



Dishforth CE Primary School

Geography Vision Statement



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 Geography curriculum will teach children to appreciate the God's wonderful world, encouraging them to stop and take note.

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 they 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, to investigate and to ask questions to enable them to gain a greater understanding, knowledge and appreciation 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 peoples. 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 Africa and the polar regions through their topics

Amazing Africa and ***Life in the Freezer***.

Pupils will be taught to:

Geography			
30-50 Months	Understanding the World	The World	<ul style="list-style-type: none">• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.• To talk about some of the things they have observed, such as plants, animals, natural and found objects.• To talk about why things happen and how things work.• To develop an understanding of growth, decay and changes over time.• To show care and concern for living things and the environment.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none">• To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none">• To talk about past and present events in their own lives and in the lives of family members.• To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none">• To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 & 2

The teaching of Geography at Key Stage 1 and 2 follows the National Curriculum and is taught in discrete half 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 (KS1), Where our food come from (LKS2) and world trade (UKS2)
- Develop their understanding of physical geography by learning about water, mountains and volcanoes and 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 the world, the United Kingdom and their locality. 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 begin with a starter activity. The purpose of this activity is to:

- draw upon pupils prior learning
- encourage children to use geography vocabulary

An engaging lesson opening which stimulates discussion and encourages children to thinking, take notice and question.

A 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.

Independent Learning Task: An Independent, paired or group learning task for children to complete. Teacher supported where necessary.

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

- Each classroom stores Geography resources appropriate for the key stage they teach.
- 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 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

Assessment in Geography takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken as part of their independent task. Within lessons, teachers are quick to identify any child who may need further support to develop the skills and knowledge necessary to achieve the lesson's learning objective. Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of geography skills and knowledge and can use this knowledge confidently to extend and challenge high attaining pupils. Subject leaders to have a termly meeting with the class teacher to track progress.

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 via the child's learning journey 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

Role of the Subject Leader

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of Geography. Evidence gathered

from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the Geography action plan.