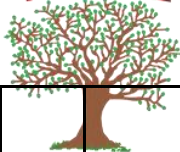




Geography – Intent, Implementation, Impact

		ASPIRE	
Intent		At Tweeddale, Geography lessons will engage children and allow them to enthusiastically gain a deep understanding of the world around them. Children are encouraged to develop a greater knowledge and understanding of the world, as well as their place in it, beyond their immediate locality. Our aim is to make children aware of the diversity of places and people around the world locally, nationally and globally, and interest them about both natural and human geographical environments. Through their learning at Tweeddale, children are given the opportunity to positively progress and build on their skills and understanding across an exciting and rich curriculum, where their confidence to use a range of geographical resources is established. We encourage our children to be ambitious geographers who want to achieve , with a sense of wonder and beauty about their world to enhance their sense of responsibility for care of the earth and its peoples.	
		KS1	KS2
Implementation	What	<ul style="list-style-type: none"> • 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 • 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 • 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) • use aerial photographs and plan perspectives • use simple fieldwork and observational skills 	<ul style="list-style-type: none"> • locate the world’s countries, using maps • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 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 • understand geographical similarities and differences • describe and understand key aspects of human and physical geography • 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 • use fieldwork to observe, measure, record and present the human and physical features in the local area



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How	<p>Quality teaching of geography one term per year alongside a companion project in the Autumn term. Cross– curricular connections where possible, for example drawing and recording pictures of animals and plants in Art or the choice of reading materials available. Choice of engaging books and photographs for children to have access to. Quality resources which will allow us to discover the world we are unable to visit from school – including high quality images and presentations through Cornerstones, appropriate online videos and other resources, and up to date globes and atlases which accurately reflect the world’s changing borders.</p>							
	Key Knowledge/Skills	<p>To be able to name the four countries of the United Kingdom and locate them on a map</p>	<p>To understand the physical geography of our local area e.g. rivers and green spaces.</p>	<p>To know how to use a map, atlas and globe confidently to locate places in the world.</p>	<p>To be able to name the 7 continents and 5 oceans and locate them on a map or globe.</p>	<p>To understand the human geography of our country e.g. coastlines, allotments and rivers.</p>	<p>To know the different climate zones of the world and how weather patterns will differ in these regions.</p>	<p>To know what daily life is like in different global countries: Antarctica, North and South America, Somalia and the UK.</p>
Assessment	<p>Pupil voice, regular formative assessment, discussion and quizzes.</p>				<p>Summative assessment in the form of the ‘Innovate’ and ‘Express’ stage of Cornerstones projects.</p>			
Impact	Quality of Education			Behaviour and Attitudes			Personal Development	
	<p>Children have a quality understanding of what human and physical geography is and be able to consider how these aspects impact daily life. They will secure locational knowledge and understand their place in the world at a local, national and global level</p>			<p>Ask geographically valid questions about change, cause, similarity and difference, and significance. Show respect when learning about places which are culturally different to them.</p>			<p>Children should construct informed responses that involve thoughtful selection, making connections in what they have learnt. They should think critically about the impact of physical geography on the human environment and vice versa. They should analyse the links between human actions and the environment and how this has changed over time.</p>	