

## Askwith Primary School

### Geography Rationale

*"A geography curriculum helps pupils to get to grips with this 'unwieldy' discipline. It equips them with the knowledge they need to make sense of the world's complexity and diversity."*  
— Ofsted, *Getting our bearings: geography subject report* (2023)

### Intent

Geography at Askwith Primary School aims to foster curiosity, global awareness and confident geographical thinking. Rooted in our local setting, we prioritise outdoor learning and local fieldwork to deepen understanding and support pupils' well being and connection to place.

*"There have been many recent improvements in the quality of the geography curriculum... What we now see in many schools is a well sequenced curriculum... where leaders are ensuring the curriculum builds not only over a topic but over a series of topics."* — Ofsted/RGS blog summary of *Getting our bearings* (2023)

Our curriculum is intentionally sequenced from EYFS to Year 6.

- **Substantive knowledge:** locations and places; human and physical processes; environmental change and sustainability; and geographical skills (maps, data, GIS where age appropriate). This reflects Ofsted's Research Review focus on selection, connection and progression.
- **Disciplinary knowledge:** pupils learn how geographical knowledge is formed—asking questions, using and critiquing evidence, and thinking with core concepts.

*"There is increasing... agreement... that many high level concepts are central to geography: place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, and cultural awareness."* — Ofsted, *Research review series: geography* (2021)

Each unit builds on secure prior learning with clear endpoints for every year group, so pupils know more, remember more and do more over time. This responds to Ofsted's finding that pupils can otherwise retain fragmented topic knowledge if content is not connected across years.

We are ambitious for all learners, ensuring equity for pupils with SEND and those who are disadvantaged, in line with the renewed framework's emphasis on inclusion and achievement.

### Implementation

The long term plan maps systematic progression in locational knowledge, place studies, processes and skills (including fieldwork and mapwork). EYFS lays foundations through

*Understanding the world—stories, images, local walks and talk build early vocabulary, spatial awareness and sense of place.*

- **Year 1 - UK & Surrounding Seas (taught annually):** secures essential, non negotiable UK locational knowledge (countries, capital cities, surrounding seas) to anchor all later study.
- **Year 2 - Continents & Oceans (Autumn):** expands the Year 1 foundation to a global scale, underpinning subsequent units.
- **KS1 - Jamaica (San Antonio):** a contrasting non European locality linked to Mary Seacole in History, deepening understanding of diversity and physical features.
- **LKS2 - Wharfe Valley & San Francisco:** compares our local valley with a North American city on the **San Andreas Fault**, broadening place knowledge and process explanations (rivers, coasts, earthquakes).
- **UKS2 - Global Interdependence & Trade:** synthesises prior learning to study interdependence, supply chains and sustainability.

*"Geographers are concerned with the local and the global... interested in how local, regional and national decisions have global impacts... and in interdependence." — Ofsted, Research review series: geography (2021)*

Teachers use explicit instruction, modelling and guided practice, with retrieval routines to strengthen long term memory and connect new ideas with prior learning. Oracy, paired enquiry, mapping and data work, and fieldwork are integral, reflecting Ofsted evidence on coherent sequencing and purposeful fieldwork.

Map skills progress from picture/atlas maps to OS maps, scale and grid references, supported by fieldwork that moves from simple local observations to structured enquiries.

*"The experience of fieldwork draws together pupils' locational knowledge and that of human and physical geography... [including] data collection, analysis and presentation." — Ofsted, Research review series: geography (2021)*

Age appropriate digital mapping/GIS enriches interpretation and analysis, supported by Ordnance Survey guidance on map skills progression.

Adaptive teaching enables access without lowering challenge: dual coded diagrams, vocabulary scaffolds, sentence stems, and structured fieldwork proformas. Resources include knowledge organisers, concept maps, OS mapping and curated texts. This aligns with Ofsted's inspection toolkit emphasis on inclusion as a core evaluation area.

## **Impact**

Impact is measured by formative checks (questioning, observation and dialogic talk) and spaced knowledge checks at 2, 6 and 12 weeks, plus purposeful end of unit tasks (annotated diagrams, comparative place studies, sustainability evaluations). We prioritise typical classroom evidence and avoid unnecessary paperwork:

We use assessment information to close gaps swiftly, aligned with the renewed framework's stronger emphasis on achievement and inclusion as inspection evaluation areas.

## **Inclusion**

Our planning and delivery are adapted so every child engages meaningfully: reduced but high value vocabulary sets, visual scaffolds, explicit teaching of Tier 2/3 terms, structured talk, and fieldwork. High expectations remain constant adaptations remove barriers without reducing ambition.

## **Personal Development & SMSC**

Geography contributes powerfully to SMSC and cultural capital. Pupils develop empathy, curiosity and responsibility as they explore people, places and environments, debate ethical issues (e.g., deforestation, resource use) and consider sustainable futures.

## **Leadership & Professional Development**

Subject leadership secures a coherently sequenced curriculum from EYFS to Year 6 and checks that classroom practice realises the intent (learning walks, work reviews, pupil voice). CPD emphasises conceptual clarity, precise vocabulary, map/fieldwork pedagogy and inclusive practice, drawing on Ofsted's research and subject guidance.

*"A successful geography curriculum reflects careful thinking about what is taught, the sequencing of learning and the relationships between the forms of knowledge." – Ofsted, Research review series: geography (2021)*

## **Enhancements**

A rolling programme of visits, local studies, guest speakers/virtual experts and progressive fieldwork enriches the taught curriculum, extending pupils' understanding of place and process.

*"Fieldwork played an important role in the strongest curricula... pupils drew on field experiences to connect locational, place and process knowledge." – Ofsted, Getting our bearings (2023)*

**Reviewed: September 2025**