



Neston Primary School

Geography



## Rationale

*'The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all the knowledge to help bridge divides and bring people together.'*

*President Obama 2012*

At Neston Primary School we are geographers! We want our children to love geography. We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists and weather forecasters involved with their locality and beyond, working on local issues such as cycle ways, tree planting and litter.

The geography curriculum has been carefully crafted so that our children develop their geographical capital. We want our children to remember their geography lessons in our school, to cherish these memories and embrace the geographic opportunities they are presented with!

Recently the Year Six Class visited Stackpole for a residential visit and also completed The John Muir Award which '... encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration.'

Bringing geography alive is important at Neston Primary School.

## Intent

The geography curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

"You can travel the seas, poles and deserts and you see nothing. To understand the world, you need to get under the skin of the people and the places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it."  
Michael Palin.

We want to equip our children with not only the minimum statutory requirements of the geography National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

We want our children to incorporate the benefits of living in a rural community while on our doorstep there are rich and diverse places and environments, such as the cities of Bath and Bristol, nearby Lacock, the river Avon, Brunel's Box Tunnel and Great Western Railway. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC

(spiritual,moral,social and cultural) curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the geography curriculum.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions.

For example, a Year 3 class visit to HMS Britain and Clifton Suspension bridge, allowing for cross-curricular links to history. We are hoping to build in more visits such as an open air top bus in Bath. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

## **Implementation**

Throughout the year of 2020 to 2021, the geography curriculum was carefully re-built and the learning opportunities and assessment endpoints for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. We believe that our pupils need to be actively involved in making sense of their learning and therefore an enquiry approach was implemented, encouraging higher-order thinking and allowing our children to explore in a way that is meaningful to them. We intend to use the enquiry as a stimulus to build intrigue and draw them in.

The geography strands are revisited in a progressive manner from KS1 through lower KS2 to upper KS2. For example, when encouraging an understanding of places and connection, Year 1 focus on naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom. This understanding of our place in the world develops in Year 3 where the children name and locate the countries of Europe and identify their main physical and human characteristics. Then in Year 5 the children name and locate some of the countries and cities in the world.

We've considered:

- The NC and how it will influence what is covered in terms of knowledge and skills
- Sense of place and how to balance knowledge acquisition with supporting children's emotional connections/sensory and experiential responses to place and people
- We've thought about Geography's big ideas and how the 7 key concepts (place, space, scale, environment, environmental impact, cultural awareness and interconnections) help to frame the learning of geographical skills and knowledge
- How to support the children as active global citizens and how enquiry based learning can be used to raise the level of the children's engagement through embedding learning in pupils' interests
- We've thought about the unique setting of the school and the community and the importance of building learning through the school setting by the creation of experiential opportunities of the world so that they're both meaningful and memorable while making comparisons at a range of scales from the concrete and local to the abstract and global
- Finally, we've considered personal development in terms of attitudes, values and beliefs – how the school's learning culture and commitment to the Neston Promise underpin the teaching of a broader set of principles such as being open-minded, reflective, a good decision maker, fair, enquiring etc.

Our subject leader has developed a year group specific, long-term curriculum map, which identifies when units will be taught across the academic year and links prior knowledge to new learning to deepen children's understanding. We empower our teachers to make adjustments where they can make meaningful links across subjects.

Lessons are taught within units following the curriculum map. Class teachers are best equipped to plan for these and are encouraged to utilise the plans found on the National Geographical Association.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, using engaging activities and resources, including knowledge organisers, in order to achieve them. We use the excellent resources from the Learning Hub (previously known as WSLR).

We ensure that sufficient time is allocated to geography and that geographic subject matter can be revisited frequently in order to ensure that the children meet their geography end points. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

## **Impact**

We use both formative, including the use of questioning and knowledge organisers, and summative assessment in our geography lessons. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including providing greater challenge when necessary. The assessment endpoints for each phase have been carefully mapped out and further broken down for each year group. This means that skills in geography are progressive and build year on year. Children in Foundation Stage are assessed within the EYFS framework.