cultures from class. Look at features of & draw maps</i></p>	
1	Where is our school and what is our school like?	What city do we live in and where is it in the UK?				Where are the hot and cold places in the world?
2	How is the weather different in different places?			Where is India and what is it like there?		How is the Isle of Wight different to Southampton?
3			Where is Italy and what is it like?	City or village: where would you like to live?		
4			Where are our rivers and what are they like?			
5			Where are the rainforests and what are they like?			
6	Fieldwork and mapping How do we read a map?		North America How is the USA different/the same as the UK?			Earthquakes What causes an earthquake?

Geography Impact

The impact of our geography curriculum design will lead to pupils striving for their personal best from their individual starting point and in their progression of skills. Children will therefore be expected to leave Tanners Brook reaching at least age-related expectations for geography. Our geography curriculum will also lead pupils to be enthusiastic geography learners, evidenced in a range of ways, including pupil voice and their work.

The quality and impact of our geography curriculum is measured across the school through subject learning walks, monitoring, discussions about the work in big books and individual books in KS2 ('book looks') and conversations with children.

Upon leaving Tanners Brook Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey.

Pupils have positive attitudes towards Geography and are able to articulate what they have learned. Our pupils say;

- That they enjoy learning about Geography and finding out about different countries
- That Geography is important because it helps us know where things are in the world and tells us about famous landmarks and places
- That they enjoy learning about the oceans, volcanoes and rainforests
- That fieldwork and practical activities are fun

