

## 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. 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

- It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:
- 1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
- 2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

- In geography, we have long term plans for 2020-2021 that address these areas of learning loss. Our aim is to use knowledge checks of essential knowledge to assess knowledge gained pre COVID-19 in the first term and prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aim to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge checks and ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of each year
<p>All knowledge is embedded from 2020-2021</p> <p>The planning, teaching and assessment of the geography curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p>	<ul style="list-style-type: none"> <li>• All knowledge checks to include connected knowledge from the previous units of learning to ensure there are no gaps or forgotten knowledge.</li> <li>• All gaps in knowledge and forgotten knowledge to be taught before new knowledge</li> <li>• Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking</li> <li>• Factual essential knowledge is taught before the skill</li> <li>• Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, checks)</li> <li>• Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding</li> <li>• Prior knowledge is assessed, misconceptions addressed and new</li> </ul>	

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.

Children are provided with an understanding of the continually changing world in which they live and are able to explain how and why

knowledge builds on pupils' connected knowledge

- Pupils have opportunities to deliberately practise newly acquired knowledge
- Pupils articulate how they know more, remember more and therefore do more
- Instil a growth mind-set ethos by talking about successes and failures in terms of effort not ability

- 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.

- Provide a balanced curriculum that is sequenced appropriately with natural links to other curriculum areas.

- 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.

<p>places are changing and predict future changes.</p> <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"> <li>• 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</li> </ul>	
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**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:

<b>Location</b>	Develop children’s knowledge of the location of significant places, both terrestrial and marine.
<b>Place</b>	Know the similarities and differences of significant places, both terrestrial and marine.
<b>Human and physical features</b>	Know the processes that provide the human and physical features of the world, including how these are interdependent and change over time.
<b>Skills and fieldwork</b>	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. 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.

### **Creativity in geography**

"Geography teaching and learning should be an enjoyable, creative, stimulating and magical experience for pupils and teachers alike."  
Geographical Association

"Geographical enquiry is thoughtful and creative, enabling children of all ages to engage in constructive and imaginative ways to learn."  
Schoffham, 2017

Geography is an area of the curriculum that has extensive opportunities for children to demonstrate creativity through critical thinking, exploration of the world around them and

linking the curriculum together. It is a subject which has wide ranging opportunities for natural cross-curricular learning, whether that be presenting data in numerical form, scientific investigation of land uses and habitats, writing persuasive written pieces on the environment or the historical changes of land uses, there are countless opportunities for geography to show it is the glue that holds the curriculum together.

### **British Values**

*'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

At Askwith, our curriculum has been planned to ensure that children learn about a wide range of places and societies and appreciate the diversity of people and their backgrounds. Therefore, promoting tolerance of people within our communities.

### **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 2021-2022, 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.

**Reviewed September 2021**