



Geography

Intent

At Dishforth Airfield our learners are encouraged to be inquisitive, to pose questions and seek answers. Our geography curriculum inspires children to look closely at the world around them and develop the skills necessary to be able to interpret what they see.

We want geography to be creative, fun and above all be relevant and meaningful to the children's own lives and experiences. As such we seek to build upon the child's "personal geography" by developing locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, starting with them and their immediate locality before branching out and examining the national and international world. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, exploration and discovery. We encourage the use of cross curricular links, encompassing the use of subjects such as technology, art, and maths as well as allowing opportunities to develop our literacy skills.

We are fortunate to live in a community rich in culture and diversity and we embrace the opportunities this affords us. We celebrate events such as Fijian Day each year and host cultural evenings with food, music and dance from our families. We want to encourage our pupils to be global citizens, educated and aware of the world we live in and the positive impact we can have.

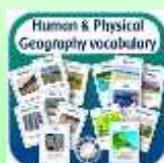
Implementation

Aims and Objectives

- to deliver program of study for Key Stages 1 and 2 of the National Curriculum
- to develop children's knowledge of the world
- to stimulate children's interest in their immediate surroundings and beyond
- to develop an understanding of local, national and world geography
- to develop a sound understanding and appreciation of physical and human geographical features of the world we live in
- to develop an awareness of the environment and natural world we live in and the responsibilities we have to protect it



Know about the physical world around us



We can talk about human and physical geography



We can use a range of geographical skills and carry our fieldwork

At DAPS , good geography is happening when we...

Implementation

Organisation of Teaching and Learning

Early Years Foundation Stage

In the Early Years Foundation Stage, children are supported in their learning through a range of child initiated and adult directed tasks. Children are encouraged to think, talk about and explore the world around them as well as learning about different environment, countries and cultures through stories, non-fiction texts and sharing their own first hand experiences. We are fortunate to have a rich and culturally diverse school community and we are able to draw on this to develop the opportunities for our youngest pupils.

Key Stage 1

Our teaching follows the National Curriculum which sets out that:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific 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

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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 and 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, the grounds and the key human and physical features of the surrounding environment.

Key Stage 2

Pupils should 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:

- 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)
- 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 within 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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 map out the units to be covered each term, during each Key Stage and clas
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught and key vocabulary
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation
- Sticky Knowledge is identified for each Key Stage and actively taught over the year
- Lesson starters and POP quizzes allow us to assess their sticky knowledge as they move through the topic
- Each "topic" has a knowledge organiser. This identifies the key knowledge and skills to be covered and can be used as an aide memoir for students as well as a spring board for learning to develop

Structure of a lesson

- A starter activity to remind pupils of prior learning and encourage children to revisit key facts, use appropriate geographical language and develop their working memory as they acquire new subject knowledge.
- A hook or engaging lesson opening which inspires the children and places the learning in context
- Introduction of key geographical concepts, vocabulary or knowledge with opportunities to talk, explore and share ideas
- Task – independent, pair or group supported by staff as appropriate
- Plenary with opportunity to revisit and reflect on key vocabulary and learning

Through our geography lessons we use a metacognitive approach to teaching and learning which includes

- Explicitly teaching metacognitive strategies - activating prior knowledge, independent practice and structured reflection
- Modelling by the staff, verbalising their thinking and scaffolding tasks in relation to design and technology
- Setting an appropriate level of challenge
- Promoting and developing metacognitive talk in the classroom – language development and acquisition
- Explicitly teaching children how to organise and effectively manage their learning

Resources

- Central resources are kept in the stock cupboard
- Different environments – classrooms, outdoor learning spaces and the hall
- There is a dedicated budget for the subject and staff are able to request resources to support, supplement and enhance their delivery of the curriculum
- We have access to resources such as Digimap which enhance the children's learning.

Assessment

In Geography assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson. Target groups will be both planned for and 'live', meaning that misconceptions are dealt with immediately and high attaining pupils are challenged appropriately. We have a unique cohort of children as we serve a highly mobile Forces community and we do not assume any prior knowledge. Instead, we assess our pupil's knowledge and skills and build on them during their time at Dishforth Airfield through our pre and post teaching opportunities.

Foundation Stage

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

KS1 and KS2

- Formative assessments are made during geography lessons. Practitioners observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.
- Assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught.
- Assessments are recorded on the geography assessment spreadsheets termly.

Monitoring

The Head teacher and geography subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of geography in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil voice is conducted to ascertain how children feel about their learning.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.

Impact

Through providing our pupils with a well-planned, structured curriculum, which excites and challenges, along with tight formative and summative assessment our children will develop the necessary knowledge and skills to become geographers. Our expectations are high, and through our quality first teaching, supportive monitoring cycles and conversations with pupils and teachers, students at Dishforth Airfield succeed.