



Geography at Austhorpe Primary School



Intent	Chronology	Implementation – Visible Consistencies
<p>Rationale Our Geography curriculum is shaped by our school vision – ‘To SHINE.’ We aim to deliver a broad and ambitious curriculum, rich in knowledge and skills, which is accessible to all. We aim to teach We aim to deliver a broad and ambitious curriculum, rich in knowledge and skills which enable our children to have a growing knowledge of the world and their place in it.</p> <p>Aims</p> <p>At Austhorpe we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We aim to ignite curiosity through making the learning collaborative, practical, inspiring, relevant and valued within the curriculum. Our key curriculum intentions that drive our Geography curriculum are to:</p> <ul style="list-style-type: none"> • Develop Knowledge of Places: Help students understand both local and global environments, including physical and human geography. • Encourage Curiosity: Foster exploration and questioning about the world around them. • Build Geographical Skills: Teach map reading, data analysis, and fieldwork skills. • Promote Environmental Awareness: Instil an understanding of environmental issues and sustainability. • Develop Spatial Thinking: Strengthen skills in direction, location, and using geographical tools. • Foster Global Citizenship: Encourage respect for different cultures and global interconnectedness. • Stimulate Problem-Solving: Develop critical thinking and decision-making through real-world geography problems. • Make Geography Enjoyable: Create engaging learning experiences to spark a lasting interest in geography. • Develop geographical vocabulary 	<p>Prior to 2023</p> <p>2023-2024 Focus: -</p> <p>2024-2025 Focus:</p> <p>Ongoing: -Termly book looks/drops ins – feedback given to staff and any whole school next steps actioned. -Staff audit of resources -Geography Ambassador assemblies -Termly sharing of upcoming CPD opportunities -Pupil questionnaire -Termly staff meetings</p> <div style="background-color: red; color: black; padding: 5px; border: 2px solid black; margin-top: 10px;"> <p>Impact: There is a coherent approach to the teaching and sequencing of lessons starting in EYFS and years 1 to 6. There are opportunities for pupils to recap and consolidate on their learning in Geography through the variety of recap methods used at the start of each lesson and consolidation opportunities at the end of each unit. Additionally, weekly quizzes are used to recap substantive knowledge from Geography topics from previous years.</p> </div>	<p>EYFS Geography within the EYFS is developed through purposeful, play based experiences and will be represented throughout the indoor and outdoor provision. The learning will be based on pupil’s interests and current themes and will focus on the expectations from Development Matters / Early Years Outcomes. Geographical understanding can be developed through stories, songs, games, imaginative play, child-initiated learning and structured teaching. As pupils progress, they will be encouraged to develop their geographical vocabulary and skills. Geography in EYFS focuses on curiosity, hands-on learning, and understanding the world around them.</p> <p>Year 1 – Year 6</p> <p>Assessment Assessment is carried out in line with the school’s Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson. We assess how well pupils embed concepts in their long-term memory and apply them fluently, developing their understanding, rather than memorising disconnected facts. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.</p>

Lesson Components

Planning - We use the National Curriculum scheme of work as the basis for our planning in geography, but we have adapted this to incorporate our rich local environment. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. We carry out curriculum planning in geography in three phases (long term, medium term and short term).

Teaching -At Austhorpe Primary, emphasis is placed on the development of geographical skills alongside a deep factual knowledge. We teach subjects using a topic-based approach that is linked to enquiry questions. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, storytelling
- Question and answer sessions, discussions and debates
- Individual and group research
- Outdoor learning opportunities including fieldwork in the local area
- Workshops and guest speakers

Adaptive Teaching- All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children can make progress according to their full potential. The wide and varied range of learning experiences, including access to places of geographical significance in the immediate and wider locality, as well as workshops and special events, ensures a broad, balanced and enjoyable geography curriculum that considers all learners.

Digimaps – This subscription provides access to a range of mapping tools and resources such as: a variety of maps, geographic data, and interactive tools that enhance learning and understanding of geographic concepts. This is used progressively through-out school so that geographical skills and knowledge are built upon each year.

Cross Curricula Opportunities-The content and positioning of geography units is designed to develop a coherent and progressive geography curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas. Possible opportunities include:

- English – some of the texts used within English are set in a historical context that brings the periods to life e.g. Who let the Gods out?
- Maths - learn to use numbers when developing a sense of chronology. They also study different number systems from past cultures, e.g. Roman numerals.
- Computing - children use computers or iPad in geography to enhance their skills in data handling and researching information (e.g. census data; old photos and maps) using the internet.
- Art – creating maps and exploring global art styles.
- History– when pupils study the topic of chocolate, they also look at the importance and significance of different geographical locations.
- PSHE – develop their understanding by looking at the establishment of multicultural Britain and the implications of their actions on the environment

Geography Book Expectations

1. Lesson sequence starts with an opportunity to baseline pre-exquisite knowledge through a pre-assessment task or discussion.
2. Recaps are used at the start of the lesson, which focus on key vocabulary and previous topic subject links.
3. Learning intention/title and key vocabulary are highlighted at the start of each learning concept. This is clearly discussed with the pupils and identified on a topic display.
4. Independent learning presented neatly in books with work clearly adapted for different learners. Some work to be written but lesson focus to be on geographical knowledge, skills and vocabulary.

Impact: Consistency in the way books are presented from Y1 to Y6. All books include the agreed formats and layout in lesson/unit sequence.

Resources

- There is a centrally located storage cupboard that contains equipment to enable high quality lessons.
- The library and reading areas contain a good supply of non-fiction book linked to geography.
- Software (Digimaps) and iPads are available to support children's individual research.
- All classrooms have a world map and a globe to refer to in any lesson.
- All teaching staff have a membership to the Geography Association, which provides resources and CPD opportunities. Access to other geography schemes (Grammarsaurus) available to use.
- The local area is an invaluable resource to use to develop fieldwork skills. It provides easy access to a range of different environments to enrich the curriculum, such as Temple Newsam, Barrowby Woods and Crossgates Centre.
- High quality geography workshops and event days take place throughout the year.
- Geography Ambassadors are chosen for each year group and help to promote geography within their class and the school. This involves tasks within class and presenting in geography centred assemblies.