



# Geography Rationale

## Geography rationale

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

Geography at Primary level helps children to gain knowledge and understanding of the world, its environments and places near and far, as well as the processes that create and affect them. A fundamental role of geography at Lothersdale Primary School is to allow children to explore the world around them, which provides the necessary cultural capital to become global citizens.

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

At Lothersdale Primary School we also believe it is imperative that a geographer doesn't just answer questions but also asks and debates them to enable the children to 'know more and remember more' by questioning and discussing:

- What could/should the world be like in the future?
- What can we do to influence change?

As Lothersdale Primary School is in an area of beautiful natural landscapes, this allows the curriculum to be developed through geographical fieldwork to ensure all children gain a strong understanding about the local area. Encouraging children to understand the geography of their local area and to spend time outdoors is also proven to improve mental health. Therefore, the curriculum developed at Lothersdale Primary School enables children to explore, discover and make sense of the world around them by comparing the local area to places further afield thus enabling them to 'know more and remember more'.

Intent
<ul style="list-style-type: none"> <li>• Children are provided with the knowledge to enable them to formulate questions, investigate similarities and differences between different places.</li> <li>• Engage children to discuss ideas with increasing curiosity and understanding</li> <li>• Sequence of learning carefully planned and delivered through thoughtful practice to expand children’s fluency before gaining mastery and an alteration to retain more knowledge within the long term memory.</li> <li>• Ensure children are alert and aware of the forever changing world around them are able to explain how and why places (near and far) are changing as well as being able to predict any further changes.</li> <li>• To engage children with cross curricular links whereby children apply language knowledge and mathematics therefore enriching the children’s understanding of all subjects.</li> </ul>
Implementation
<ul style="list-style-type: none"> <li>• Teachers will plan lessons to deepen children’s knowledge further and will allow sufficient time to fully investigate places and their features before moving on to new learning. This is achieved through blocked learning.</li> <li>• Blocking enables children to become fluent in their knowledge by allowing sufficient time to immerse themselves with the new learning as well as knowledge recalls provided throughout the year to aid knowledge to be embedded into their long term memory.</li> <li>• Teachers planning will include and show a substantive and disciplinary approach to geography learning. This therefore allows children the increasing opportunity to apply knowledge in an appropriate but inventive ways.</li> <li>• To have a balanced curriculum that has a clear sequence of learning with natural links to other curriculum areas.</li> </ul>
Impact: to be reviewed at the end of the year

### Substantive and disciplinary knowledge in geography

**Substantive knowledge** in geography is based on the knowledge of the key concepts of geographical understanding. All these terms will be taught throughout the school. These are:

<b>Location</b>	To develop children’s knowledge of the location of significant places, including land and sea.
<b>Place</b>	Know similarities and difference of significant places, including land and sea.
<b>Human and physical features</b>	Know and understand the processes that provide the human and physical features of the world. Also knowing how these can change over time and that they are reliant upon other processes too.
<b>Geographical skills and fieldwork</b>	Know how to collect, analyse and communicate geographical data through experiences of fieldwork. Know how to interpret a range of geographical information and present this in a variety of ways, including through maps, numerical skills and written formats that are year group appropriate.

Geography provides a range of opportunities for children to learn about their locality as well as places worldwide. At Lothersdale Primary School, children will be given opportunities to study locations, places, environments and human and physical features. Whether it is the positioning of telephone boxes locally or rivers globally, studying distribution will allow children to question and notice geographical patterns, leading them to consider the reason for and the impacts of these and to ask further questions leading to a mastery understanding and retaining of the knowledge into the long term memory.

**Disciplinary knowledge** in geography is the process of engaging children to use the substantive knowledge they have learnt about the world around them to make links between different areas of the curriculum. Geography knowledge will allow children to access how and why places are changing and enables them to predict for any future changes that may happen. Children will also apply this knowledge to explain possible outcomes (could and should changes) for the future of the world in which they live, thus providing them with the opportunity to become effective global citizens and being actively aware of the actions they make towards the world around them.

“Geography is a subject which builds on young people’s own experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives.” QCA

### **Creativity in geography**

“Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world.” QCA

As geography is a diverse subject it holds a range of opportunities for natural cross-curricular learning, whether that may be representing data in tables, charts or graphs, scientific enquiry into how volcanoes erupt and cause different rock formations or a persuasive written piece about environmental issues, there are numerous opportunities (which are deliberately and carefully planned for) in promoting geographical knowledge to be applied in creative ways throughout the school to make connections from ‘old’ knowledge to create ‘new’.

### **Assessment**

Prior to any learning, children will be assessed at the beginning of the sequence of lessons. This will then impact the learning and delivering of knowledge as any misconceptions will be a priority to address. This allows all children the opportunity to demonstrate any connected knowledge held in the long term memory they already obtain. End of unit assessments (ARRRGH!s) take place approximately two weeks after the end of the unit. Further recalls (ARRRGH!s) take place throughout the academic year in order to fully embed knowledge into the children’s long-term memory. These can be presented in different ways; teachers decided upon the most appropriate, age-related way of obtaining the children’s knowledge.

### **Subject Leader - CPD**

Global teacher award – NG June 2021