

Leyburn Primary School

Intent:

'A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'

Geography teaching at Leyburn Primary School has a wide application to everyday life, teaching the children about the world and to have a better understanding of how people live in different locations.

Our aims are to fulfil the requirements of the National Curriculum for geography for every child by:

- Developing contextual knowledge of the location of globally significant places including defining human and physical characteristics and how these provide a geographical context for understanding the actions of processes.
- Understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Competency in the geographical skills –collect, analyse, interpret, communicate

Which will lead to:

- ensuring the progressive development of geographical concepts, knowledge and skills;
- developing an understanding and appreciation of their local area;
- ensuring children can apply the knowledge and skills that they are learning through fieldwork.

Implementation

Why has the specific content/ domain knowledge been selected?

The geography topics are the vehicles for the geography curriculum. The topics are inter-connected by geographical threads, such as the concepts of agriculture, resources, natural hazards and biomes. By having the topics centred around these threads, pupils are able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with present day and their own lives. Pupils learn substantive knowledge, such as the location of continents, oceans and cities, but these very much act as an aid to giving children context in which to build their learning around the threads. For example, the children learn about rivers in year 4 and in year 5 they have the opportunity to canoe down a river to see all of the things they have learned in context and revisit prior learning.

Why is it taught in the order that it is?

Pupils learn the core geographical knowledge of a topic before then considering this in the context of their own lives and community. For example, pupils study a country, looking at their global position, the climate and biomes, before then linking this knowledge to understand the problems currently facing the country and how global citizenship can contribute or resolve these problems.

Geography units are taught in a blocked sequence which build on and extend prior knowledge. Prior knowledge is revisited at the beginning of every lesson and regular low stakes assessments address any misconceptions.

Knowledge mats are introduced at the beginning of a new topic and shared with parents. These outline the knowledge and vocabulary that will be covered. Places studied are identified on globes and maps of different scales including digitally.

Fieldwork is carefully planned within and across year groups to give first hand experiences and provide opportunities for data collection and analysis which will deepen their understanding of geographical processes and allow them to interpret a range of sources of geographical information, e.g. aerial photographs. These includes residential visits in key stage 2.

How are British Values taught through geography?

Pupils learn about British Values through geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils 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 e.g. Less economically developing countries and more developed countries. Appreciating diversity encourages positive relationships and shared values as celebrated in the refugees' and fair trade topics in upper Key Stage 2. It promotes tolerance and partnership, within both local and wider communities.

Impact

Our curriculum has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are assessed to be achieving the lesson aims then they are deemed to be making good or better progress. We measure the impact of our curriculum through work scrutiny, pupil discussions and a reflection on standards achieved against the planned outcomes. Children will 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. This will allow teachers to make informed judgements about the depth of children's learning and the progress they have made over time. Geography is monitored by the subject leader and SLT. Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

Impact will be reviewed at the end of the academic year as this curriculum has been in place since September 2019*.

Reviewed February 2021

* Note: Impact still to be accurately measured due to partial school closure for COVID-19.