Askwith Primary School

Geography Rationale 2026-2027

Our Vision

At Askwith Primary School, geography forms part of a broad and ambitious education. It enables pupils to make sense of the world's complexity and diversity, understand their place within it and recognise the relationships between people, places and environments. Rooted in our local setting and strengthened through fieldwork, we aim for every pupil to become a curious, knowledgeable and responsible geographer.

Curriculum Intent

Our coherent and cumulative curriculum develops pupils' locational knowledge, place knowledge, understanding of human and physical processes, and geographical skills and fieldwork. It fulfils the Early Years Foundation Stage statutory framework and National Curriculum requirements for Geography at Key Stages 1 and 2 and establishes secure foundations for continued geographical learning at secondary school.

Curriculum Principles

The curriculum is informed by Ofsted's Geography Research Review (2021), Getting our bearings: geography subject report (2023), the Geographical Association's subject guidance and the Education Endowment Foundation's evidence on cognitive science and retrieval practice. Substantive knowledge of locations, places, processes and environments is sequenced alongside disciplinary knowledge of how geographers ask questions, collect and interpret evidence, use maps and data, conduct fieldwork and reach conclusions. Important concepts, including place, space, scale, interdependence, physical and human processes, environmental impact and sustainability, connect learning across units rather than leaving pupils with fragmented topic knowledge.

Progression and Implementation

Learning is mapped from early understanding of people, culture and communities and the natural world in EYFS to increasingly accurate and independent geographical enquiry in Key Stage 2. Local knowledge of Askwith and the Wharfe Valley provides a meaningful foundation before pupils compare places across the United Kingdom and wider world. Teachers use explicit modelling, precise geographical vocabulary, purposeful discussion, guided practice, regular retrieval, maps, atlases, photographs, data and age-appropriate digital mapping to connect new learning with prior knowledge. Mapwork progresses from simple plans and atlases to Ordnance

Survey maps, scale and grid references. Fieldwork progresses from observation on local walks to structured enquiries involving data collection, presentation, analysis and conclusions.

Inclusion

The curriculum is ambitious for every pupil. Adaptive teaching, visual and dual-coded resources, carefully selected vocabulary, sentence stems, structured talk, accessible maps and fieldwork proformas, pre-teaching and additional practice help pupils access the intended learning without reducing expectations. Practical fieldwork and local examples provide concrete experiences from which abstract geographical ideas can develop. Support is gradually withdrawn as pupils become more secure and independent.

Geographical Understanding and Personal Development

Pupils explore diverse places, cultures and communities at local, national and global scales. They consider how people and environments are interconnected and examine geographical issues such as resource use, trade, environmental change and sustainability using evidence and more than one perspective. These experiences broaden pupils' horizons and develop curiosity, empathy, respect, responsible citizenship and an informed sense of place.

Assessment

Assessment is closely aligned with the taught curriculum. Questioning, retrieval activities, mapwork, fieldwork observations, data interpretation, annotated diagrams, comparative place studies, written explanations and curriculum conversations help teachers establish what pupils know, remember and can apply. Purposeful end points require pupils to connect locational, place, process and skills knowledge rather than recall isolated facts. Findings identify misconceptions, inform responsive teaching and curriculum refinement, while avoiding unnecessary assessment burdens.

Leadership and Quality Assurance

The subject leader evaluates implementation and impact through proportionate lesson drop-ins, pupil voice, work scrutiny, planning reviews, fieldwork evidence and assessment information. Monitoring focuses on whether pupils are building, retaining and connecting substantive and disciplinary knowledge with increasing accuracy and independence; whether maps, fieldwork and geographical vocabulary are used purposefully; and whether all groups, including pupils with SEND and disadvantaged pupils, achieve the intended curriculum. Subject-specific professional development supports consistent practice in conceptual understanding, mapwork, fieldwork, vocabulary and adaptive teaching.

Impact

By the end of Key Stage 2, pupils have secure knowledge of significant locations, places, human and physical processes and the relationships between people and environments. They can use maps, data and fieldwork evidence, ask and investigate geographical questions, compare places at different scales and communicate increasingly well-reasoned conclusions. Pupils are well prepared for the next stage of geographical learning and approach the world with curiosity, respect and a developing sense of responsibility.

Review date: September 2026

Next review: September 2027