ONE VOICE
GEOGRAPHY AT
TORKINGTON PRIMARY SCHOOL

nurturing potential, inspiring excellence

INTENT

Geography

nurturing potential, inspiring excellence

INTENT

- **Vision and Ambition**
- At **Torkington,** our Geography curriculum is designed to develop curious, ethically-minded, and scientifically-literate geographers. By implementing the Oak National Academy curriculum from Year 1 to Year 6, we ensure a rigorous, knowledge-rich foundation that empowers pupils to understand the world's diverse places, people, and environments.
- **A Sequenced Journey: KS1 to KS2**
- Our curriculum is intentionally sequenced to build "powerful knowledge" over time:
- **In Key Stage 1:** The focus is on foundational spatial awareness and disciplinary concepts. We prioritise procedural knowledge—teaching pupils *how* to be a geographer through fieldwork, map-reading, and observational talk. While written outcomes are scaffolded by visual cues, the cognitive challenge remains high, focusing on evidence-based decision-making.
- **In Key Stage 2:** Pupils transition to more complex substantive knowledge. They explore the physical and human processes that shape our planet, studied through a lens of "place" (from local studies to global regions). This ensures every child leaves primary school with a coherent mental map of the world and is fully prepared for the KS3 Humanities curriculum.

INTENT

- **Thematic Threads and Disciplinary Depth**
- We do not view Geography as a list of isolated facts. Instead, our curriculum is tied together by recurring "vertical threads," such as:
- **Settlement and land use**
- **Climate and weather**
- **Human impact and sustainability**
- By revisiting these themes, pupils move from local observations in EYFS and KS1 to understanding global systems and interconnections in Upper KS2.
- **Pedagogy and Assessment**
- Our transition to Oak National Academy allows for a consistent approach to retrieval practice. Lessons begin with a "check for understanding" to activate prior learning, while Knowledge Organisers serve as the blueprint for each unit. Learning reviews at the end of each session allow pupils to reflect on their progress, using high-level geographical vocabulary to articulate their findings.

INTENT- SEND

- At Torkington we believe that every child has the right to a rich and demanding Humanities curriculum. Geography is taught as a whole-class experience, ensuring that pupils with Special Educational Needs and Disabilities (SEND) have equal access to high-quality disciplinary and substantive knowledge.
- **Adaptive Teaching with Oak National Academy** Our transition to the Oak National Academy framework enhances our ability to support SEND learners through its incremental design. We ensure accessibility by:
- **Reducing Cognitive Load:** Lessons are broken down into small, manageable steps. High-quality visual cues and dual coding (using images alongside text) help pupils to process complex geographical and historical concepts without being overwhelmed.
- **Adaptive Resources:** By delivering lessons electronically via the Oak platform, teachers can instantly adapt the presentation of materials—adjusting font sizes, background colours, or using screen-read technology—to meet individual sensory and learning needs.
- **Scaffolded Retrieval:** We use Oak's built-in "Check for Understanding" quizzes and Knowledge Organisers to provide consistent retrieval practice, which is vital for pupils who struggle with working memory.

INTENT - SEND

- **Intervention at the Point of Need** While the curriculum remains ambitious, we provide scaffolds for our learners. Our teachers and Teaching Assistants provide targeted, "in-the-moment" support. This might include:
- Pre-teaching key vocabulary (e.g., topography or chronology) before the lesson.
- Providing word banks and sentence starters to support written outcomes.
- Using iPads and assistive technology to allow pupils to record their findings through voice-to-text or visual mapping, ensuring that a physical barrier to writing does not hinder their progress as geographers.

IMPLEMENTATION

GEOGRAPHY

nurturing potential, inspiring excellence

IMPLEMENTATION

- A Knowledge-Rich Framework:
  To ensure our pupils receive a rigorous and high-quality geography education, we have transitioned to the Oak National Academy curriculum. This framework provides a coherently planned and sequenced journey that builds "powerful knowledge" from Year 1 to Year 6. By utilising Oak's expert-led resources, we ensure consistency in teaching and a sharp focus on both substantive knowledge (the facts and locations) and disciplinary knowledge (the skills of a geographer).
- Strategic Sequencing (The 6-Lesson Model):
  We have carefully condensed the Oak curriculum into a bespoke six-lesson per term structure. This allows for deep-dive learning that fits our humanities timetable while ensuring no core National Curriculum objectives are missed.
- Spiralled Learning: Our curriculum is designed so that key concepts—such as spatial sense, scale, and human impact—are revisited. For example, foundational map skills in Year 1 ("Local Area") are built upon in Year 3 ("Climate Zones") and refined in Year 6 through the study of Global Supply Chains.
- Balanced Themes: Each year group explores a balance of physical processes (e.g., Restless Earth, The Water Cycle) and human geography (e.g., Settlements, Trade, and Globalization).Developing the "Geographer's Toolkit"
- Implementation focuses on moving pupils from 'learning about' a place to 'investigating' it
- Fieldwork & Enquiry: Fieldwork is central to our implementation. Following the Oak rationale, pupils engage in practical enquiries—starting with the school grounds in KS1 and moving to sustainability audits and environmental data collection in KS2.

IMPLEMENTATION - GEOGRAPHY

- Technical Vocabulary: We explicitly teach tier-three vocabulary (e.g., topography, biome, infrastructure) to ensure pupils can articulate geographical patterns with precision.
- Digital Integration: We leverage technology and GIS (Geographical Information Systems), including digital mapping and satellite imagery, to bring distant continents into the classroom.
- Retention: Lessons begin with cumulative retrieval practice to ensure knowledge is transferred to long-term memory.
- Adaptation for All: While we follow a whole-class teaching model, the Oak resources are adapted to support all learners. We use visual cues, scaffolded dual-coding, and pre-teaching of vocabulary to ensure our SEND pupils achieve the same ambitious outcomes as their peers.
- Assessment: Impact is tracked through end-of-unit reflections, allowing teachers to identify gaps in understanding immediately and address them in the following lesson.

ASSESSMENT

- Our assessment framework is designed to ensure that geographical and historical knowledge is not just covered, but remembered and applied. By moving to a structured six-lesson unit model, we have created consistent "checkpoints" to track pupil progress.
- **Summative Assessment: End-of-Unit Records (Years 1–6)** At the conclusion of Lesson 6, all year groups complete a summative end-of-unit assessment. These assessments provide a formal record of a child's progress and their ability to apply "disciplinary skills"—such as interpreting maps. These records are used by teachers to guide future planning and ensure that foundational knowledge is secure before it is revisited in the next academic year.
- **Daily Reflection: Learning Reviews and Retrieval** Every lesson concludes with a structured **Learning Review**. This provides pupils with the opportunity to reflect on their learning and explicitly link new information. These reviews often include low-stakes retrieval quizzes (supported by Oak National Academy's exit quizzes), which help move knowledge into the long-term memory.
- **Humanities in the Early Years (EYFS)** In the Foundation Stage, progress in 'Understanding the World' is captured through ongoing teacher observation. We assess how children develop an initial sense of "place" and "time" through their immediate environment and personal stories. These teacher-led assessments ensure that children are ready for the transition to the formal Year 1 curriculum.

IMPLEMENTATION

Whole School Geography

- Our curriculum is not a series of isolated topics; it is a carefully constructed progression of skills and knowledge. By following the **Oak National Academy** framework, we ensure that the "Foundational Knowledge" acquired in EYFS and Key Stage 1—such as identifying local landmarks or understanding the four seasons—is systematically developed and enhanced as pupils move into Key Stage 2.
- **Vertical Threads of Learning** We have identified key "threads" that run through our Humanities curriculum from Year 1 to Year 6. This allows children to build a "mental map" of the world that grows in complexity. For example:
- **Spatial Sense & Mapping:** Progresses from drawing simple maps of the school grounds (Y1) to using digital GIS mapping to identify global earthquake patterns (Y6).
- **Human Impact & Sustainability:** Moves from observing local weather (Y1) to investigating the sustainability of our school through fieldwork (Y5) and understanding global supply chains (Y6).
- **Place & Interconnection:** Starts with our local area, moves to contrasting UK regions like the Lake District (Y4), and culminates in studying the complex ethics of international trade and globalization (Y6).
- **Strategic Design (The Condensed Model)** To ensure depth over breadth, we utilize a **bespoke 6-lesson per term model**. This allows us to focus on the most "powerful knowledge" within each unit. Our Subject Leaders have carefully selected and combined units—such as our Year 6 study of *'Farms and Factories'*—to ensure pupils grasp complex concepts like globalization and ethics with a solid grounding in locational knowledge. This strategic approach ensures that by the time our pupils leave Torkington, they have the disciplinary expertise to think, act, and speak like true Geographers.

GEOGRAPHY IN EYFS

- Locational Knowledge- Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local
- area)
- To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know that usually water is represented in blue on a map or
- globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field,
- building, road, house, old).
- Place Knowledge-Discussing how environments in stories and images are different to the environment they live in.
- To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries. Human and Physical Geography- Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around
- them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school
- grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that
- there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately
- (sea/ocean, lake, river, pond)* To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house,
- old).*
- Geographical skills and Fieldwork- Ask questions about the world around them, Commenting on the features they see in their school and school grounds,
- Answering simple questions, guided by the teacher, Creating some of the features they notice in their school and school grounds, Expressing their likes and dislikes
- about a specific place and its features, beginning to explain their reasoning.
- Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing
- features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.
- To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind)

IMPACT

GEOGRAPHY

nurturing potential, inspiring excellence

IMPACT

- The impact of our geography curriculum is evidenced by pupils who are not only knowledge-rich but also analytically minded. Our children leave Torkington as inquisitive global citizens who can articulate complex connections between human activity and the natural world, underpinned by a deep-seated sense of environmental and social responsibility. We measure the success of our curriculum through the following lenses:

- 1. Secure Retention and Progression:
Through our spiralled curriculum and consistent retrieval practice (including Oak's "Check for Understanding" quizzes), our pupils demonstrate high levels of knowledge retention. They can connect prior learning to new concepts—for example, building on foundational "Spatial Sense" in Key Stage 1 to analyse complex "Global Supply Chains" in Year 6.
Outcome: Pupils leave each year group with the "substantive knowledge" required to access the next stage of their learning journey.
2. Geographical Oracy and Literacy:
A key indicator of our impact is the precision with which our pupils speak and write about the world. By explicitly teaching Tier 3 vocabulary from the Oak framework, our pupils can confidently use terms such as topography, infrastructure, globalization, and biomes to describe geographical phenomena.
Outcome: Pupils are articulate and can explain the "why" behind geographical patterns, demonstrating deep disciplinary understanding.

- 3. Mastery of the "Geographer's Toolkit:
"Our pupils demonstrate a growing proficiency in geographical skills. This is evidenced in their ability to:
-Use and interpret a range of maps, from simple sketches to digital GIS (Geographical Information Systems).
-Conduct independent fieldwork enquiries, such as the Year 5 sustainability audit or Year 6 environmental analysis.
-Analyze and draw conclusions from geographical data, identifying the "Restless Earth" patterns of volcanoes and earthquakes.
Outcome: Pupils are equipped with the practical tools needed to investigate the world around them.

- 4. Preparedness for the Future (KS3 and Beyond):
The strategic design of our curriculum—specifically our condensed focus on complex themes like trade, ethics, and environmental stewardship in Year 6—ensures that our pupils are exceptionally well-prepared for the Key Stage 3 Humanities curriculum.
Outcome: Our pupils leave Torkington not just with a collection of facts, but with a coherent "mental map" of the world and a sense of their responsibility as global stewards.

- 5. Data-Driven Achievement:
Our rigorous assessment model provides clear evidence of progress. Formative data shows that teachers are able to pivot their delivery to address misconceptions in real-time. Summative data demonstrates that the vast majority of pupils, including those with SEND, meet or exceed age-related expectations in Geography by the end of each academic year.