



Dovecot Primary School



Date of review	Sept 2025
Reviewed by	Jeanne Matthews
Signed	<i>J Matthews</i>
Next review date	July 2026

Geography Policy

DOVECOT PRIMARY SCHOOL

VISION STATEMENT

Learning together, growing together

Curriculum Intent Statement

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

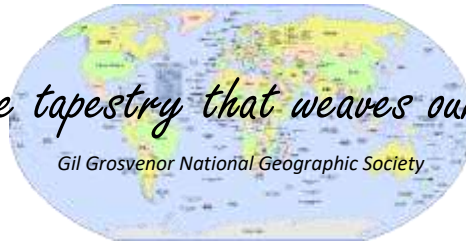
Our core values:

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."

(Dr Maggie Atkinson, Children's Commissioner for England September 2013)

"Geography is the tapestry that weaves our world together."



Aims

Through our geography curriculum we aim for all pupils to:

- Develop an understanding of the earth's key physical and human processes.
- Develop the use of geographical vocabulary and skills.
- Develop a curiosity about Britain and the wider world.
- Develop a substantive knowledge of the location of globally significant places.
- Recognise that the environment changes over time due to human and natural processes.
- Recognise that land and buildings are used for different purposes.

Objectives

The pupils will achieve these aims by:

- Visiting a variety of places to make first hand observations.
- Participating in regular fieldwork experiences.
- Undertaking studies of different parts of the world.
- Using secondary resources to support study.
- Making and using maps and plans including ICT.
- Studying the way the environment affects an area and how this is continually changing.
- Developing questioning skills and the use of appropriate geographical language.
- Presenting data in a variety of ways using ICT.

Implementation

At Dovecot we use CUSP to direct our teaching in line with the national curriculum programmes of study for geography. A guiding principle of CUSP Geography is that each study draws upon prior learning.

CUSP Geography is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired.

Progressive Curriculum

The whole school long term plan aims to ensure progression and continuity in the knowledge and skills of geography. The topics cover the curriculum specified in the National Curriculum. Making links between aspects of geography studied is encouraged, enabling children to build upon previous skills and experience. The skills of geographical language and interpretation are revisited throughout the key stages reinforcing and extending the understanding of the pupils.

Early Years Foundation Stage

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities, through the planning and teaching of 'Understanding the World'. Children learn about features of their own environment such as school, home, community and their city through first hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. For example, children will learn about China during Chinese New Year celebrations and ancient India during Diwali. The children will also learn basic map skills interwoven with topics such as transport and texts about journeys such as The Snail and the Whale. The basis for learning about the wider world begins in EYFS.

Key Stage 1



The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

Initially, children study the orientation of the world through acquiring and making locational sense of the 7 continents and 5 oceans of the world. They extend their knowledge and study the countries and capital cities of the United Kingdom, along with the oceans and seas that surround us, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Throughout KS1, pupils enhance their locational knowledge by studying and identifying human and physical features of places and contrasting locations throughout the world.

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Maps are introduced through familiar stories, such as "We're going on a bear hunt" as a way to communicate what the place and space is like. Pupils retrieve and apply knowledge about human and physical features in their local context. OS maps are introduced to pupils in KS1 using osmaps.com and google maps. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale.

Fieldwork - Children in KS1 explore the local area and use maps during a walk to the local shops.

Lower Key Stage 2



As pupils begin KS2, fieldwork and map skills are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This supports a study of the UK, focusing on regions, counties, landmarks and topography. Further studies are undertaken to elaborate fieldwork and map skills through a sharper focus on OS maps. Pupils elaborate and expand their understanding of human and physical features and apply it to the study of rivers. To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through latitude and longitude.

Fieldwork - Children in KS2 will use a map to walk to our local river, the River Alt, and complete a study of the river.

Upper Key Stage 2



The study of Biomes and Environmental regions builds upon world locations, latitude and longitude studies. World countries and major cities are located, identified and remembered through deliberate and retrieval practice. The study of biomes is revisited deliberately to ensure the content is remembered and applied. In upper KS2, the study of 4 and 6 figure grid references supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Pupils take part in geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations. The concept of physical process is revisited through a study of earthquakes, mountains and volcanoes. Settlement, trade and economic activities are the focus of a study that draws upon the Windrush generation module in CUSP History. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features.

Fieldwork – Children in KS2 will go to Liverpool Museum as part of a history trip, settlement and land use is explored during this trip. Orienteering and map skills practical work is completed with a trip to the local park.

Organisation

Geography is taught in half termly blocks and alternated with history. All classes are taught geography during the same half term. Children in KS1 have a 45 minute lesson per week and children in KS2 have a 1 hour lesson per week. In EYFS, geography is taught through the specific area of learning, understanding the world, as and when it relates to a certain topic, event or a child's own interest.

Equal opportunities

All children will have equal access to the geography curriculum. All children will work towards the same learning objectives with differing levels of support, such as, adult support, concrete resources and adaptive teaching.

Assessment, recording and reporting

- Teachers will make assessments during lessons through discussion, questioning observation and marking.
- Subject lead will collect data and ensure progression.
- Children complete pre and post assessments and quizzes.
- Parents can discuss their child's progress with the class teacher on two parents' evenings and look at their work.
- Parents receive an annual report on their child's progress at the end of the year.

Resources

Geography texts are available in the school library. CUSP recommended texts are available online via Curriculum Visions subscription.

Geography books and folders will be purchased at the beginning of the school year.

Links with other subjects

Geography has cross curricular links with most subjects, the main links are as follows:

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their English skills through composing/reading reports, letters, explanatory texts and taking part in debates of a geographical nature.

Mathematics

Geography contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers and develop analytical skills e.g. analysing population statistics. Children also have the opportunity to learn to interpret information presented in graphical or diagrammatic form.

Computing

Children use computing skills in Geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use digital maps and digital photographic images.

Personal, Social, Citizenship, Health and Emotional Education (PSCHE)

Geography contributes significantly to the teaching of personal, social, citizenship health and emotional education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty, homelessness, recycling and environmental issues and how areas changed for better or for worse. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Geography in our school promotes the concept of positive citizenship and community cohesion with other communities on a local and global scale.

Health and Safety

Any field trips taken will be risk assessed through Evolve. The trip leader will be responsible for submitting paperwork and assessing any potential risk. The school trips coordinator and the head teacher will be responsible for submitting the trip request to the local authority via evolve to be authorised. A field trip cannot take place without authorisation from Evolve.

Subject lead roles and responsibilities

- Encourage a love and understanding of geography in school.
- Facilitate theme days.
- Monitor pupil voice and conduct book scrutiny.
- Monitor standards of planning, teaching and assessment of geography and feedback to staff, SLT and Governors.
- Identify training needs and be aware of training courses.
- Maintain and purchase resources.
- Be aware of current information, pedagogy and resources.
- Provide support for colleagues.
- Monitor data and assessment.