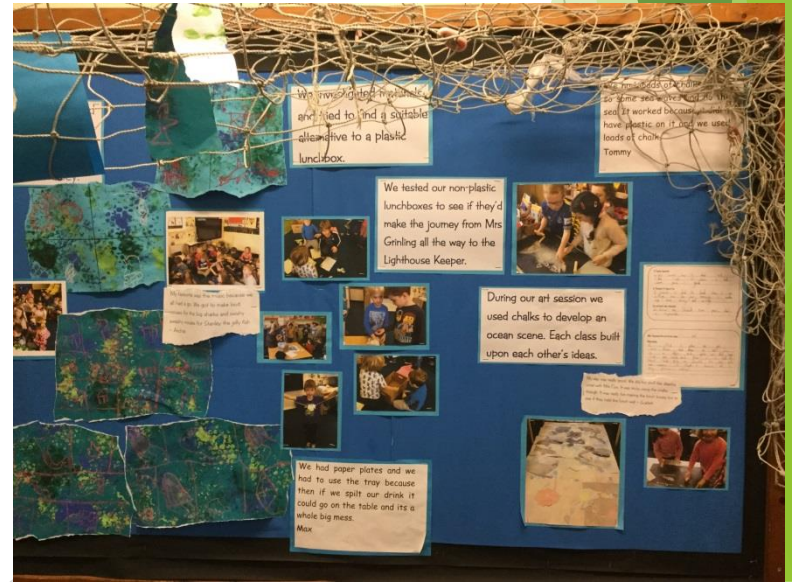


# Geography

*We care, we learn, we belong*



# Statement of Intent

- ▶ At MTSV we have designed our curriculum with the development of the **whole child** at the **centre**. Our aim is to provide our children with an **engaging, exciting** and **empowering** curriculum offering them opportunities to **grow as individuals** as well as **learners** and prepare them for life today and tomorrow.
- ▶ The intention of our curriculum is to ensure that children access a **broad** range of **enriching experiences**, so they **acquire valuable knowledge, skills, understanding and attitudes** to enable them to become **highly motivated** and **resilient** learners who feel they have a **voice**. Opportunities are planned to make use of our locality and the context of our school while maintaining coverage of the National Curriculum.

## MTVS development of skills-implementation

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places - both in Britain and abroad - to help develop their knowledge and understanding of the Earth's physical and human processes.

We are also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Chester and Cheshire so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

School visits provide unique opportunities for kinaesthetic learning i.e. 'learning by doing' and encourage students to engage with people, places and buildings in new ways. This is particularly beneficial for many SEN students who find visual and sensory experiences helpful to their learning and understanding.

- ▶ The children access many school visits throughout their time at MTVS. All children are able to attend visits and financial support is offered for payments in instalments or Pupil Premium support where possible.
- ▶ School visits often have a cross curricular link but still give children the opportunity to visit places within Chester, Cheshire and sometimes beyond.
- ▶ Exploring cities, forests, beaches and farms give the children the opportunity to apply skills, knowledge and vocabulary learnt within the classroom.
- ▶ MTVS visits may include-Chester Zoo, Farmyard, Chester City Centre, Liverpool Art gallery and museum, Anderton Boat Lift, Walton Gardens, Delamere Forest, Thurston beach and Conwy Centre.

# Example of a visit-Features of our city

- ▶ Learning about important places in Chester



## Chester Zoo

### Focus of the day

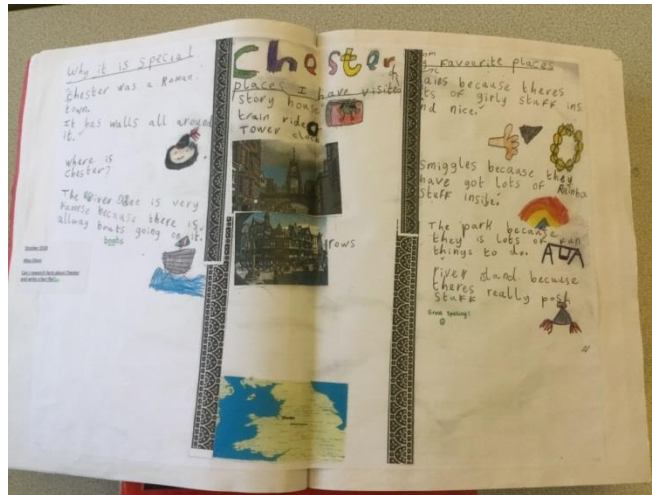
- To understand the benefits of a local resource for understanding about animal welfare
- A significant person-George Mottershead
- Influence of the zoo for Chester's economic support and tourism
- To use a compass to move around the zoo in a traffic free zone.
- To look at maps and routes from school to a local venue.
- To use a map to navigate around a larger venue based on children's choice of interest.



## Year 2

### Information writing about Chester

- ▶ In the Autumn term the children were developing research skills. The importance of setting own questions, developing ideas and deciding on areas of interest was a literacy objective. **Reading for research within Geography.**
- ▶ The children's objective was to research and write a leaflet about Chester (recapping on Year 1 UK work) to share with Year 6.



This gave real purpose to their work. Looking at the development in writing in Year 6 allowed the children to think of future content for research. They asked if a similar project could take place.

# Key Stage 2 visits



## Year 3 visit to the Chester Racecourse

The children used maps to investigate how the city has developed over time.

They looked at the main feature of the River Dee and how it's change of course has influenced the city.

We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

- ▶ **Through high quality teaching, we develop the following essential characteristics of geographers:**
- ▶ An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- ▶ An extensive base of geographical knowledge and vocabulary;
- ▶ Fluency in geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- ▶ The ability to reach clear conclusions and explain their findings;
- ▶ Excellent fieldwork skills
- ▶ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- ▶ □ A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.



# By the end of Key Stage 1

The children will have developed a more in depth knowledge about their own village locality, Chester and the UK.

Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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.

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

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)

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

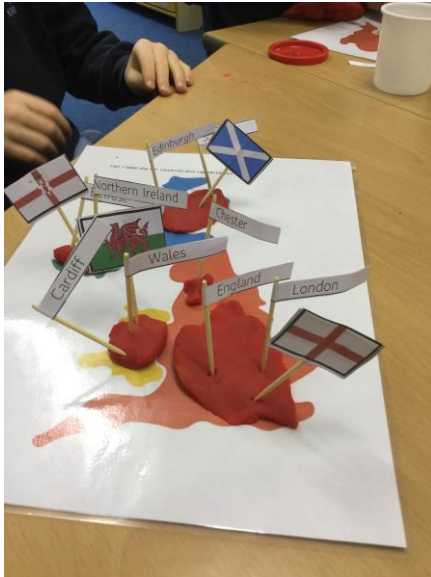
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Geography at MTSV for EYFS and Key Stage 1

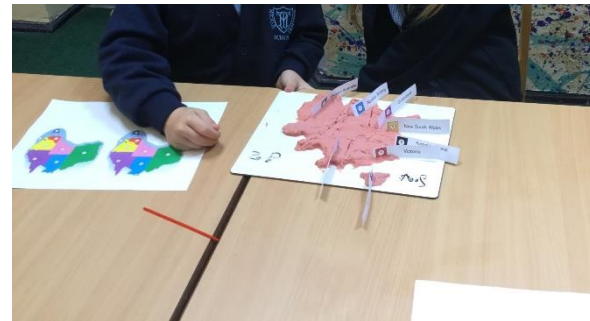
- ▶ We value the importance of learning through play, where discussion leads to reinforcing vocabulary and memories of fun tasks help to retain information in the long term memory.
- ▶ Children are locating places based on surroundings, improving their mental imagery of the world maps.

Tasks include-Twister world map, jigsaws, continent lucky dip, self led learning with atlas' and make your own bingo game.

# Fun with playdough



Using a playdough the children can think about locations and shapes of countries to support long term learning.







Maps are displayed in Year 1 and 2, with a focus on a UK map in Year 1 and a world map in Year 2.

The map is labelled with links to different areas of the curriculum or global news as the year progresses.

Here a text used in Guided Reading about The Netherlands is pinned to add relevance to learning.



Ideas to ensure learning is secure in long term memory are developed based on each cohorts interests.

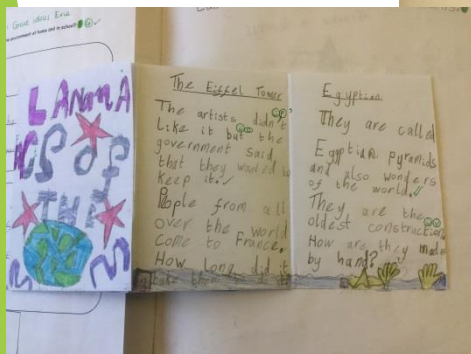
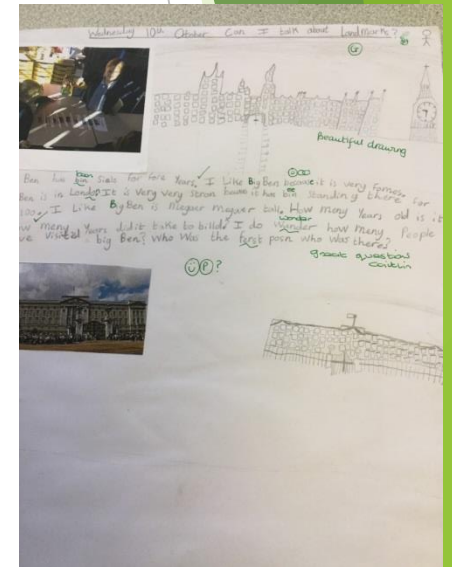
These colour coded bracelets helped children to name continents linking to colour memory beads.

These bracelets went home to extend learning beyond books and the classroom.

# Child initiated work -Development based on children's interest.

## Landmarks of the United Kingdom

- ▶ This area of learning was developed after an initial art session looking at famous buildings and sculptures. Children asked to learn more about landmarks in the UK locating them on a map.



This continued when researching landmarks around the world as a theme for our information writing in literacy.

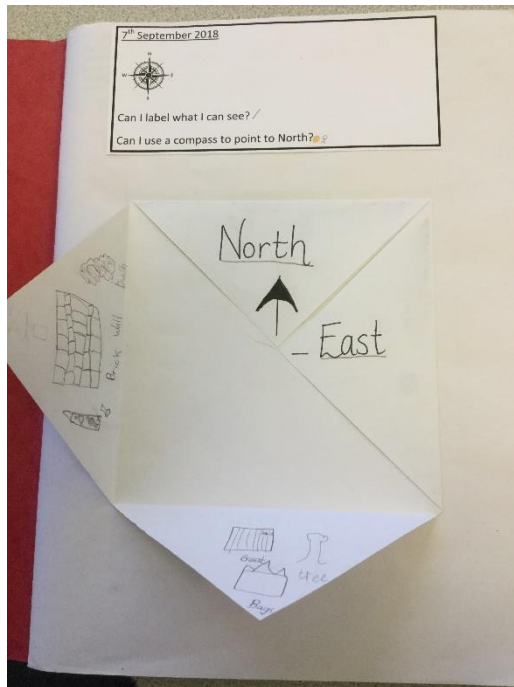
# Field work in school

Use simple compass directions and locational language (near far left and right) to describe the location of features and routes on a map

Out on the playground the children explore directions with a compass understanding features located around the school.

Which direction does the school face?

The children looked at uses of different compass types including iPads and handheld. They were aware of different apps which could extend learning at home.





Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of the surrounding environment.



Year 2-Making a map to walk the long way to assembly, assisted our need to be more active and walk further each day. Self evaluation has been focused on relevant information and a clear route instead of a labelled drawing. One piece of work was chosen to be displayed by our door to show our route to assembly.

# 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)

# Maps for reference in Key Stage 2

Within Key Stage 2 the children have a map displayed in the classroom or an interactive map which the children refer to, adding new learning and knowledge.

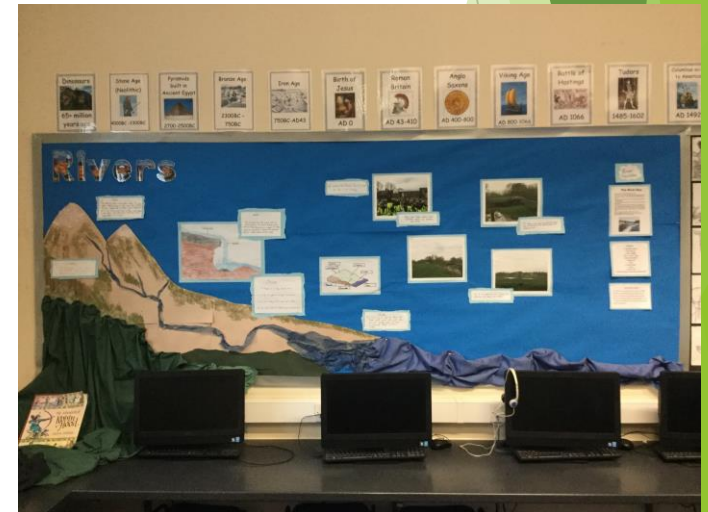


## Place knowledge

- 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 within 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 eight points of a compass, four 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a

# Being safe in our locality



In previous years, the children have received talks from volunteer visitors from RNLI. The children respond well to safety talks and can apply safety rules for water to those of the road. Some families went to visit the station at West Kirby based on this visit.



In Year 5, children participate in 'Bike Ability'. These sessions support the children in being able to ensure their bike is safe and in working condition. The children have sessions learning about being safe whilst riding on the road. This learning supports their journey towards independence whilst staying safe playing out with friends, riding to school and for some it will be their method of transport own attending high school.



# Progression for Key Stage 2 at MTVS

At MTVS our curriculum tracker has been written to ensure all geography skills, knowledge and concepts are progressive and taught before the end of the key stage.

Sections of the curriculum have been allocated to one of the four year groups and where possible links to other curriculum areas within that age range. The creative curriculum allows us to teach cross curricular, bring subjects alive and ensuring they stay in the child's long term memory.

EG

Year 5- Can I develop my understanding of volcanoes and earthquakes? This objective will link to a science unit.

# Spiritual development in Geography

- ▶ There are many ways in which geography can contribute towards spiritual development. The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the people, places and environments they are learning about.

# Moral development

- ▶ Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities.
- ▶ For example, should the rain forest be exploited?, should motor cross be allowed in an area of the Peak District Park?
- ▶ Discussion, debate, role-play and decision making exercises enable pupils to explore such issues. In doing so they will learn about the views held by society and by various groups within it.

# Social development

- ▶ Activities in the geography classroom -pair work, group work, debating, role-play, geographical games - foster good social behaviour and self - discipline. However, through fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution. This is particularly true for residential visits where the success of a trip depends, to a large extent, on all involved being sensitive to the needs of others, taking their fair share of responsibility and maintaining a high level of self-discipline.

# Cultural development

- ▶ Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and
- ▶ why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the
- ▶ cultural traditions of the people who live there. For example, at KS2 pupils might explore different attitudes towards the environment.
- ▶ Geography is a natural vehicle for exploring our own multi-cultural society.



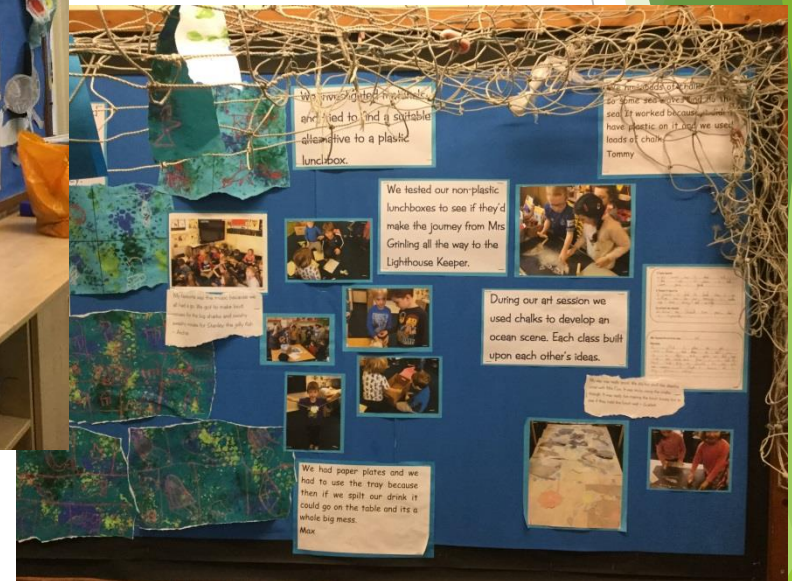
# British Values

- ▶ To show respect for and tolerance of other cultures and their values by learning about people and their cultures in Britain, Europe and the Americas.
- ▶ To show respect for each other by listening attentively to others' presentations and to plan and work collaboratively on group projects,
- ▶ To understand the importance of democracy when preparing for and taking part in debates.

# Whole school global project

- ▶ For the children to be aware of and interested in current global issues 2017-18-Palm Oil project with Chester Zoo 2018-19 Plastic in the ocean 2019-2020 BLM 2021-22 Climate change and sustainability 2022-23
- ▶ - The development of the internet-good or bad for our world and it's people?
- ▶ For the children to investigate concerns, develop an understanding across the curriculum and begin to see their place in the world.
- ▶ What difference can we make at MTVS?

All classes used the book *Who Swallowed Stanley?* as a starting point to our Plastic in the Oceans work. EYFS and Key Stage one worked towards a no plastics day. This event was to assess the necessary use of plastic and what could be done to reduce single use plastic.



Working on a whole school issue, allows for the opportunity to see progression in the children's work, skills, knowledge and opinions regarding the world in which they live.





# Learning at home

- ▶ When children are captured by what they learn in school, they are more likely to discuss their learning at home. Our children are fully committed to learning at home and like to bring in artefacts to support their learning.



# We Care. We Learn. We Belong

It is important that the children have responsibility for their immediate environment. The children take part in clubs to care for the school grounds such as gardening club and litter picking duty.

Other projects, allow the children to have a voice. They can develop and decide on area of development within the school grounds.

This year we are working closely with The Wildlife Trust to develop a wildlife/orchard area on our school field.

# Capturing memories



11<sup>th</sup> September 2019  
Tour of Britain- The Wirral Stage

Our Key Stage 2 children were able to use maps to follow the route and enjoy watching the riders as they passed close to our school.