



Geography at Burton Joyce Primary School



Geography forms an important part of our curriculum. We follow the National Curriculum and deliver an ambitious, knowledge-based geography curriculum that aims to inspire children's curiosity to know more about their own locality and the wider world. As a school, we aim to inspire curiosity and fascination about the UK and the wider world and wholly develop each child's geographical skills, understanding and knowledge using a wide range of primary and secondary sources. Our geography topics are detailed and there is a clear, progressive sequence in the learning journey. This helps children gain skills to be able to utilise maps in 'seeing', understating, interpreting, recognising symbols and features, from the local to the globe; by providing opportunities to develop and enhance the core skills to do so. We aim to enthuse, support and challenge all abilities through high quality teaching and learning of geography, where children are encouraged to engage in meaningful discussions using appropriate vocabulary.

Curriculum design and sequencing of content

Our knowledge rich curriculum is ambitious and designed to equip children with the necessary knowledge, skills and understanding to think and act like a geographer. As children progress through the phases of our school they are taken on a progressive, in-depth geographical journey enabling them to build on prior learning and use existing knowledge to deepen their geographical understanding. A geography topic is studied in all year groups each term (see topic overview) and topics are linked by relevant content to our school context.

At BJPS, we start each geography unit looking at the bigger picture and identifying what the important areas in our world are, before focusing in on the specific area(s) being studied. This allows children to hook onto previous learning and gives them a context to the continent/ country/ city that they are learning about. Each geography unit begins with a main enquiry question (see grid). A series of lessons are then carefully planned for progression and depth, all with their own individual enquiry question. As children journey through the unit, they will develop the knowledge and skills they need in order to answer the main enquiry question and present their findings in a variety of different ways.

At the beginning of each geography unit taught at BJPS, we have a discussion to identify what knowledge children have retained from prior learning and explore new vocabulary for the geography unit that is being studied. At BJPS, we use knowledge organisers that contain key facts, maps, information and vocabulary that children need to have a basic knowledge and understanding of a topic. We recognise that we need facts in order to think like a geographer, but we also need concepts to enable us to group bits of information, or facts, together.

At BJPS, we promote inclusive practice and seek to provide engaging learning opportunities for all children to enable everyone to access the geography curriculum. Through careful planning, we ensure that all learning experiences are appropriately constructed to enables all learners, irrespective of academic ability or need, to meet the intended learning objectives.

Oddizzi and Digimaps

As a school, we have done some research to identify useful resources to support the planning and teaching of geography across the school. We have bought into two online geography resources that support both teachers and children to develop as geographers. **Digimaps** offers teachers and children access to a range of

interactive maps and geography resources. This is incorporated into planning for teaching whole class and is also used on Ipads for children to access. **Oddizzi** provides teachers with high-quality primary geography resources to support with planning. The children all have a log-in for Oddizzi which enables them to practice their knowledge through quizzes.

Retrieval Practice

To ensure children retain knowledge that has been taught, they take part in regular mini-quizzes and retrieval activities. 'SPARK' is used as an interactive tool used to quiz the children and give feedback to teachers to enable them to identify next steps. Our knowledge organisers are used regularly to support the learning of new information and vocabulary and are also used as a quizzing tool to revisit concepts and ensure knowledge is sticking.

Community Connections/ Our local area

Our local links with the Burton Joyce History Society continue to develop and they have supported us with the design of our geography (and History) curriculum as well as providing present day and historical photographs and maps of the local area. Thinking geographically offers a uniquely powerful way of seeing the world and allows children to make connections between scales, from the local to the global.

Some of the geography units chosen in our curriculum are pertinent to our local area and give the children a real context to their learning. For example, Year 1/2 explore the River Trent (which runs through our village) and Burton Joyce Railway, whilst Year 5/6 research what Burton Joyce is doing to tackle climate change.

Substantive Concepts

Substantive concepts form an integral part of our geography planning and support teachers in reinforcing the knowledge of recurring concepts over different areas of geography. Our whole school detailed overview of substantive concepts is used and incorporated into planning; this ensures that key concepts are revisited and extended as pupils' journey through our school. This allows children to hook onto previous learning to enable them to deepen their geographical knowledge and understanding.

Lens

Geographical lenses enable us to analyse geography in different, interesting ways. By using geographical lenses, we can equip our children with the ability to achieve a deeper understanding of the local area and the world around them. When planning and teaching geography topics, we adopt an enquiry approach and each topic will incorporate our 'Geographical Lens': -

- **Locational** → Location and place are used to identify a point or an area on the Earth's surface or elsewhere.
- **Space and Scale** → Space being the location of points, features or regions in absolute or relative terms and the relationships that connect them. Scale being the 'zoom lens' that enables us to view places from global to local levels.
- **Physical features** → Physical features are natural features on the surface, such as water, mountains and deserts.
- **Human Features** → Human features of a place come from human ideas and actions. They include bridges, houses and schools. Human characteristics of place also include land use and density of population.
- **Change and Sustainability** → An increased demand for resources such as energy, food and fuel means that developing sustainable resources is critical to protect the environment.

These are clearly represented on our planning overview to ensure there is a good coverage of each lens, across the whole geography unit. There is a progression for each lens throughout the key stages to enable children to build on prior learning and develop as geographers.