



<p style="text-align: center;"><b>Intent</b></p> <p>Geography will inspire our children to develop a curiosity and fascination about the world and its people. Our Geography curriculum will teach children to appreciate their place in our dynamic and ever-changing world, helping us to become effective local and global citizens. 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.</p>	<p style="text-align: center;"><b>Implementation</b></p> <p>Geography is taught termly, through a two-year rolling programme. The children are taught geography one half-term, followed by shorter lessons the next half-term to recap knowledge and skills. At Dishforth C of E we follow an excellent approach to delivering lessons with</p> <ul style="list-style-type: none"> <li>• I do ...</li> <li>• We do...</li> <li>• You do...</li> </ul> <p>Each classroom stores Geography resources appropriate for the key stage they teach, including atlases, globes, I pads for Digi maps and knowledge organisers. We also use the Geographical Association as well as high quality books and digital technology to further inspire children's geographical curiosity.</p>	<p style="text-align: center;"><b>Impact</b></p> <p>The impact of our Geography curriculum 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.</p> <p>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.</p> <p>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.</p>
<p style="text-align: center;"><b>How children with additional needs are supported</b></p> <ul style="list-style-type: none"> <li>• Through visual aids</li> <li>• Tasks broken down into manageable chunks</li> <li>• Pre-teaching of key concepts and vocabulary</li> <li>• Paired/ group work</li> <li>• Or as detailed in their IPM</li> </ul>	<p style="text-align: center;"><b>How more able children are challenged</b></p> <p>Provide opportunities to...</p> <ul style="list-style-type: none"> <li>• Show secure knowledge and demonstration of skills</li> <li>• Make links between the knowledge and skills they acquire</li> <li>• Provide continuous challenge</li> <li>• Through thought provoking questions, which will allow the learners to delve into more detail and understanding</li> </ul>	
<p style="text-align: center;"><b>The focus in my subject this year is:</b></p> <p>Focussing on <b>locational knowledge</b> in terms of their local knowledge branching out to their national and world knowledge.</p>	<p style="text-align: center;"><b>Monitoring plans for my subject this year are:</b></p> <ul style="list-style-type: none"> <li>• Review implementation of new planning format Autumn 2024</li> <li>• Gather data and use assessment within class to monitor progress, identify gaps in knowledge – during KIT days</li> <li>• CPD opportunities for staff to be shared whilst on mat</li> <li>• Subject on a page and Progression of skills to be used to devise planning</li> </ul>	
<p style="text-align: center;"><b>Previous improvements and impact</b></p> <p>Using a range of resources to plan and complete fieldwork tasks (Digi maps/ knowledge organisers) – seeing the difference in maps/ land overtime (contextual knowledge).</p> <p>Fieldwork tasks lead by children (create their own biome, mapping the village, traffic surveys, land use survey, whole school weather monitors).</p>	<p style="text-align: center;"><b>Current improvements</b> <b>Enrichment activities –</b></p> <ul style="list-style-type: none"> <li>• EYFS: Harlow Carr visit to look at minibeasts/ Lotherton Hall to observe penguins</li> <li>• Field work within the village (mapping, land use and traffic survey) – summer 24</li> <li>• Meade Fleet planting a hedge and wildlife impact</li> <li>• Yorkshire Wildlife Park</li> <li>• Yorkshire Water/ LEGO workshop KS2 Aut 24</li> <li>• Rivers (Yorkshire Moor) Van</li> <li>• Interviewing people from Europe (Ana Fillip and Florin Decu) Aut 24</li> <li>• Rivers 2 U van Aut 24 KS2</li> <li>• Whole school Fieldwork weather monitors</li> </ul> <ul style="list-style-type: none"> <li>• <b>Use of resources looking at the Geographical association and staff CPD</b></li> </ul>	<p style="text-align: center;"><b>Ideas for future Improvements</b></p> <p>Building on this idea of our locational knowledge and how this knowledge branches out throughout world knowledge during the two-year rolling programme – completing a key chain to go through school with them.</p>

### **Pupil Voice**

“Geography is my favourite subject because we get to do fieldwork like being a weather monitor” – Y4 pupil

84% of children said that they “look forward to their next geography lesson”

79% of children said that they find geography “fun and interesting”

“I liked it when we did our survey in the village because we all had different ideas and were in charge of the investigation” – Y5 pupil

### **Data/Outcomes**

- EYFS Natural World/ People, cultures, communities – 13% WT, 87% EXP
- Y1 – 100% EXP
- Y2- 11% WT, 89% EXP
- Y3- 100% EXP
- Y4- 14% WT, 72% EXP 14% EXC
- Y5- 12% WT 88% EXP
- Y6- 92% EXP 8% EXC