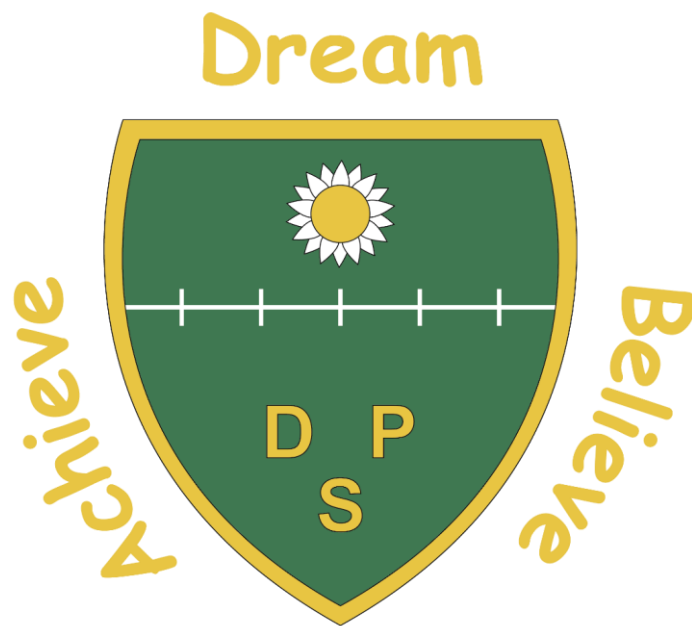


Daisyfield Primary School



Geography Policy

September 2023

Intent

At Daisyfield Primary School we believe Geography should aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. By teaching Geography, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. Through teaching geography, we encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Impact

Through geography, we encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples which in turn allows the children to develop a sense of curiosity and fascination about the world and remain with them for the rest of their lives.

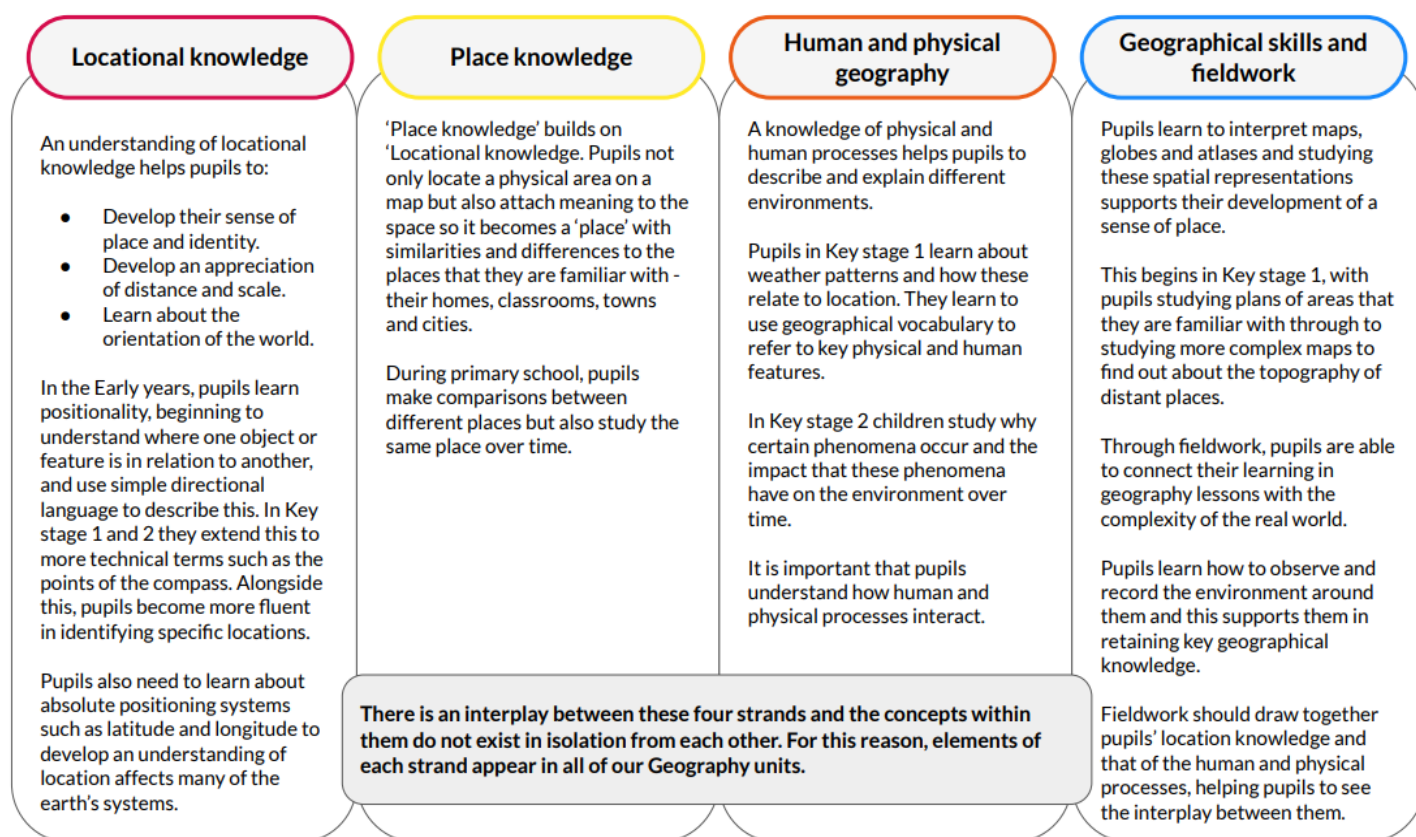
In geography, we face questions of what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants. It motivates and inspires children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. Geographical knowledge, understanding and skills provide the fundamental frameworks and approaches that explain how the Earth features at different scales are shaped, interconnected and changed over time.

Aims

At Daisyfield Primary through Geography we aim to:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.
- Develop pupils' role as stewards of Planet Earth, at local, national and global scale.
- Teach pupils to appreciate the diversity evident in the world, through learning about similarities, differences and how we live interdependently through themes such as climate change, food, water and energy.
- Teach pupils to understand 'space' and 'scale', including the layout of places within their own locality, their own country and the wider world and how this can be represented on maps.

Curriculum – At Daisyfield our curriculum is set out to explore the four strands of Geography from the National Curriculum.



Foundation Stage – Geography is delivered to Nursery and Foundation pupils within the 'Understanding the World' part of the EYFS Curriculum.

- Draw information from a simple map.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around them.

Key Stages 1 & 2 - Geography is taught through thematic units using the Kapow Scheme of work and which covers all of the requirements from the National Curriculum. Skills are taught at least once every term and time allocated to teach geography is dependent upon the themes for the different year groups. Skills are organised to link with the topics and to make the children's learning relevant and interesting.

Below you will find how we have mapped out our programmes of study to cover the Statutory and non-statutory requirements for Geography in the National Curriculum.

Daisyfield Primary School Geography Curriculum Coverage 2022-24

	EYFS		KS1		LKS2		Hazel	UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Only Cycle	Cycle A	Cycle B
Autumn	My House Different kinds of houses Bless this house Wild Animals Homes Unusual Homes Tents, caves and dens Animals in other countries e.g. camels in the desert	Different countries in the world Changing seasons Locational knowledge Human and physical geography	Geography: Our Local Area What's it like where we live? Geographical skills and fieldwork Place knowledge	Geography: Would you prefer to live in a hot or cold place? Locational knowledge Human and physical geography Place knowledge Geographical skills and fieldwork	Geography: Would you prefer to live in a hot or cold place? Human and physical geography	Why are rainforests important to us? Locational knowledge Human and physical geography Place knowledge Geographical skills and fieldwork	Geography: Marvellous Maps How can we use maps to plan journeys? Locational knowledge Human and physical geography Geographical skills and fieldwork	Geography: Changes in our Local Environment How is our country changing? Geographical skills and fieldwork	Geography: Why does population change? Locational knowledge Human and physical geography Place knowledge Geographical skills and fieldwork

Key Stage 1 Coverage

Pupils will develop knowledge about the world, The United Kingdom and their locality. They will understand the 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.

Through the Kapow Scheme, 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 in the United Kingdom and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.
- 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.

- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- 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.
- 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, 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 aerial photographs (Digimaps) and devise simple maps.

Key Stage 2 coverage

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, Africa and Asia. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Through the Kapow Scheme, pupils will be taught to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America, Africa and Asia: 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 in North or South America
- Describe and understand key aspects of: **Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of: **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 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.
- 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

Assessment

Work will be assessed in geography in line with the Assessment Policy. We give pupils feedback both orally and in writing. Pupils work is regularly marked using green pens and next steps are given where appropriate to allow children to develop areas where they can improve on and challenge themselves.

In addition to this, teachers will assess the children's work against the skills taken from the Kapow Scheme for the appropriate Year group and the National Curriculum Objectives.

Special Educational Needs

We aim to provide for all children so that they achieve as highly as they can in all subjects according to their individual abilities. We at Daisyfield, recognise which pupils/groups of pupils are under-achieving and take appropriate steps to improve their attainment. Children irrespective of ability, race or gender are given full access to the Geography curriculum. The use of extra resources, differentiation by outcome, task or support allows children to respond to the work presented at an appropriate level.

More Able and Talented

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working 'Above' given objectives. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Geography we have identified 5 characteristics of the most able which are as follows:

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore situations.
- Communicate effectively using both the written and spoken word.
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information.
- Have a more highly developed value system than most pupils of their age.
- Have a wide-ranging general knowledge about the world.

Monitoring

The geography subject leader is responsible for the following elements:

- Long term, medium term and short-term planning
- Assessments being used correctly by KS1 and KS2
- Coordinates and monitors moderation of judgements.
- Ensures that policy is implemented and updated
- Responsible for supporting colleagues in the teaching and learning of Geography
- Monitors and evaluates practices in school
- Keeps up to date with latest initiatives, research and resources and communicates these to staff.
- Attends relevant CPD
- Monitoring the standard of the children's work and the quality of teaching in geography.

Reviewed September 2023

Review date: September 2024