



Dishforth CE Primary School



Geography Intent, Implementation and Impact Statement

Intent

At Dishforth CE Primary School, the teaching of geography will inspire our children to develop a curiosity and fascination about the world and its people. Our definition for learning is that our children will know more, remember more and understand more about Geography. Our Geography curriculum will teach children to appreciate their place in God's dynamic and ever-changing world, helping us to become effective local and global citizens.

We want children to become active citizens, growing up with the knowledge that they are guardians of the world and - as individuals - they can make a positive impact to the world in which we live. Geography will teach children to appreciate the diversity in the world among peoples and environments, developing tolerance, respect and compassion towards their global community. Within our enquiry-led Geography curriculum, we seek to equip children with the skills, knowledge and understanding they need to think creatively and critically. High-quality books support children's learning of the world around them. Children are encouraged to investigate and ask questions to enable them to gain a greater understanding of the world and their place in it. At each stage of their geography education, children will deepen their locational knowledge, place knowledge and understanding of human and physical geography. Geographical skills will be built upon at each stage, providing children with distinctive tools with which to successfully navigate and engage with their world at a local, national and international level.

Outdoor learning experiences will be at the heart of children's Geography learning. Children will begin to develop their fieldwork and observational skills by studying their school and its grounds before carrying out a more detailed study of the local area in Key Stage 2. Technology and high-quality texts, will be used to enrich children's locational and place knowledge, as well as, developing their understanding of human and physical geography, diverse places and people. We encourage children to draw upon the skills taught across the curriculum to support them in their geography learning. The teaching of geography will be rich in first-hand learning experiences. Educational visits and visitors (both within the local community and beyond) will be used to enrich the learning experiences of all children and promote awe and wonder.

Implementation

EYFS

Children develop their knowledge and understanding of the world through a range of hands on and outdoor learning experiences. Children learn about the world and its diverse people and places through the use of high-quality texts, visitors and technology. As geographers, children are encouraged to explore and take note of the world around them, using their senses to observe and talking about what they know and have learnt. Children learn through a range of self-initiated and adult directed task. All EYFS children

will have the opportunity to learn about seasonal changes, mapping, Africa and the polar regions (through their topics **Amazing Africa** and **Life in the Freezer**).

Pupils will be taught to:

People, culture and communities

End of nursery	End of autumn term	End of spring term	End of reception
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> Showing interest in the lives of people who are familiar to them; Remembering and talking about significant events in their own experience; Recognising and describing special times or events for family or friends; Starting to show an interest in different occupations and ways of life. 	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> Showing increased interest in the lives of people who are familiar to them; Beginning to understand that not all people celebrate the same things as them; Having an greater understanding about why certain events are being celebrated; Talking about people that are helpful to them both, from within their family and from outside their family. 	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> Drawing information from a simple map; Recognising some similarities and differences between life in this country and life in other countries; Recognising that people have different beliefs and celebrate special times in different ways; Starting to show an interest in different occupations and ways of life; Talking about members of their immediate family and community; Naming and describing people who are familiar to them. 	<p>Children working at the expected level will:</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.

The natural world

End of nursery	End of autumn term	End of spring term	End of reception
<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> Asking questions about aspects of their familiar world such as the place where they live or the natural world; Talking about some of the things they have observed such as plants, animals, natural and found objects; Talking about why things happen and how things work; Starting to develop an understanding of growth, decay and changes over time; Showing care and concern for living things and the environment. 	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> Talking about some of the things they have observed such as plants, animals, natural and found objects; Having greater awareness of seasonal change; Asking questions about aspects of their familiar world such as the place where they live or the natural world; Asking questions about some of the things they have observed such as plants and animals. 	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> Talking about why things happen and how things work; Understanding more about growth, decay and changes over time; Identifying features of living things, such as animals with legs or those with wings; Exploring the natural world around them; Describing what they see, hear and feel whilst outside; Recognising some environments that are different to the one in which they live; Understanding the effect of changing seasons on the natural world around them. 	<p>Children working at the expected level will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage 1 & 2

The teaching of Geography at Key Stage 1 and 2 follows the National Curriculum and is taught in termly topics. Links to other curriculum area such as History are made where it will enhance the learning. At each stage of a pupil's geography education, they will build upon their prior learning, recalling the knowledge and skills taught previously.

At each stage, children will

- Study a distant place; Developing their contextual knowledge of this place and learning about its defining physical and human characteristics.
- Study the U.K and/or Europe
- Develop their understanding of human geography; Learning about farming, Where our food come from and world trade
- Develop their understanding of physical geography by learning about water, mountains, volcanoes, climate and environment
- Develop their competency in the geography skills needed to collect, analyse, interpret and communicate data and information.
- Draw upon skills from other subjects such as maths, literacy and computing to support them in their learning.

Key Stage 1

As Geographers, children in Key Stage 1 will develop knowledge about their locality, the United Kingdom and the world. They develop their understanding and use of vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key Stage 2

As Geographers, children in key stage 2 will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Planning

Long Term Plans: These plans map out the Geography Unit to be covered each term; highlighting any cross-curricular links which could be made.

Medium Term Plans: These detailed plans provide a lesson by lesson overview of the learning objectives and outcomes being taught. It identifies resources needed, key vocabulary to be taught and how the learning objective will be successfully taught to all pupils in each lesson.

Lesson structure

Each lesson will include:

1. **A starter activity** that:
 - ✓ draws upon pupils prior learning
 - ✓ encourages children to use geography vocabulary
2. **Teaching input** will support children's acquisition of key geographical vocabulary. It will introduce children to the geographical skills, concept or knowledge being taught. This input will involve talk by all to share ideas and knowledge, allowing children to develop their geographical vocabulary and understanding. Teacher modelling of the geographical skills and vocabulary being taught will be present to ensure children are confident in their learning.
3. **Independent Learning Task:** an independent, paired or group learning task for children to complete. Teacher supported where necessary.
4. **Plenary:** An opportunity to review and reflect on the learning taught. Children will review key vocabulary, knowledge and skills taught within the lesson. The plenary

may also be used to further stimulate pupil's thinking; encouraging children to ask further question and discuss.

Resources

We use a range of resources to support the teaching and learning of Geography. Some of which are listed below:

- Each classroom stores Geography resources appropriate for the key stage they teach.
- Geographical Association and Hamilton Trust.
- In Key stage 2, additional resources are stored within their shared area.
- High quality books to support the teaching of Geography can be found within the classroom and in our school library.
- There is a dedicated Geography budget and staff are able to request resources to support, supplement and enhance the delivery of the curriculum.

Assessment

EYFS

Assessment of children's understanding and knowledge is achieved through observations and discussions. Evidence towards children meeting their Early Learning Goal for Knowledge and Understanding of the World is collected using photographs and observational notes. Progress towards their ELG is regularly reviewed and next steps are identified. Statutory assessments are made at the end of EYFS.

Key Stage 1&2

Formative assessments are made during each geography lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent learning task. This formative assessment is used to inform further planning, identifying next steps in learning and identify children who require further support and challenge. Children's progress towards achieving end of key stage expectations for Geography is tracked termly to ensure children acquire the skills and knowledge expected at each key stage. Geography progress is updated termly onto the Geography progression grids.

Monitoring

The Headteacher and Geography Subject Leader will monitor and evaluate the quality of teaching and learning of Geography in the school through a variety of methods including:

- Book and planning scrutinise
- Pupil voice
- Learning walks
- Lesson observations
- Analysis of Geography progression grids

Impact

- The impact of our Geography curriculum at Dishforth C of E will be seen throughout school. Through pupil voice, children will be articulate in their geographical findings, talking clearly about their acquired understanding. In geography lessons, children will be engaged and have a positive attitude towards the subject.
- Looking at books, children's work will display the range of skills and knowledge taught through topics. It will show that children of all abilities are able to access the work set and that children have high expectations of themselves in their quality, presentation and understandings.
- Monitoring and assessment in geography will show that most children are making expected progress in the subject and that appropriate opportunities are planned for pupils working at a greater depth.
- As a result, our learners will know more, remember more and understand more about Geography.