



How we teach *Geography* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*



Autumn 2021

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

Created to be like God, we are all individual, different, and precious. As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their lives and **learning**. **Living** like Jesus, we think and act with **generous** and **forgiving** hearts in the strategic and day to day life of the schools, so that everyone can flourish. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Newton Regis and Austrey Church of England Primary Schools.

Curriculum design

Our curriculum is ambitious and is based on the national curriculum but we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing these, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered diversity, environmental awareness and health education when designing our curriculum. For the

National Curriculum Document, please [click here](#)

Our Learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

What is Geography?

Our KS1 definition

Geography tells us about our planet and the world we live in. We learn about all different places on Earth. People trained in **geography** are called geographers.

Our KS2 definition

Geography is the science of the Earth's surface, its atmosphere and its features. Geography informs us about our planet the world we live in. We learn about different places, the continents and countries as well, as the oceans, rivers, deserts or mountains on our planet. People trained in **geography** are called geographers.

"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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time" DfE 2014

The national curriculum for geography aims to ensure that all pupils:

- ✓ Develop contextual knowledge of the location of globally significant places - both terrestrial and marine
 - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ✓ Understand 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
- ✓ Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Intent

At Austrey and Newton Regis, our geography curriculum inspires pupils to be naturally curious about the world and its people. It has been developed to ensure a full coverage of the National Curriculum and more. The unique, enquiry-based approach parallels our science curriculum. It develops contextual knowledge of both local, national and global significant places delving into physical and human geographical features. Our Curriculum, allows for broader, deeper understanding of the four areas of geography identified in the curriculum. All staff are committed to providing a stimulating, engaging and challenging learning environment throughout our schools there is consistency across both key stages with well-planned vocabulary that builds on prior learning, broadening knowledge as children progress into the able "geographer" ready for key stage 3. Respecting our environment is evident in all of our curriculum with an emphasis on Geography and looking after our fragile world.

Implementation

Geography is taught as a discrete subject discipline (alternating with History) throughout the academic year. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. Our medium-term plans show clearly how each lesson links to our curriculum intent, Christian vision and values, our learning behaviours and British Values

LONG TERM PLAN FOR Geography

Cycle A 2022/23

	Y1/2	Y3/4	Y5/6
Autumn 1	Hot and Cold Places Oceans and Continents	Oceans	
Autumn 2		Natural Disasters	Central and South America
Spring 1	United Kingdom		Forest Biomes
Spring 2		European and North American Cities (including Russia)	Rivers and Deserts
Summer 1	Coasts	Mountains	Amazon Rainforest Climate zones, biomes and vegetation belts
Summer 2			

Cycle B 2021/22

	Y1/2	Y3/4	Y5/6
Autumn 1	Weather	Mapping Skills	
Autumn 2			
Spring 1	Oceans, Seas, Continents, Asia	Food miles and Fair Trade Distribution of natural resources	The Polar Regions
Spring 2			Islands of the World
Summer 1	Geography fieldwork of the Local area, compass points, mapping	Geography fieldwork of the Local area Compass points	
Summer 2	Settlements		

Examples of links

- The Polar Regions in Year 5 and 6 links with our Science "Classification and Adaption" as children learn how animals in the Arctic and Antarctica have adapted to their harsh environment. At the same time, they study Shackleton's Journey in English.
- Oceans and Deserts in Year 3 and 4 also link with the Science "Living things and their habitats".
- Geography field work on our local areas also links stringing with our School Value "Community"
- Y1 and 2 study hot and cold places which is built upon in Year 3 and 4 when they study deserts and then Y5 and 6 with their detailed study of the Polar Regions.
- Geography field work on our local areas also links with our School Value "Community."

Respecting the Environment

Our Geography Curriculum also has strong links to how we look after and respect our environment. Examples include:

- Changing seasons in EYFS
- Coastal Erosion in Year 1 and 2
- Food miles and oil pollution in Year 3 and 4
- Deforestation in Year 5 and 6

Each unit of work has a knowledge organiser which is used throughout the unit of work. Each classroom also has a working wall which includes:

- The subject that the children are studying
- The unit of work that they are studying
- The knowledge organiser

- The learning journey questions from the medium-term plan

Impact

At the beginning of each unit the children complete a quiz. At the end of the unit they repeat the quiz to show what they have learned. At the end of each lesson, teachers assess against the questions in the medium-term plan. These are available to all teachers so they can revisit the learning that is needed before beginning a new unit. In order to assess if the children are committing knowledge to long term memory, we use an 'interrupting the forgetting' strategy which will include reinforcing links to previous learning both within and across the year groups; using knowledge organisers from past learning, using quizzes from previous learning and year groups and reading books that link to previous learning to children using story time.