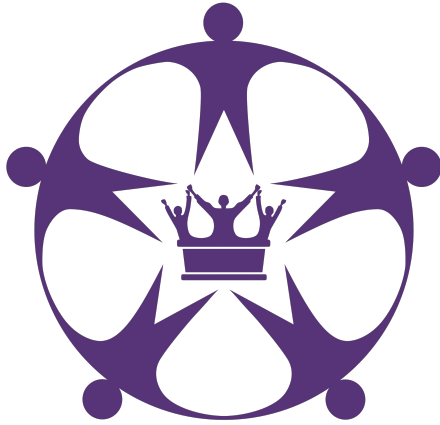
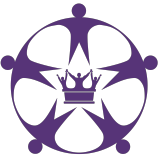




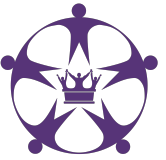
Geography at Tyndale Community School

Subject Intent



- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements;
- Ensuring that colleagues are aware of expectations;
- Action planning for future development;
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

Subject Implementation



- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning;
- Leading professional development, providing guidance and support to colleagues;
- Oversee assessment;
- Making best use of financial and human resources to impact on standards;
- Promoting the subject and championing the subject with colleagues and pupils.

Subject Overview



	Community	Culture and Identity	Innovation			
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year 1	PBL		PBL		PBL	
	What is the best material to make a toy from?	What makes a good King or Queen?	How do artists make a stand?	What is it like to live in the UK?	What would it be like to live on water?	What makes me, me?
	DT Science History	History Science DT	Geography Science Art	Geography Science Art	History Science Art	Geography Science DT
Year 2		PBL		PBL		PBL
	What do we need to live a rewarding life?	Will it always be this way?	What makes Oxford University one of the best in the world?	Would my life look the same if I lived somewhere else?	What belongs in an Oxford garden?	How is music made?
	History Science DT	History DT	History Science DT	Geography Art	Geography Science Art	Art Science Geography
Year 3	PBL		PBL		PBL	
	How do you recover from a natural disaster?	How did our story begin & how can we continue to tell it?	What does sustainable living look like?	How can we build a life on firm foundations?	How can we be of service?	What does it take to become an olympian?
	Science Geography DT	History Science Art	Geography Science DT/Art	History DT Art	Science DT	Geography Science Art

Subject Overview



Year 4		PBL		PBL		PBL
	Is true democracy possible?	How much is too much?	How can we be a source of light in the darkness?	Could robots replace us?	Do the ends always justify the means?	Who & what should be celebrated through art?
	History Science Art	Science DT Geography	Geography Science DT	Science DT Computing	History Art	Geography Science Art
Year 5		PBL		PBL	PBL	
	Is water ever truly pure?	Could humans ever live in space?	What is the lasting impact of an empire?	Why is our world worth saving?	Has Oxford always been a place of innovation?	Is Mythology still important today?
	Geography Science Art	Science DT	History Science DT	Geography Science Art	Geography History DT	History Science Art
Year 6		PBL		PBL		PBL
	How did we all get here?	Is there only one way to worship?	How will we power our world now & in the future?	How do artefacts help to form identities today?	How can we live a life rich in colour?	How can we be a positive force for change?
	Geography Science Art	History DT Art	Science DT Geography	History Science DT	Science Art	History/Geography Science Art

Subject Assessment Framework



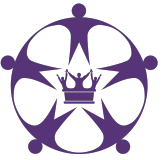
Concept Strands	Y1	Y2	Y3	Y4	Y5	Y6
LOCATIONAL KNOWLEDGE	I can name and locate the seven continents 1	I can name and locate the 5 oceans Identify and locate the seas surrounding the UK	I can name and identify countries within all 7 continents	I can recall the countries of the EU. I can identify the position and significance of the Prime and Greenwich Meridian and time zones	I can locate the world's major rainforests and describe their environmental regions and characteristics I can identify the equator and Northern and Southern hemisphere and understand their significance I can locate countries within South America, identifying human and physical characteristics and major cities	I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles I can explain how time zones work and calculate time differences around the world
	I can use maps and atlases to name the four countries in the UK	I can name the capital cities of the four countries in the UK	I can identify latitude and longitudinal lines	I can name and locate counties and main cities of the UK	I can name and locate the main mountain ranges in the UK and explain their significance in relation to human settlement	Locate a wide range of countries within the world and main cities within these countries
PLACE KNOWLEDGE	I can identify how the Oxford is similar and different to rural Uganda	I can compare Oxford with various cities outside of the EU	I can describe the changing landscape of Britain over time		Understand the wider context of Oxford including region and county and understand why there are similarities and differences between places	I can name and locate the main mountain ranges in the UK and explain their significance in relation to human settlement

Subject Assessment Framework



HUMAN AND PHYSICAL GEOGRAPHY	I can identify the seasons and describe them using related weather vocabulary I can describe patterns of weather over time	I can describe the location of hot and cold areas in relation to the equator and poles	I can explain why many UK cities are situated on or close to rivers and coasts	I can compare the similarities and differences of human and physical geography between Oxford and Rome	I can compare a location in the UK with a location in South America, explain how they are similar and dissimilar in relation to their human and physical resources	I can describe how humans moving across countries contributed to effective functioning of natural systems
	I can use basic geographical vocabulary to identify key physical and human features including shop, house, office, city, town, hill	I can use geographical vocabulary when describing and comparing different environments and locations including beach, cliff, coast, sea, ocean, port, harbour	I can describe the key aspects of volcanoes and earthquakes	I can describe and understand the key aspects of climate zones, biomes and vegetation belts	I can explain the key aspects of rivers and the water cycle and the role of mountains within this I can explain the course of a river	I can study a developing country and challenge the stereotypes within it
	I can ask simple geographical questions about an area such as "what is it like to live there?"		I can describe different types settlements and land use over time in the UK	I can identify key trade links between the UK and other countries and explain what 'Fair Trade' is	I can explain the distribution of water, food and minerals as a natural resource and the impact of trade links on the natural world	I can explain the reasons people have for migrating from one place to another and understand the role that the human and physical features of a place have on these decisions
GEOGRAPHICAL SKILLS AND FIELDWORK	I can use directional language including forward, backwards, left and right	I can use simple compass directions (North, South, East, West) to describe location of features and routes on a map	I can use google earth to identify countries I am studying	I can find cities within the UK on a map	I can use Digimaps to locate countries and describe features	I can locate desert regions in the world using an atlas I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like
	I can use aerial photographs and simple maps of my school grounds to identify different landmarks and features	I can devise a simple map, using and constructing basic symbols in a key	I can use some basic Ordnance Survey map symbols	I can use eight points on a compass to describe the location of features within the UK	I can use eight points on a compass to describe the location of features in the wider world	I can use Ordnance Survey symbols and 6 figure grid references.
	I can ask simple questions about my school and its grounds suggesting improvements	I can use fieldwork and observational skills to identify features and changes to my local environment	I can use sketch maps to represent my observation of a local area	I can create increasingly accurate maps with more complex keys	I can use plans and graphs to represent, measure and record the human and physical geography of a local area	I can use computer programs to represent, measure and record human and physical features at a deeper level

How we measure progress



Talk about learning and refer back to prior learning through high quality teaching and planning

Teachers check for childrens understandingthrough formative assessments such as exit tickets, open questioning and the use of whiteboards.

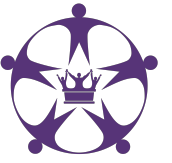
Visits and experiences



Year 1 – local area field trip

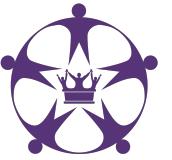


Visits and experiences



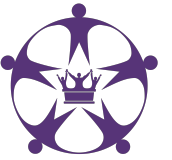
Year 2 – Museum of Natural History, Oxford

Visits and experiences



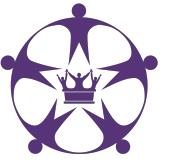
Year 3 -

Visits and experiences



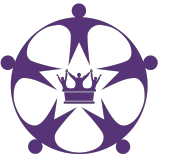
Year 4 -

Visits and experiences



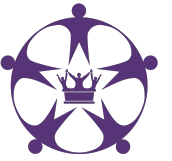
Year 5 – Hill End Residential

Visits and experiences



Year 6 – Orienteering on residential / Fossil Day

Examples of Learning



In KS1 - Year 1



Creating bug homes to protect from poor weather conditions.

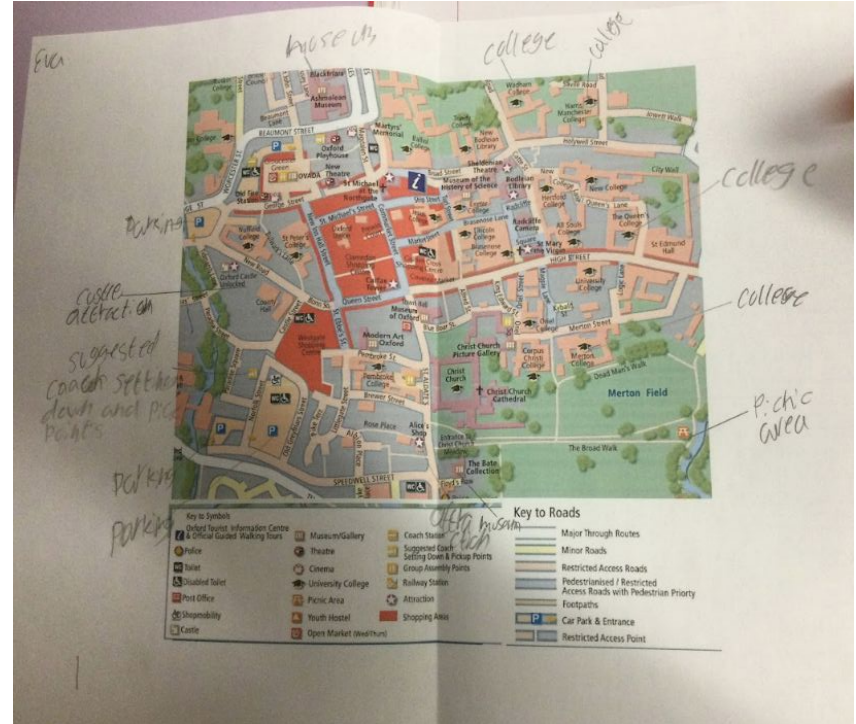
Date:	Tuesday 31st January 2023	Subject:	Geography
WALT:	Identify weather patterns		
Success Criteria:			
☒	Recap the types of weather we might see every day		
☒	Describe the seasons and how we know it is each season		
☐	Explain how this changes around the world		

Spring

Summer

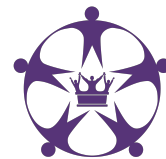
Autumn

Winter



Examples of Learning

In KS2 - Year 3



Geography
Date: 15.09.22
WALT: Explain how earthquakes take place.
Success Criteria:
✓ Identify where tectonic plates meet on a map.
✓ Describe how tectonic plates move and come into conflict.
✓ Explain why earthquakes are felt in places away from fault lines.

Tectonic Plate

UAC: Up

Tectonic plates are the different parts of	Very slowly
Tectonic plates are like big rafts that float on	The earth's crust
When the tectonic plates move suddenly	The mantle
The tectonic plates move	Earthquakes can happen

Geography
Date: 20.09.22
WALT: Explain how a volcano erupts.
Success Criteria:
✓ Name and understand the differences between the Earth's layers.
✓ Describe the meaning of volcano related language such as 'magma' and 'lava'.
✓ Order the stages of a volcanic eruption accurately.

How does a volcano erupt?

Stage 1: Rocks melt in the mantle to form molten rock (magma).

Stage 2: The magma tries to float up, creating a magma chamber.

Stage 3: Pressure builds up and the magma breaks through the earth's crust, causing an eruption.

Stage 4: The magma is now called lava, which settles and creates rocks and makes the volcano bigger.

Geography
Date: 28.09.22
WALT: Understand the impact of tsunamis on people and the environment.
Success Criteria:
✓ Recognise the events that occurred in the 2004 Indian Ocean tsunami.
✓ Identify the impacts of the tsunami.
✓ Explain how people and the environment recovered from the tsunami.

Tourists wait to be evacuated from the Phi Phi Islands, southern Thailand, December 27, 2004 after a tsunami swept through this famous tourist resort and the same pier nearly five years after, December 11, 2009.

The tsunami is hitting the beach and the people's home and blacking the palm trees!

Ten years later the beach is fine.

Geography
Date: 14.10.22
WALT: Understand the effects of earthquakes in different countries.
Success Criteria:
✓ Explain how an earthquake occurs.
✓ Identify countries which are vulnerable to the occurrence of earthquakes.
✓ Research the similarities and differences in the effects and recovery processes of different earthquakes.

Tectonic plates move 10cm every year and when they touch that causes earthquakes. Earthquakes are more likely to happen when two or more tectonic plates touch each other or when underwater volcanoes erupt or when a fault line breaks apart.

New Zealand
6.3 magnitude on the Richter scale
Water pipes, bridges, cell phone towers or other phone tower got damaged or broken
Happened in 2011
People were given housing for a short amount of time

Both
very close to a fault line. Both had donations from other countries
Shaking, Tides, waves

Afghanistan
5.9 magnitude on the Richter scale
Happened in 2022
Most of the homes were made from weak materials such as mud and bricks

Examples of Learning



In KS2 - Year 5

Date:	20/10/2022	Subject:	Geography
WALT:	understand how to use an atlas and research a water crisis area		
Success Criteria:	☒ Use an atlas correctly and independently ☒ Identify where the water crisis areas are in the world ☒ Use an atlas and kiddle to research a water crisis area		

Water crisis in Southern Mozambique

Location Mozambique

Why is there a water crisis?

Because of no access to decent toilets and not all are water.

Rating 30000

In Mozambique the water crisis is mostly wrapped around bad toilets. around 2500 children die from diarrhoea because of diseases from toilets every year.

Date:	21.10.2022	Subject:	Geography
WALT:	Understand the importance of an appeal		
Success Criteria:	☐ Explore the importance of water within the world ☐ Investigate what an appeal is ☐ Evaluate how an appeal can help to bring people fresh water		

Water Without Water

Without Water there is no life

We want to raise one thousand

We want clean water not dirty water some commuion not have clean water. I feel sad when some commuion not have water.

Date:	20/10/2022	Subject:	Geography
WALT:	understand how to use an atlas and research a water crisis area		
Success Criteria:	☒ Use an atlas correctly and independently ☒ Identify where the water crisis areas are in the world ☒ Use an atlas and kiddle to research a water crisis area		

Water crisis in Myanmar

They don't have any clean water in Myanmar. Only dirty water. People are trying to help. They walk a long way for water only to find that it is dirty.

Increasingly hot and dry seasons which mean no water. Up to 17.5 million people in the country don't have access to clean water including almost 40% of residents.

North of the equator.

Asia.

By the coast.

Bangladesh, China, Laos and Thailand.

Only some support is being provided

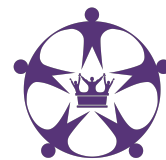
Fun Fact: People wait 4 hours to get dirty water.



What our children say about Geography:

“I really liked learning about the continents especially because I love the continents song and we get to look at the maps and it’s fun” – Khari, Year 1

“We get to explore different places in the world and different countries. I really enjoy it especially when we get to look at the atlases and look at cool photos and videos” – Anto, Year 3



What our children say about Geography:

“Geography is about the world and the impact it has especially on communities. We learnt about our community in Oxford and then communities in countries that don’t have as much as we do” – Iyla, Year 4

“It’s my favourite” – Oliver, Year 4

“Earlier this year we learnt about the rainforest and deforestation. It’s really sad because trees are so important to people and animals and so many are being cut down. We learnt about the countries this happens in and why” – Rauri, Year 5