

# A bespoke Geography Curriculum- The Tilstock Way

**Geography underpins a lifelong “conversation” about the earth as the home of humankind”**

***Geography Association.***

Geography at our school has a strong emphasis on applying knowledge from the real world and developing skills required to enable them to understand the link between us and the earth.

We want our children to experience the live geography in our locality – this is the field work, the magical moments and experiences that enable children to see the geography that is all around us. Weekly forest school, day-trips to explore the River Severn and the famous Ironbridge. Residential to urban cities take our children out of their rural environment and allow them to experience the impact that city-life brings

We want to provide our children with an authentic route  
A sequence of lessons taught in blocks provides an immersion into a concept through a meeting of elements. The use of Tv news programmes, reports and daily news-round Enables children to see what is going on across the world. The use of photographs, artwork and food enables children the opportunity to get a flavour of cultures and ways of life.

Key organisers are provided to children with key vocabulary, significant landmarks and figures to ensure they are able to learn and apply the factual knowledge in their work.

Through our whole school Literacy, we ensure that children develop an understanding of worldwide geography, now and in the past through a rich range of stories and texts and are able to share their understanding of vocabulary through written and oral projects



# Tilstock Geography Pathway



Years 1, 2

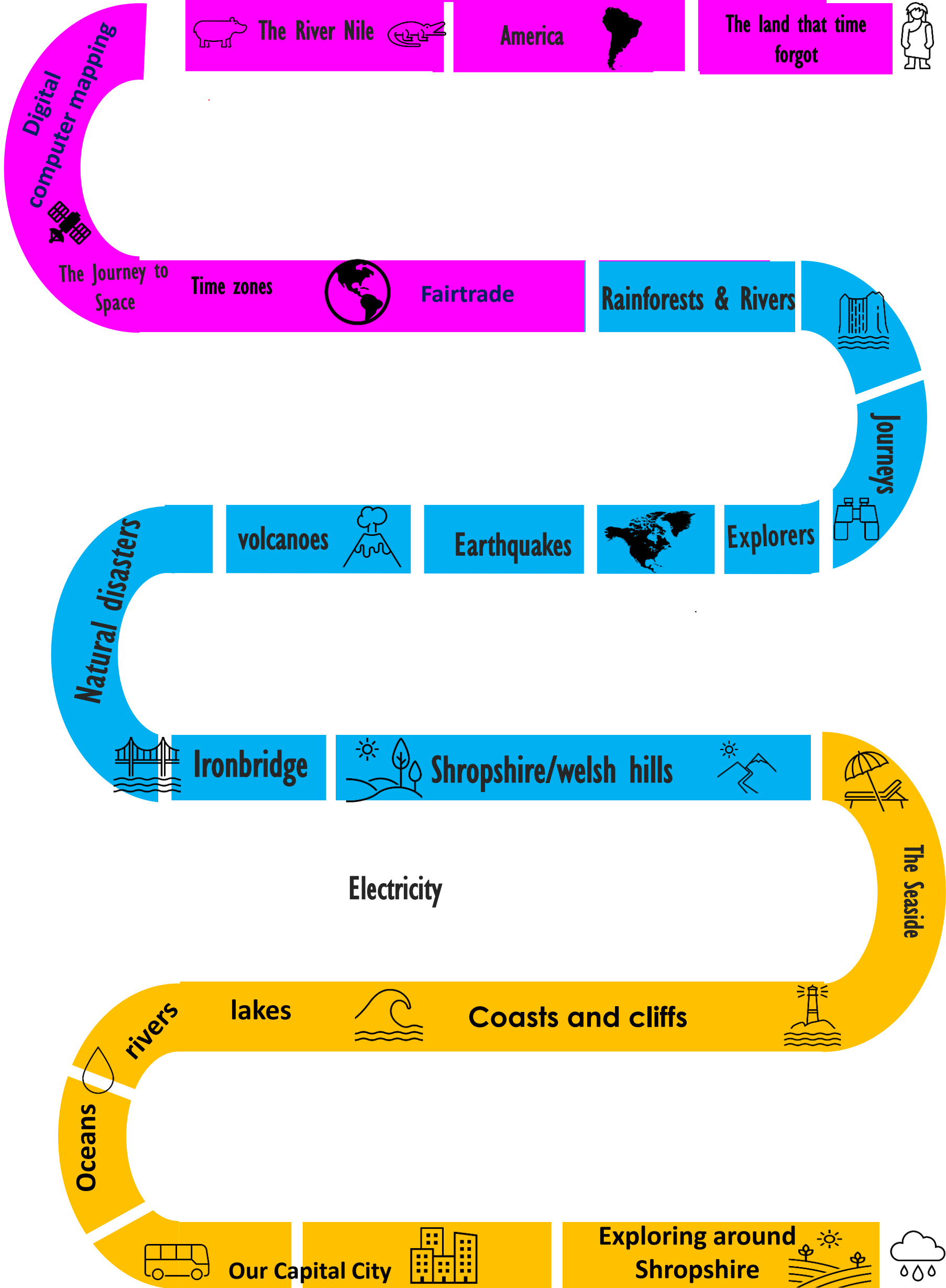
Years 3, 4

Years 5, 6

Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.

Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.



# Year 5/6 Geography Journey



continent seas  
oceans climate  
zones Equator  
hemisphere Arctic  
Antarctic Poles  
Tropics of Cancer  
and Capricorn  
Greenwich  
Meridean (and  
AM/PM)

civilisation trade  
war exploration  
marine trade  
continent  
country/ies

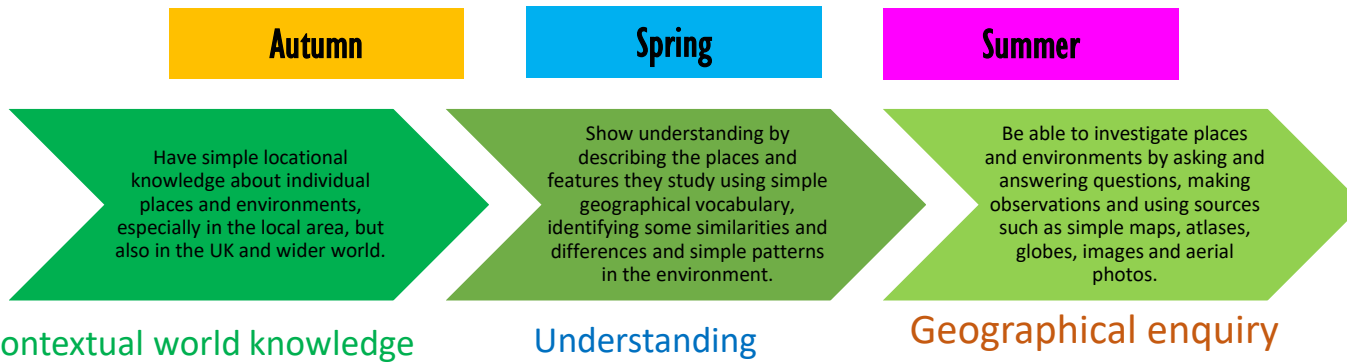
North, south  
America, states,  
New York,  
Manhattan,  
Empire, The  
White House,

settlement trade  
links region  
county /shires  
invader settler  
grid reference (6  
figure) fertile  
arable livestock  
village natural  
resources  
manmade/natural  
features boundary  
farmland water  
supply river aerial  
photograph  
Ordnance Survey

Europe Adriatic  
Sea  
Mediterranean  
Sea climate  
tourism islands  
city state  
mountainous  
terrain maps  
(ancient, digital,  
satellite) colony

## Subject Specific Terminology

Exploration conquest British Empire rainfall desert (scientific meaning) physical and human features regional climates biomes Arctic and Antarctic regions and weather patterns satellite images expedition mountains glacier landforms ocean plain arid atmosphere/atmospheric pressure habitats aurora axis bedrock climatology clouds – cirrus continental shelf/slope diversity population communication links ecology/ecosystem flora/fauna



Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

Linking with History, compare land use maps of UK from past with the present, focusing on land use.

Types of settlements linked to History.

*Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.*

*Distribution of natural resources focussing on energy (link with History and D&T)*

### The land that time forgot

### America

*Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time*

Compare a region in UK with a region in N. or S. America with **significant differences and similarities**. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).

*Understand some of the reasons for similarities and differences*

### The River Nile

*On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.*

•Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.

### The River Severn

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

*Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.*

Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

### The Journey to Space

### Digital computer mapping

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied

Compare 2 different regions in UK rural/urban.  
Locate and name the main counties and cities in England.

Linking with History, compare land use maps of UK from past with the present, focusing on land use.

*Linking with local History, map how land use has changed in our local area over time.*

### Time zones

### Fairtrade

Identify the position and significance of latitude/longitude and the Greenwich Meridian.  
Linking with science, time zones, night and day

Locate the main countries in Europe and North or South America. Locate and name principal cities.

Human geography including trade between UK and Europe and the rest of the world  
Fair/unfair distribution of resources (Fairtrade).

railway track  
 Ordnance Survey  
 topographical contour  
 lines grid reference (4  
 and 6 digit) hills local  
 farming commercial  
 farming arable mixed  
 livestock crops co-  
 ordinates

# Year 3/4 Geography Journey



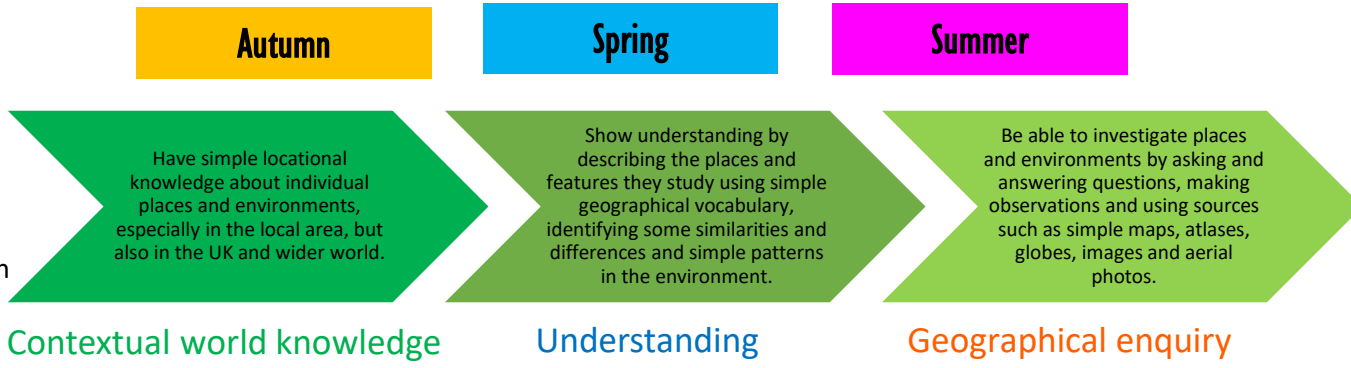
River Severn  
 River Nile source  
 mouth flooding  
 fertile trade  
 climate dry  
 desert key  
 features  
 natural/man-  
 made farming

## Subject Specific Terminology

continents countries trade links traditional industrial land use plains landscape terrain population trade farming seas and oceans map atlas latitude longitude biomes physical and natural features conservation settlements population rural urban

mountains volcano/es biomes earthquake saturated landslide floodplain tremor peak tourism trade manmade/natural characteristics abrasion lava population corrosion urbanisation summit continental crust cyclone eruption pyroclastic flow Richter Scale barometer meteorology Beaufort Scale

transport trade  
 explorers invaders  
 climate mountainous  
 valley vegetation  
 biome agriculture  
 crops language  
 indigenous population  
 Forest conquest



Mediterranean Sea  
 White Nile/Blue Nile  
 Lake Victoria  
 mud/silt ploughing  
 crops valley  
 highlands lowlands

Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.

### Rivers

Describe and understand key aspects of physical geography including Rivers and the water cycle  
 Locate and name the countries making up the British Isles, with their capital cities.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

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.

Describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)

### Rainforests

Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.

Locate and name the continents on a World Map.

### Journeys

Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.  
 Describe and understand key aspects of human geography including trade links

### volcanoes

### Earthquakes

### Explorers

Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  
 On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.

Types of settlements in modern Britain: villages, towns, cities

Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

### Natural disasters

Describe and understand key aspects of physical geography including a brief introduction to Volcanoes and earthquakes linking to Science:rock types.

Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

### The Welsh hills

Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.

Locate and name the main counties and cities in/around Shropshire.

### Ironbridge

### Shropshire/

Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

# Year 1/2 Geography Pathway



climate weather plain  
mountains river atlas  
map

## Subject Specific Terminology

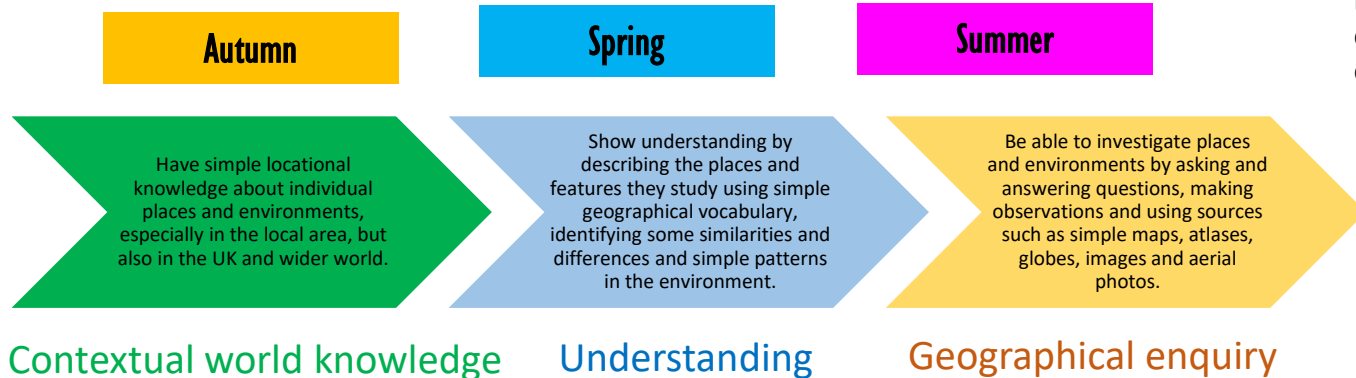
United Kingdom  
near far soil rock  
sand house shop

Countries in the UK Capital cities in the UK – London Edinburgh Cardiff Belfast  
Towns/Cities - Birmingham Manchester, Chester, urban rural human features  
natural features physical features River Thames River Severn, motorway

Countries of the United Kingdom  
– England, Scotland, Wales and Northern Ireland

Europe town village river  
hills countryside towns  
North South East West  
directions plans maps  
distance travel left right

beach cliff coast  
ocean sea port  
harbour  
countryside  
fieldwork map  
symbols keys North  
Sea English  
Channel, island,  
France, Germany,  
Europe, vegetation  
season tourism  
routes habitat  
vegetation soil  
sand rock



Contextual world knowledge

Understanding

Geographical enquiry

mountains river  
atlas map farm  
factory house  
industry goods  
shops transport  
railway line

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  
**concentrating on islands and seashores**

Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

### The Seaside

### Coasts and cliffs

Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

### Oceans

### rivers

### lakes

Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. **Name and locate the world's seven continents and five oceans.**

Use world maps, atlases and globes to identify the United Kingdom and its countries.

**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 basic geographical vocabulary to refer to:  
key physical features, including: forest, hill, mountain, soil, season, weather, sea, river, **Yr 2 beach, cliff, coast, ocean, river, valley, vegetation**

key human features, including: city, town, village, factory, farm, house, **office, port, harbour**

### Our Capital City

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Identify seasonal and daily weather patterns in the United Kingdom.

### Exploring around Shropshire

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..

**Yr 2 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.**