



***Durweston CE VA Primary School***

# ***Geography Policy***

*Feed the mind, nurture the spirit, free the imagination!*

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

### **Intent**

Our aim at Durweston is to cover the National Curriculum for Geography and ensure that our children have:

- An excellent knowledge of where places are and what they are like
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- An extensive base of geographical knowledge and vocabulary
- Fluency in geographical enquiry and the ability to apply questioning skills and effective analytical and presenting skills
- Experience of high-quality fieldwork
- The ability to reach clear conclusions and develop a reasoned argument to explain findings
- A real sense of curiosity about the world and the people who live there
- The ability to express well-balanced opinions, rooted in knowledge and understanding about current and contemporary issues in society and the environment

### **Equality, Diversity and Inclusion**

Our curriculum planning ensures regular, progressive access to Geography for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, where not all children complete all tasks
- providing a range of challenges with different resources
- having more adults support the work of individual children or small groups



**Implementation**

Our planning is based on Connected Geography, an enquiry-based scheme of work written by expert primary Geographer David Weatherly. It is organised into a 2-year rolling programme that ensures coverage of the National Curriculum and caters for our mixed-age classes. All the units compare new learning with previous learning, and new places with familiar ones.

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Houses and Homes Oceans and Seas	What is the geography of where I live?  How does Kampong Ayer compare with where I live?	Why are jungles so dry and deserts so wet?  How can we live more sustainably?	Who are Britain’s National Parks for?  Why do so many people in the world live in mega cities?	Why are mountains so important?  Why is fair trade fair? Qus 4 - 6
Year B	Houses and Homes Oceans and Seas	Why don’t penguins need to fly?  Why does it matter where my food comes from?	Beyond the Magic Kingdom: what is the sunshine state really like?  How can we live more sustainably?	What is a river?  How is climate change affecting the world?	How do volcanoes affect the lives of the people on Hiemaey?  Why is fair trade fair ? Qus 1 - 3

A copy of this plan (Appendix 1) is stuck into each child’s Geography book and units are coloured in as they are completed. This allows teachers to quickly see what the children in their class have covered and what they might have missed. Geography books are passed up each year to the next teacher.

**EYFS**

We teach Geography in Handy Paws and Starfish as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children’s work to the objectives set out in the Early Learning Goals, which underpin

the curriculum planning for children aged three to five. These topics link with the KS1 and 2 planning. Geography makes a significant contribution to the objectives in the Early Learning Goals of developing a child's knowledge and understanding of the world. The objectives covered in our nursery and Reception class can be found on the Durweston School: Progression of Skills, Knowledge and Vocabulary (Geography) document (see Appendix 2).

### Progression, Key Knowledge and Vocabulary

The knowledge and vocabulary that are taught across our curriculum can be found on the Durweston School: Progression of Skills, Knowledge and Vocabulary (Geography) document (Appendix 2). As a unit progresses, teachers co-construct a class knowledge map with the children, which is displayed in each classroom alongside any key vocabulary for the unit. The complete list of vocabulary for each unit is found in the planning.

### Impact

Ongoing assessment of the children's retention of key knowledge is integral to teaching and learning in Geography. Teachers plan opportunities to revisit and revise the key knowledge covered across a unit of work and unit taught in previous years. Key knowledge is displayed on the class **knowledge map** and used as a tool to aid recall across a unit and beyond. At the end of the unit, children are asked to reproduce this knowledge map in order to assess the knowledge they have retained. A copy of the class knowledge map is stuck into the child's book at the end of each topic. This, plus observations made during the year, inform future planning and enable the teacher to make an annual assessment of progress as part of each child's annual report to parents.. Each term, teachers input Geography assessment data onto Insight. These are used by the subject leader to highlight and monitor focus children.



### *Geography Open Morning*

*A display of whole school geography work related to the closure of Durweston bridge in order to replace the flood arches.*



### **Retention of learning/ non-negotiables**

- Map – at the beginning of unit, work covered in previous classes is reviewed and places previously studied replotted and displayed on map of appropriate scale and detail. This should remain on display throughout the year and referred to whenever possible
- Enquiry questions displayed. A working wall/knowledge map is constructed during the unit and a copy stuck into each child's book at the end
- Display of books related to topic in reading corner
- Globe, world maps, jigsaws, atlases
- Non-fiction at the beginning of lessons
- An element of fieldwork in each topic
- Dedicated Geography books that go up with children

### **Homework**

Each class teacher produces a sheet of activities linked to the topic for the children to complete at home. At the end of term, these are shared at an Open Afternoon or morning where parents and children have the opportunity to look at all the work produced across the school.

### **Resources**

The Connect Geography Schemes of Work are available here:

<https://www.dropbox.com/sh/q8gkcnse55hhcdx/AAAYui6pA1uU-f3ZkpBYtGq6a?dl=0>

There is a range of maps and books in the library and other resources are kept in the Reef. Please let the co-ordinator know if there is anything you need.

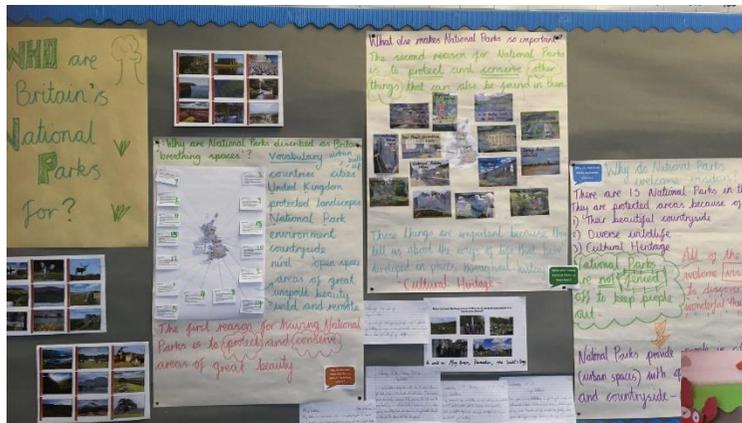
We also buy into the Somerset Library Service. Each term, every class may order 30 books.

Work is recorded in A4+ books that do not have lines. Written work must be done on lined paper and stuck in. Books are passed up when the child moves to a new class.

**Monitoring and Review**

The co-ordination of the Geography curriculum is the responsibility of the Geography subject leader. Each term the subject leader will monitor planning to make sure it follows the long-term plan and will support colleagues in their teaching. They may carry out book scrutinies, learning walks and pupil interviews. At the end of the year, they will review their monitoring and write an action plan for the following year.

Geography co-ordinator - Nicola Brooke



Geography working walls



Appendix 1

Name \_\_\_\_\_

Geography Coverage Record Sheet

Please colour the topics as you complete them.

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Houses and Homes Oceans and Seas	What is the geography of where I live?  How does Kampong Ayer compare with where I live?	Why are jungles so dry and deserts so wet?  How can we live more sustainably?	Who are Britain's National Parks for?  Why do so many people in the world live in mega cities?	Why are mountains so important?  Why is fair trade fair? Qus 4 - 6
Year B	Houses and Homes Oceans and Seas	Why don't penguins need to fly?  Why does it matter where my food comes from?	Beyond the Magic Kingdom: what is the sunshine state really like?  How can we live more sustainably?	What is a river?  How is climate change affecting the world?	How do volcanoes affect the lives of the people on Hiemaey?  Why is fair trade fair ? Qus 1 - 3

Appendix 2

Durweston School: Progression of Skills, Knowledge and Vocabulary (**Geography**) Document

Knowledge	Starfish	Dolphins	Seahorses	Sharks	Porpoises
<p><b>Location / Place Knowledge</b></p> <p><i>Where is the place?</i></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom (the local area). Name and locate local town.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the main counties and cities in England.</p> <p>Locate the main countries/states in North or South America. Locate and name principal cities, concentrating on their environmental regions, key physical and human characteristics, countries, and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</p>	<p>Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (in hills, mountains, and rivers).</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Describe the location, distribution, and key features of megacities in other parts of the world. Identify, locate, and compare with the top 10 cities in the UK.</p>	<p>Name and locate the key topographical features of the UK including features of erosion, hills, mountains, and rivers. Understand how these features have changed over time.</p> <p>Locate the main countries in Europe. Locate and name principal cities, concentrating on environmental regions, key physical and human characteristics.</p> <p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>

Knowledge	Starfish	Dolphins	Seahorses	Sharks	Porpoises
<p><b>Human and Physical Geography</b></p> <p><i>What is this place like and why?</i></p> <p><i>What is it like to live in this place?</i></p> <p><i>How is this place changing?</i></p> <p><i>How is this place connected to other places?</i></p> <p><i>How does this place compare to other places?</i></p>	<p>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.</p> <p>Understand some important processes and changes in the natural world around them including the seasons and the changing states of matter.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of their school, its grounds and the surrounding environment local area and of a small area in a non-European country (Kampong Ayer, Costa Rica)</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles</p> <p>Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Human features -city, town, village, factory, farm, house, office, port, harbour, shop).</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts (Amazon basin, Atacama Desert)</p> <p>Observe, describe, and explain in basic terms the pattern of climate in the UK.</p> <p>Observe seasonal/daily weather patterns in the UK. Compare and contrast the UK climate with other countries (Florida)</p> <p>Describe and understand geographical similarities and differences through the study of human and physical geography in a range of countries</p>	<p>Describe and understand key human and physical aspects of South West England and compare with other regions of the UK.</p> <p>Know about different types of settlements in modern Britain: villages, towns, cities. Begin to understand settlement and urbanisation.</p> <p>Identify and describe the physical features of a river from source to mouth. Explain why the course of a river changes as it flows from higher to lower ground.</p> <p>Describe the water (hydrological) cycle and explain the important role that rivers play.</p>	<p>Describe and understand geographical similarities and differences through the study of human and physical geography of a European country (Iceland)</p> <p>Understand physical geography through studying a region in a European country (Iceland)</p> <p>Physical geography including mountains, volcanoes, and earthquakes, looking at plate tectonics and the ring of fire. (Iceland, the Himalayas and Cambrian Mountains, Wales)</p>
<p><b>Farming, tourism (economic activity) , and sustainability</b></p>	<p>Begin to learn about life on local farm</p>	<p>Begin to understand the importance of farming in the UK and in Costa Rica</p>	<p>(Sustainability and farming)</p>	<p>Understand the importance of farming in the national parks</p>	<p>Understand the effect of the changes in weather patterns a climate on farming in Wales.</p> <p>Farming and Fair Trade</p>
	<p>Going on holiday and staying at home.</p>	<p><i>Why do tourists visit Dorset?</i></p>	<p>Begin to understand why tourists visit Florida.</p>	<p>Understand why tourists visit our National Parks</p>	<p>Understand the impact of tourists on the environment</p>

					(Himalayas, Cambrian mountains)
	Taking care of our environment	<i>How can we save electricity and water in our school?</i>	<p>Sustainable development</p> <p>Describe and explain what living sustainably means.</p> <p>– begin to understand how to preserve local wildlife and in other countries (our local farm, Arne, Florida)</p> <p>-begin to understand renewable energy sources (solar energy in the local area)</p>	<p>Sustainable development</p> <p>-distribution of natural resources (water)</p> <p>- economic activity (farming) leading to pollution</p>	<p>Sustainable development</p> <p>-Fair/unfair distribution of resources</p> <p>-Worldwide trade, imports, and exports</p> <p>-Fair Trade</p>
<b>Knowledge</b>		<b>Dolphins</b>	<b>Seahorses</b>	<b>Sharks</b>	<b>Porpoises</b>
<b>Geographical Skills and Fieldwork</b>	<p>Begin to understand very simple maps.</p> <p>Know how land and sea are represented on a map and on a globe.</p> <p>Make and read simple keys</p>	<p>Use world maps, atlases, and globes to identify the United Kingdom and its countries and to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (e.g., near and far, left, and right), Describe the location of features and routes on maps.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use photographs to recognise landmarks and basic human and</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to use eight points of a compass.</p> <p>Simple grid references (e.g.A1), symbols and keys</p> <p>Use simple fieldwork to investigate and record sustainability in the local area (farm Arne) and on a visit to a local solar farm.</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass.</p> <p>Four-figure grid references, symbols, and keys, including the use of Ordnance Survey maps.</p> <p>Use fieldwork to observe, measure, and present the flow and depth of a local river and explain the changes a long a section</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use eight points- of a compass, four and six figure grid references, symbols, and a key, including the use of Ordnance Survey maps.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Fair Trade in Blandford; ways to</p>

		<p>physical features; devise simple picture maps.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>		<p>Use fieldwork to observe, measure and record the human and/or physical features of National Park.</p>	<p>make our school more sustainable)</p>
<b>Skills</b>	<p>Describe, explain, understand, explore</p>	<p><b>And</b> identify, describe, understand, observe, record, locate, explain, suggest reasons, recognize, compare, estimate, categorise</p>	<p><b>And</b> offer reasons, compare and contrast, draw conclusions, make judgements</p>	<p><b>And</b> reflect, evaluate, conclude, interpret</p>	<p><b>And</b> understand the stages, make a reasoned geographical judgment</p>
<b>Vocabulary</b>	<p>For a full list of the vocabulary for each unit, please see the Connect Geography planning.</p>				
<b>Places/Contexts</b>	<p>Durweston The World</p>	<p><b>And</b> Durweston, Blandford, Dorset, Europe, Kampong Ayer, Borneo, Brunei. Asia Antarctica, Sahara, Zambia, Africa Devon, SW England, Costa Rica North America South America</p>	<p><b>And</b> Amazon Basin, Atacama Desert, Equator, tropics Florida, North America States of North America</p>	<p><b>And</b> Exmoor, Dartmoor, New Forest, Everglades, Florida Cities of the UK, Milton Keynes Brasilia River Stour, River Exe, Exe estuary, Exeter, Exmouth River Gambia, The Gambia</p>	<p><b>And</b> Hiemaey, Western Islands, Iceland Countries and capital cities of Europe Himalayas Cambrian mountains in Wales</p>

<b>Subject skill</b>	<b>Exemplification</b>
<b>Recognise</b>	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
<b>Identify</b>	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
<b>Sequence</b>	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
<b>Compare and contrast</b>	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
<b>Recall</b>	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
<b>Reason/speculate</b>	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
<b>Summarise</b>	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
<b>Synthesise</b>	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
<b>Explain</b>	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.

<b>Empathise</b>	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
<b>Informed conclusion</b>	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
<b>Reasoned judgement</b>	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
<b>Justify</b>	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 <sup>th</sup> century was most significant and why or what should be done to reduce virtual water use by people in the UK.
<b>Apply</b>	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
<b>Evaluate</b>	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
<b>Critique</b>	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
<b>Hypothesise</b>	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.