

Askwith Primary School

Geography rationale

Our curriculum offer for geography begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In geography, we recognise the 'must haves' as the alteration to long-term memory that allows children to retrieve substantive and disciplinary knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in geography of the essential knowledge, the explicit teaching of vocabulary and abstract concepts, retrieval practice for knowledge and interleaving.

The fundamental role of geography at Askwith Primary School lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It will provide children with the necessary cultural capital to become global citizens, with an awareness of current world events. Purposeful and natural links to Fundamental British Values, SMSC and global themes are an integral part of our curriculum and are threaded through the geography curriculum. The geography curriculum will enable children to take on the role of a geographer: exploring, discovering and beginning to make sense of the world around them. At Askwith Primary School, we believe that all children's education begins in Early Years. Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

Geography is a dynamic subject because the world, and our understanding of it is continually changing. Living in an area of outstanding natural beauty means that it is our duty at Askwith Primary School to ensure the children have a strong understanding the geography of their immediate locality. Encouraging children to understand the geography of their local area and to spend time outdoors is also proven to improve mental health.

"A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives." DfE

Intent	Implementation
All knowledge is embedded from 2021-2022	<ul style="list-style-type: none">All knowledge checks for all pupils include connected knowledge from the previous units of learning in order to ensure there are no gaps or forgotten knowledge

The geography curriculum starts in Early Years

Monitoring and evaluation continues to be robust and roles of TAs developed in this process

The planning, teaching and assessment of the geography curriculum is informed by the nine principles of cognitive science (Daniel Willingham)

- All gaps or forgotten knowledge to be addressed prior to teaching new knowledge
- Planning demonstrates the sequential steps of essential knowledge acquired from Reception to Year 6
- The geography curriculum is aligned to Understanding the World in the Early Years framework
- Book scrutiny
- Drop-ins planned
- Knowledge checks carried out by all TAs to ensure subject knowledge is secure
- Planning and learning journeys consider the essential knowledge and how to guide the pupil's thinking
- Planning demonstrates an obvious progression of skills and knowledge throughout the school
- Working memory capacity is considered when planning and teaching
- Blocking allows pupils sufficient time to become fluent in their knowledge
- Curriculum meets the needs of all pupils; pupils are provided with the appropriate level of challenge
- Pupils have the opportunity to deliberately practise newly acquired knowledge
- Mini knowledge checks and full knowledge checks will ensure that this knowledge is embedded in their LTM and that all pupils meet their endpoints
- Pupils articulate how they know more, remember more and therefore do more
- Instil growth mindset ethos which talks about successes and failures in terms of effort rather than ability (4Rs)

All staff have an up-to-date knowledge of dialogic/cognitive science principles throughout the school

Geography is taught throughout the school through deliberate practice in a supportive environment which enables children to improve their fluency leading to mastery and an alteration to their long term memory.

Geographical vocabulary (including tiered vocabulary)

Writing is valued/prioritised in geography (Quality of Education 2, 3, 4)

Oracy is taught deliberately, explicitly and systematically across the school and throughout the geography (Quality of Education 5)

Further develop pupils' understanding of how feedback contributes to knowledge build up and positive attitudes to learning (Behaviour and attitudes 2)

- Training programme for all staff
- Series of lesson studies for TAs
- Blocking allows children sufficient time to become fluent in their knowledge of geography and checks will ensure this is embedded in their long term memory
- Planning demonstrates a substantive and disciplinary approach to teaching geography lessons, allowing children the appropriate opportunities to apply knowledge in an increasingly creative way
- The acquisition of vocabulary is planned into each unit
- Transcription opportunities are planned into each unit
- Expectations of composition are the same across all curriculum areas (writing checklists)
- Family group focus - children to discuss learning in geography
- Work scrutiny focuses on examples of high quality feedback
- Pupil discussions re: how is the feedback helping them?
- Pupils present the impact of feedback to Parents/LGB
- CEO/governors question pupils on the impact of feedback

<p>Children are provided with an understanding of the continually changing world in which they live and are able to explain how and why places are changing and predict future changes.</p>	<ul style="list-style-type: none"> • Provide a balanced curriculum that is sequenced appropriately with natural links to other curriculum areas.
<p>The geography curriculum allows children the opportunities to develop and apply language knowledge and mathematics. It will enrich their understanding of all subjects.</p>	<ul style="list-style-type: none"> • Teachers will plan lessons to deepen children's knowledge and allow them to fully investigate places and their features before moving them on to new content. • Children will be taught how to formulate questions, to investigate similarities and differences that exist. They will be encouraged to discuss these with interest and sensitivity
<p>Reading is prioritised in geography</p>	<ul style="list-style-type: none"> • Opportunities are given across all year groups for reading (see table below). When appropriate this is personalised to meet reading need, in particular in Key Stage One and Early Years
<p>Enhancements and leaderships opportunities reflect need in 2022-23</p>	<ul style="list-style-type: none"> • Increase leadership opportunities in geography across the school for all pupils (Personal Development 3) • Rolling programme of geography visits and visitors
<p>Geography rationale is updated where relevant</p>	<p>Evidence informed practice continues to inform effectiveness of the geography rationale and curriculum</p>

SMSC in Geography

Geography education encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.'

Geographical Association

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the geography curriculum:

Spiritual education is threaded through all elements of the geography curriculum. The fundamental role of geography is for the children to know about the world around them. Through building this knowledge, the children have opportunities to explore their own feelings about the people, culture, place and environments that they are learning about.

Moral education in geography is explored through learning about human and physical features of locations and how human features affect the physical features. For example, do the benefits of deforestation outweigh the environmental impact? Is it acceptable to build on a nature reserve where animals live if you build them a new habitat?

Social education in geography teaches children how different people live around the world and how their lives may have similarities and differences. In addition to this, children are provided with opportunities to discuss and debate geographical issues. This develops their personal social skills and confidence.

Cultural education is a fundamental part of the geography curriculum, primarily through the component of place knowledge. All children are taught about how different cultures live and compare and contrast this to their own lives. Children are given the opportunity to explore the multicultural societies within Britain and the wider world.

Vocabulary in geography

Our dialogic approach is integral to our practice. All classrooms are language-rich and support children to develop their bank of vocabulary and language. All teachers know that there are different tiers of vocabulary and that vocabulary can be vertical and horizontal in meaning. Alongside our dialogic approach, each classroom consistently displays tier two vocabulary that comes from classroom dialogue on 'What Do Words Mean?' displays and each topic display board includes key words. This tends to be subject-specific, tier three vocabulary. The vocabulary for each unit of knowledge is identified and pre-planned including previously taught vocabulary and current vocabulary (see essential knowledge overviews). This vocabulary is discussed as it arises within the context of the lesson in all years and the vocabulary is also taught/reinforced during weekly vocabulary sessions in years 1-6. All classrooms are literature-rich and high-quality topic books/texts are chosen to provide reading opportunities within each unit of knowledge.

Substantive and disciplinary knowledge in geography

Substantive knowledge in geography is based on the knowledge of four key elements of geographical understanding. All of these elements will be taught from Reception to Year 6 and vocabulary is taught explicitly and will be deliberately practiced and applied through the 4 key elements.

These are:

Location	Develop children's knowledge of the location of significant places, both terrestrial and marine.
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Place	Know the similarities and differences of significant places, both terrestrial and marine.
Human and physical features	Know the processes that provide the human and physical features of the world, including how these are interdependent and change over time.
Skills and fieldwork	Know how to collect, analyse and communicate geographical data gathered through experiences of fieldwork. Know how to interpret a range of geographical information and present this in a variety of ways, including through maps, numerical skills and written formats.

Geography provides opportunities for children to learn about their locality as well as places around the world. Children are taught what they need to know, the declarative knowledge, and how to use what they know, the procedural knowledge. They will be given opportunities to study locations, places, environments and human and physical features, examining the distribution of these features. Whether it is the distribution of local post boxes or volcanoes globally, studying distribution will allow children to notice geographical patterns, leading them to consider the reasons for and the impacts of these and to ask further questions.

Disciplinary knowledge in geography is the process of enabling children to use their substantive knowledge of the world around them to make links between and across different areas of the curriculum. Geography knowledge will equip the children with the opportunity to explain how and why places are changing and to predict any future changes that may happen. They will also apply this knowledge to explain what could and should change in the future of the world in which they live; providing them with the opportunity to become effective global citizens.

Why this? Why now?

The rolling programme of units of knowledge allows for mixed year classes to acquire essential knowledge over two years (year A and year B).

- UK and surrounding seas (Year 1, Year A and B, Autumn Term)

This unit of knowledge is critical for the children to build on their knowledge of the world around them. For them to know about the world, they have to know the location of the place where they live and the key countries and capital cities. This unit of knowledge will be taught every year to Year 1 and will not be a rolling programme. Alongside this unit, the Year 2 children will learn about continents of the world. These units are to be taught separately because it is crucial for the children to know where they are in the world prior to learning about the wider world.

- Continents and oceans (Year 2, Year A and B, Autumn Term)

This unit of knowledge will build on the connected knowledge from year 1 of the UK and the children will learn about the wider world and the continents and oceans. It is essential to

teach this unit in the Autumn Term because the children will then have location knowledge of the continents and will use this as a starting point in all subsequent units of geography throughout the year.

- Jamaica (Year 1 and 2, Year A, Spring Term)

During this unit of knowledge, the children will learn about a contrasting non-European town. Jamaica was chosen as the country because it links to the birth of Mary Seacole, who the children will learn about in History in Spring Term of Year A, allowing them the opportunity to purposefully link their history and geography knowledge. San Antonio is the town the children will learn about and was specifically chosen as it has a similar population to Otley (the local study in Key Stage One. It also has contrasting physical features to Otley, meaning that it enables opportunities for the children to deepen their knowledge of a variety of physical features.

- Ilkley and San Francisco (Year 3 and 4, Year A, Summer Term)

San Francisco was chosen as key place because the children will have connected knowledge of Earthquakes from the Spring Term and San Francisco sits on the most famous earthquake fault line; The San Andreas Fault. It is also a contrasting place to Jamaica, which the children will have learnt about in Key Stage One, meaning that the children are building their knowledge of a wide range of places around the world, which have been purposefully chosen to build knowledge of the world.

- Volga (Year 3 and 4, Year B, Summer Term)

The river Volga was chosen as the key river the learn about because it is the longest river in Europe. The children are able to build on their connected knowledge of the River Wharfe, from their local study in Key Stage One.

- Urubamba (Year 5 and 6, Year A, Spring Term)

Urubamba is the key place the Year 5 and 6 children will learn about because located near Machu Pichu and this links to the children's history learning of the Mayan civilisation so they will have connected knowledge. Urubamba also has a large river flowing through it, meaning the children have connected knowledge from Year 3 and 4, Year B and Year 1 and 2 during their local study.

- Northumberland (Year 5 and 6, Year A, Summer Term)

During this unit of knowledge, the children build on their learning from Year B in Autumn Term on UK land use patterns. The North East was chosen as the region the children will learn about during the Autumn Term because it is the closest region to Yorkshire and the Humber and the human and physical features are contrasting. The children are then deepening their knowledge of the region through a fieldwork study with a focus on human and physical features and fieldwork and observation.

- Campania (Year 5 and 6, Year B, Summer Term)

This unit of knowledge will build on the connected knowledge the children have from volcanoes and mountains from the Spring Term. Campania has one of the most active volcanoes in Europe, Mount Vesuvius.

Stretch and Challenge

Dame Alison Peacock tells us in her book *Assessment for Learning without Limits*, we can get it very wrong when "false, limiting assumptions are made about children's capacity to learn." There is no national definition of 'most able'. Abilities are not fixed and the situation is always fluid. In every primary classroom, there will always be a wide range of abilities that change over time. We believe, therefore, that when 'stretching and challenging' our pupils, it is vital to do so within an ethos of high expectation and knowing our pupils well. This enables our planning to be focused and therefore effective in meeting the needs of all pupils.

Reading opportunities in geography

Class/year group	Area of essential knowledge	Examples of reading
4: Y5/6	Map Reading and Land Use Patterns Volcanoes and Mountains	<ul style="list-style-type: none"> • Labels, regions, Yorkshire counties, place names • Adapted texts: Yorkshire and the Humber, what are settlements, what is land use? • Instructions to read maps • Adapted texts re: types and shapes of Volcanoes, eruptions, advantages and disadvantages of living near a volcano • CGP Volcanoes and Earthquakes • Adapted texts re: Pompeii, Pliny's letter
3: Y3/4	Location: Climate zones Human and Physical Features: Water cycle and rivers	<ul style="list-style-type: none"> • Labels on a map, atlas, globe, e.g. finding physical and human features on a map of the local area • 'Oceans and Rivers' (Questions and answers) • 'Rivers' (The Geographical Detective) • 'Rivers' (The Young Geographer Investigates)
2: Y1/2	UK (Y1) Continents and oceans (Y2) Otley Weather	<ul style="list-style-type: none"> • Decodable captions/sentences aligned to need for example, the story of the tiny ants is adapted to be phonetically decodable to meet need. • Key vocabulary from progression documents, including place names

Assessment in geography

Children will be assessed prior to a unit of geography beginning and the lessons will be planned to teach from any misconceptions they may have. This also gives the opportunity for children to demonstrate any connected knowledge held in the long term memory. Children continue to recall their knowledge in short bursts to ensure an alteration to long term memory. They will also be assessed at set intervals after the end of a unit, to recall this knowledge and to ensure that the knowledge has been fully embedded in their long term memory.

In the academic year 2022-2023, all of the relevant previous year's learning will be included in the knowledge checks. End of topic assessment takes place approximately two weeks after the end of the topic. Two further knowledge checks take place approximately six weeks and then twelve weeks later in order to ensure that the knowledge is embedded in the children's long term memory. Work from each year group will be moderated by staff to ensure that there is a progression in knowledge and that children are meeting their appropriate end goal.

Enhancements

Each year, a series of visits and visitors are planned to enhance the children's knowledge and cultural capital. For example, the children in upper key stage two go to Northumberland on residential and explore the environment, carrying our fieldwork.

	2020-2021	2021-2022	2022-2023
Clubs			
Visits and visitors	Early Years: Bolton Abbey - Y1/2: Nell Bank - natural environment Y3/4: Stone age visit to the Chevin including looking at natural formations, including human and physical features in the environment	Early years: Grass Woods, Grassington - woodland Y1/2: Kirkstall Abbey - looking at human and physical features in Yorkshire Y6: Northumberland - fieldwork study of	Y5/6: Northumberland - study of a contrasting place Y5/6: Local councillor visiting to discuss preserving the local green belt

Reviewed: September 2022