



Itchen Abbas Primary School

'Growing Hearts and Minds'



Subject Development and Rationale

Geography

Intent of our Geography Curriculum

Itchen Abbas is a rural village in the valley of the River Itchen about 4 miles north of Winchester. The river runs through the village and the area is popular with hikers and walkers.

The Manors of Itchen Abbas and Avington were important within in the village and residents worked for the manors. Farming and arable land use, was and still is, significant in the area. This includes the farming of watercress which created the need for the Railway Service, now known as the Watercress Line, which was also a vital transportation link during both World Wars. The line stopped operating in the late 1930's and is now a preservation site. The area is close to the coast with two thriving ports in Southampton and Portsmouth and with the New Forest and leisure beaches within a 40-minute drive.

Most people who live in the community were born in the UK and migration and immigration into the area are low. Therefore, the community does not have a high level of diversity and children are not typically exposed to diversity within their daily lives. In recent years, since Covid, the school has seen more children join the school from abroad. However, most are white middle class with parents who were working abroad and children attending British Schools. A small number of families new to the school are from Ukraine and are refugees.

According to the 2011 census, Itchen Abbas has a higher education level than the average for England. The percentage of adults in higher paid, managerial and professional jobs is above average and this manifests into high expectations and ambition for children from their parents. Levels of deprivation are low in the area. Most people commute to their places of work although some families are still involved in farming.

There is very little trade in the village – one pub and Avington Park, a private estate which can be hired for weddings. Transportations links are poor; there is an infrequent bus route and the local train station has been closed for many years. Roads are rural, many without street lights or pavements. Therefore, families rely on cars for transportation. Many families who live in the area including parents and relatives of children in our school, commute to work, including to London. Most children are used to holidaying abroad and have experienced many tourist destinations abroad and within the UK.

Therefore, through our geography curriculum, we will give our children:

1. A good knowledge of local geography and how this relates to our county, our country and the world beyond.
2. Understanding of life within a large town or major city as our children mostly live within a village or the surrounding area.
3. As there has been little migration into the area, it is also important that children have their awareness and acceptance of diversity and different cultures heightened with an understanding of migration and current reasons for migration, including human and physical geographical reasons
4. Understanding of other cultures across the world will also increase children's understanding and awareness of diversity and cultures.

Implementation of our Geography Curriculum

The implementation of geography is supported by:

Scheme of Work

- A 2-year cycle scheme of work which ensures that all children have a broad balanced geography curriculum.
- Physical geography involves investigating and responding to Earth's natural characteristics and behaviours. Human geography is the study of human behaviours – how people organise their communities, gather and distribute resources and adapt to their environment. Therefore, geographers must be analytical, critical thinkers with the ability to reason about and interpret data. Therefore, through our scheme, we aim to develop these skills.
- Each topic has an outcome or end point designed so that the children can demonstrate their learning through the topic.
- The scheme includes many local geography topics such as a local area study, local rivers study and the economic activity of Southampton History.
- Substantive knowledge (content) is built upon so that children are being prepared for future learning. Example: Year 1/2 My School or My Local Area is developed through the UK Locational Knowledge in year 3/4. Changing Rivers in year 1/2 is developed through Rivers and the water cycle in year 5/6. Throughout the school, children also learn about various different locations across the world. Each unit aims to develop a broad geographical understanding of the world.
- Conceptual knowledge is developed through our Geography Threshold Concepts. These enable children to revisit and develop their conceptual knowledge through these threads. These are then tracked through our Threshold Concept Overview.

The Geography Threshold Concepts are:

Investigate Places This concept involves understanding the location of places and their physical and human features.	
Understanding patterns and processes This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. Children will understand that processes are key to explaining what the Earth is like and why it is constantly changing.	
Interpret & communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques. For example: field work, map skills, subject specific terminology.	
Understanding and implementing sustainability This concept involves recognising and understanding that sustainability is a key strategy in a range of areas of Geography. Children will learn how to be responsible and implement sustainability strategies.	

Vocabulary

- Within our scheme and progression and assessment documents, subject specific vocabulary is identified which should be taught within each topic so that children develop an accurate geographical understanding of the terms and can apply them in their communications.

Enrichment

- Trips and visits to local sites of geographical significance are planned into the scheme of work. These are planned into the scheme and are an important part of the learning journey, supporting the acquisition of substantive and conceptual knowledge and encouraging enjoyment and curiosity within the subject.
- We have access to Hampshire Library Service to support and enhance teaching.
- Where possible, we speak to local residents to support us.

Support for Staff and Subject Knowledge Development

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore, we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- The subject leader has written the scheme of work, supported by planning available from Hampshire HIAS Geography Team.
- Subject leaders have compiled a support for SEN document which supports teaching in identifying how to support children with additional needs so that all children have access to the full curriculum.
- Medium Term Plans are planned by teachers based on the scheme of work and planning from HIAS Geography Team.

How this Subject Works Alongside Others

- Where possible cross curricular links are made with other subjects. Where clear links with other subjects are made (for example art, DT, Geography), these are mapped out on our curriculum map. Our curriculum map is designed by subject leaders and the Curriculum Lead has overall responsibility for ensuring accuracy.
- Where possible, links are made with core subjects. Where there is a written outcome, this will be a site of application writing task where children have the opportunity to demonstrate their writing skills. These skills can be quickly revised, however, geography lessons should not become English lessons but keep the focus on the geographical content and understanding.
- In all topics, there are opportunities for cross-curricular links within specific lessons. An example is using geographical reasons for historical settlement, for example, the impact of the River Nile on the success of the Egyptian Civilisation.
- We aim to develop children's understanding of different cultures and diversity by focusing on migration – what pushes and pulls there are when people migrate. Links are made to historical migration to support children's understanding of how pushes and pulls are similar and different.

Early Years

In Early Years, geography is taught through a topic based approach which is developed each year through the children's interests. Teachers plan short topics based on the needs and interests of the children. Children can achieve these through continuous provision with enhancements adjusted to the children's needs, through child-led or adult-led activities. The Early Years Leader has developed progression maps which identify which skills will be taught at which stage to support children's geographical development so they are ready for year 1 learning. We anticipate seeing geography in the Early Years through the following areas and specific goals:

Communication and Language	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
Literacy	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
Understanding the World	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Impact of our Curriculum

Assessment and Progression

- Progression documents inform teachers of the level at which each class or year group need to be working to achieve age expectations.
- At the end of each unit is a final outcome where children are able to demonstrate what they have learnt
- Teachers assess children's understanding of concepts and knowledge through observation and the final outcome and record this on wider curriculum assessment records. These are then used to inform future planning.

Monitoring and Pupil Voice

- Subject leaders evaluate the impact of teaching and learning through pupil voice of different groups of children and abilities. This supports the subject leaders evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD
- Teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.