

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*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2026

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Curriculum Statement

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.

The biblical and theological ideas that have shaped our vision are as follows: Created to be like God, we are all individual, different, and precious.

As a 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**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school.

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 Austrey and Newton Regis 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 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.

Our KS2 definition

Geography is the science of the Earth's surface, its atmosphere and its features. Geography informs us about our planet and 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.

"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"

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 consistencies 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 changing 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.

Cycle A

	Y1/2	Y3/4	Y5/6
Autumn	Hot and Cold Places Oceans and Continents	Oceans	European and North American Cities
Spring	United Kingdom	Natural Disasters	Central and South America
Summer	Coasts	Mountains	Amazon Rainforest and biomes

Cycle B

	Y1/2	Y3/4	Y5/6
Autumn	Weather	Geography Field Work, local <u>areas</u> and compass points	Local Geography
Spring	Oceans, Seas, Continents, Asia	Food Miles and Fair Trade Distribution of Natural Resources	The Polar Regions
Summer 1	Geography fieldwork of the Local area, compass points, <u>mapping</u> and settlements	Rivers and Deserts	Islands of the World

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.

Oceans in year 3 and 5 also links with the Science "Living things and their habitats".

Geography field work on our local areas also links stringing with our School Value "Community"

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

Assessment in geography is purposeful, cumulative and closely matched to the knowledge and geographical skills taught within each unit. At the end of each unit, pupils complete a **final assessment activity in the last lesson**, which is designed to reflect the specific content and concepts studied (such as place knowledge, human and physical processes, fieldwork and map skills).

These assessment tasks are **topic-specific and age-appropriate** (for example, creating a map, explaining a geographical process, presenting findings from fieldwork or responding to an enquiry question). Teachers assess pupils' outcomes against **clear, consistent geography criteria**, enabling accurate judgements about whether pupils have met the expected standard for that unit.

Throughout each unit, teachers use ongoing formative assessment strategies, including questioning, discussion and tasks linked to the medium-term plan, to check understanding and address misconceptions. These are available to all staff to support consistency and ensure that key learning can be revisited where necessary before new content is introduced.

To support long-term retention, we use an 'interrupting the forgetting' approach. This includes regular opportunities to revisit prior learning within and across year groups through retrieval practice, use of knowledge organisers and carefully selected texts. These texts help pupils to make connections across their learning and deepen their understanding of the wider world.

As a result, pupils develop a secure and connected understanding of geographical knowledge over time, alongside the ability to think critically, apply skills in different contexts and make sense of the world around them as young geographers.