



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 our local area (Burton Joyce), our city (Nottingham), the UK and the wider world. We aim to 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', understanding, interpreting, and recognising symbols and features from the local area to the rest of the world; 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 using a 'zoom in, zoom out' approach, beginning with our youngest children (FS/KS1) focusing on our school grounds and local area and our KS2 children beginning with where we live and 'zooming out' to the city/ country/ continent they are studying. We believe this allows them to develop their locational knowledge and provide context to their learning, as well as providing opportunity for them to hook onto previous learning. 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.

Each geography unit has an overarching/ main enquiry question (see geography subject overview). 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 to answer the main enquiry question and present their findings in a variety of different ways at the end of the unit. This is an opportunity for teachers to assess what children have learnt and remembered.

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 and appropriate adaptations, we ensure that all learning experiences are appropriately constructed to enable 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 through our carefully constructed spaced retrieval timetable. This gives children the opportunity to revisit current and prior learning. 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 transferring into children's long term memory.

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 area to the wider world.

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 'What is special about our place' focusing on the school grounds and the local environment and Year 3/4 study the River Trent (which runs through the village) during their rivers unit.

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. These substantive concepts are also evident in planning and are explored with children during pupil voice monitoring activities.

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':

Space and Scale	Location and place are used to identify a point or an area on the Earth's surface or elsewhere.
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 mean that developing sustainable resources is critical to protect the environment.

Map skills	Using world maps, globes and atlases to locate countries and continents study. To locate important areas of our world.
Fieldwork	The opportunity to learn directly in the real world outside of the classroom, feeding children's curiosity about the world around them.

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