

Askwith Primary School

Geography rationale

The fundamental role of geography at Askwith Primary School lies in helping children to understand the world, its environments, 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.

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 of 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 recalls 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 recalls 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
<ul style="list-style-type: none"> • Mitigate any learning loss of knowledge gained pre COVID-19 • Mitigate any learning loss of knowledge due to school closure/non-attendance • The planning, teaching and assessment of the geography curriculum is informed by the nine principles of cognitive science (Daniel Willingham) 	<ul style="list-style-type: none"> • Recalls of knowledge gained pre COVID-19 at the beginning of the first term • Recalls of knowledge lost during school closure/non-attendance at the beginning of the first term • Prior knowledge assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19 and knowledge lost due to school closure/non-attendance • Planning and learning journeys consider the essential knowledge and how to guide the children's thinking. • Working memory capacity and the alteration of long term memory is considered when planning and teaching The acquisition of new vocabulary is key. • Pupils have opportunities to deliberately practise newly acquired knowledge. 	

- 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 LTM
- To provide children with an understanding of the continually changing world in which they live and to explain how and why places are changing and predict future changes
- The geography curriculum allows children the opportunities to develop and apply language knowledge and mathematics. It will enrich their understanding of all subjects
- To provide children with the knowledge to enable

- Pupils articulate how they know more, remember more and therefore do more
- Blocking will allow children sufficient time to become fluent in their knowledge of geography and recalls will ensure this is embedded in their LTM
- Planning will demonstrate a substantive and disciplinary approach to teaching geography lessons, allowing children the appropriate opportunities to apply knowledge in an increasingly creative way
- Have a balanced curriculum that is sequenced appropriately with natural links to other curriculum areas. We have a growth mindset ethos which talks about successes and failures in terms of effort rather than ability
- Teachers will plan lessons to deepen

them to formulate questions, to investigate similarities and differences that exist and to encourage them to discuss these with interest and sensitivity	children's knowledge and allow them to fully investigate places and their features before moving them on to new content.	
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Substantive and disciplinary knowledge in geography

Substantive knowledge

In geography, this is based on the knowledge of four key elements of geographical understanding. All of these elements will be taught in all year groups. These are:

Location	Develop children's knowledge of the location of significant places, both terrestrial and marine.
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. 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, disciplinary knowledge 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.

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 2020-2021, all of the previous year's learning will be recalled in the first weeks of term in order to mitigate any lost learning due to COVID-19. Any misconceptions or gaps will be identified and addressed. Two further recalls will be undertaken six and twelve weeks later in order to ensure that there has been an alteration in LTM.

Reviewed September 2020