

## Geography at Tollerton Primary School

At Tollerton, we support our children in our quest for them to become global citizens, one of our key curriculum drivers. Geography at Tollerton helps to provoke and provide answers to questions about the natural (physical) and human aspects of the world. Children start to understand where they are in the world, how the world works in relation to human activity (such as trade and tourism) and how physical features affect their lives and the lives of others (for example, how climate affects - both positively and negatively - the lives of people globally or how rivers benefit or damage lives globally). As our children's knowledge of the world grows and develops, so will their ability to challenge, question and reflect on their own viewpoints.

Geography is taught and learned through five key concepts: space and scale; change and sustainability; physical; human and map and field skills. Throughout the geography curriculum, children continually build their understanding of each of these key elements, and they are studied and developed through different units of learning. These progress from EYFS through to Year 6, and ensure that children leave us with a secure disciplinary knowledge, ready to build upon in secondary school. Similarly, substantive knowledge – the key overarching threads of knowledge that run through a subject - and key vocabulary are planned for, and these can be found at the top of unit plans.

We also aim for geography to be an investigative subject, and thus Fieldwork and Mapping are specifically planned for. For example, children visit a river to explore the depth, width and flow of the river as part of a comparison to the Nile and in this instance, to explore the actual physical formation of rivers through flow rates. Similarly, maps feature in many of our geography units across school, and even in history-based units, so that children are consistently revisiting and developing map skills and their understanding of locations around the world. The hands-on nature of exploring maps and using field skills supports inclusion of all pupils in their accessibility of the subject.

Within the units of study, we aim that children learn about an area from each of the continents by the time they leave us. By year 6, we will have promoted an understanding of the diverse nature of people from a local, national and global perspective by exploring geographical themes and topics within the local area and beyond in ways that are meaningful to them. Units start with a very localised basis (i.e. Tollerton) and move on to explore Nottingham, then London then the wider world with a look at different continents dependent on the area of study e.g. Africa and America, when we explore rivers in year 5 and Australia in year 2. As a quest for children to be global citizens, we believe that it is important for children to embrace the responsibility that we have to protect our planet, and this is built into our geography curriculum, such as through studies of plastic pollution in Reception and year 5.

Geography is timetabled in the second half of every term (in rotation with history). For each unit, children are provided with a knowledge organiser, and these are sent home to share with parents to encourage children to discuss their learning at home.