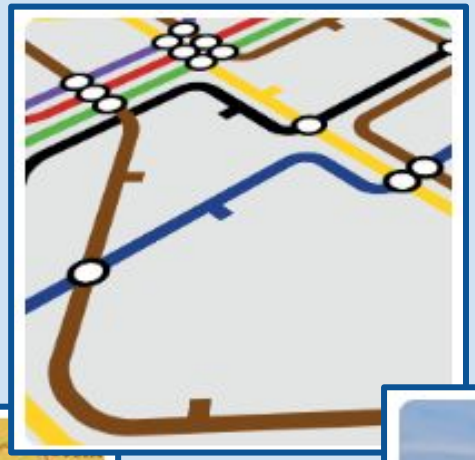
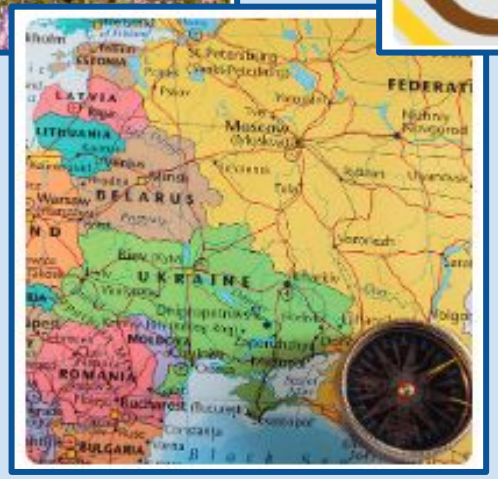




Geography

Westlands Primary School

Swale ACADEMIES TRUST

Intent

Our aim at Westlands Primary School is to inspire children's curiosity, interest and appreciation for the world that they live in. We intend to equip children with the geographical knowledge to develop their skills through studies of places, people and natural and human environments.

As geographers, pupils are exposed to a rich and balanced curriculum that provides them with essential component knowledge and new vocabulary, as well as geography skills. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change over time. Through Knowledge Rich Projects and Imaginative Learning Projects such as: 'Investigating our World' and 'One Planet, one World'. Children will learn their role as global citizens and their place within the world and have an understanding of how human behaviour has shaped the world.

Implementation

How is Geography taught at Westlands Primary School?

At Westlands Primary School, we begin each geography topic by introducing children to the learning with a ‘Knowledge Organizer’ to familiarise learners with the vocabulary that they need to be able to engage with the curriculum fully. Our geography curriculum has been developed in a way that links to our history curriculum . This is designed and developed for our pupils through the Curriculum Maestro platform. There is one Geography themed Curriculum Driver per year, with Geography then being a defined knowledge and skills thread within History projects in the other two terms. Essentially, key knowledge learnt in History provides a meaningful context for the Geography units which follow, as frequently, learning in Geography and History, by their nature are very much intertwined.

Through our Geography curriculum, children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to become geographers through collecting, analysing and communicating through discussion our findings. Where possible, we ensure cross curricular links with maths and literacy. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data. We are incredibly fortunate to have a vast amount of outdoor space, including Forest School, to allow children to be ‘hands on’ with the environment and develop a deeper understanding of their impact as humans on the environment.

Geography in Early Years Foundation Stage

The Early Learning Goals (ELG) in EYFS teach children Geography through the following areas: Understanding of the world, People, Culture and Communities and the Natural World. Children learn to describe their immediate environment and draw upon skills such as observation, discussion, whilst being immersed in a range of supporting texts including nonfiction, story and maps.
Learners are taught to explain some similarities and differences between life in this country and life in other countries, whilst drawing on knowledge from stories, non fiction texts and (when appropriate) maps.

When learning Geography through the 'Natural World' Early Learning Goal, children draw similarities and differences between contrasting environments, whilst also drawing upon what has been read in class through a rage of texts, as well as personal experiences. They learn about the natural world around them ,as well as processes and changes such as the seasons.

- Relation to places, objects, materials and living things
- Talk about the features of their environment
- Talk about how environments may vary from one another (different, hot, cold, far away, close, near)
- Make observations of animals and plants and talk about changes (colours, tall, small, long, short)
- Know about similarities and differences between themselves and others, among families, communities and traditions
- Know that we live in sittingbourne
- Know that Sittingbourne is in England

Inclusive Practice

Within our teaching of Geography, we provide children with tasks which are suited to their developmental age and their skill level. All tasks and activities are modelled where possible by an adult and adaptations are made to the activity to ensure that it is accessible and scaffolded for the best possible pupil engagement and outcomes. Children are encouraged to question, share their ideas on how to approach the theme given and share their prior knowledge of subject areas. Discussion and hands-on activities underpin the teaching and learning in Geography and our SEND pupils are supported with adaptive strategies such as: pre-teaching of vocabulary, use of resources such as word mats, frames and software such as Clicker.

Throughout all lessons, the key vocabulary is being used and children are reminded of their meanings and given opportunities to use the vocabulary as they produce their work. The most important knowledge and skills needed by all learners is prioritised for our SEND learners, to ensure that they are given the opportunity to access the most appropriate and important elements of the Geography curriculum, so acquiring knowledge which they can build upon year-on-year.

Enrichment Activities

In Geography, we aim to provide opportunities for children to explore their learning in a more practical way. Some Art enrichment activities at Westlands Primary include:

- Children explore the schools grounds and Forest School areas, suing their geographical skills and considering human impact on our immediate environment
- Children take part in field trips in our local area - looking at human and natural geographical features
- Children engage in cross-curricular and Geography based field trips to enrich and deepen their knowledge and understanding of geography

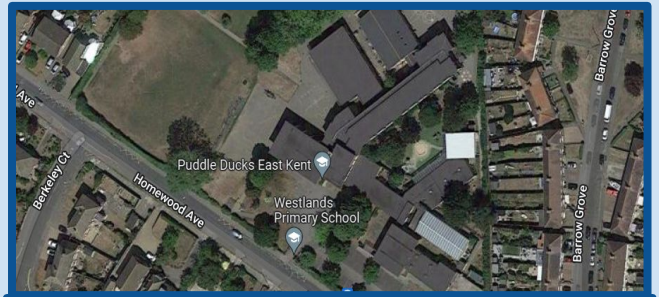
Enrichment activities often see high levels of pupil engagement in the subject and lead to high quality outcomes, as well as providing valuable and memorable experiences.

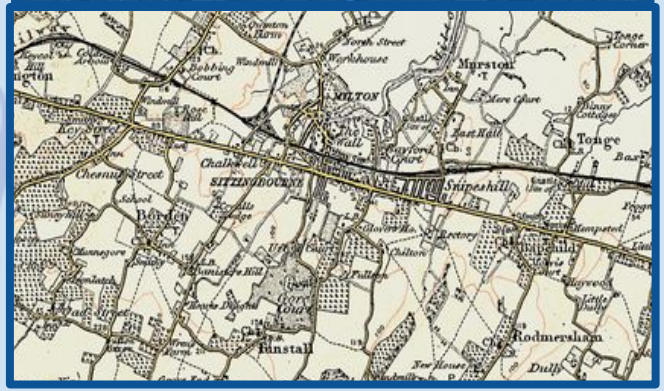
Curriculum Impact

At Westlands Primary, we measure children's progression in Geography against the core curriculum skills and objectives for each year group. Children acquire skills which build on, year-on-year, as well as a rich knowledge in each Geography curriculum driver. Children's knowledge builds from knowing about local geography, to a knowledge of the wider world; trade, community, natural and human geography and how humans impact our planet. This ultimately provides the children with an understanding of their place in the world.

This will be evidenced through:

- 'Express' end point assessments for KRPs
- Completed displays of children's work
- Photographs
- Evidence in books
- Learning walks





Assessment

Our Geography curriculum offers high quality and well planned lessons, which are progressive in nature. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Schemes of work explicitly set out the essential knowledge and disciplinary skills of geography to be taught. By introducing children to conceptual themes, we are able to assess children's understanding of geography. It also helps us identify areas in which we need to encourage deeper learning.

Through our curriculum, pupils learn to think critically and ask perceptive questions. In order to ensure our aims and intent have been met, we scrutinise what children have learnt through:

- Assessing children's knowledge of key component learning as set out within schemes of work.
- End point assessments - identifying and analysing the quality of children's explanation of the key ideas and knowledge in each Knowledge Rich Project with an and of unit assessment - known as 'Express'.
- Assessing children's understanding of topic linked vocabulary.
- Interviewing the pupils about their learning (pupil voice conversations).
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings
- Marking of written work in books against the school's marking policy

National Curriculum

Department for Education

Geography programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum

Geography Skills Progression Document - Years 1-6

We want our pupils to develop a curiosity, fascination and empathy with their local geographical environment, the country we live in and the wider world. Pupils are inspired to enrich their knowledge of, and engage with communities locally, nationally and internationally. By interacting with those living in different contexts, pupils broaden their understanding of, and empathy towards, the wider world as global citizens. Pupils investigate local industries, how the local area has evolved and the area's natural geography. They complete active research, building a curiosity of the world. Opportunities are provided to undergo first-hand experiences of the world around them.

National curriculum expectations	
Key Stage 1 pupils should be taught to:	**Key Stage 2 pupils should 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 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	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

National Curriculum

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 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.	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 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 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.

National Curriculum

Key Stage	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
	Through studying the wider world, children will develop contextual knowledge of the location and characteristics of globally significant places. They will compare and contrast these case studies with their own locality.	Through developing a geographical understanding of the world we aim to develop children's understanding of the processes that give rise to key physical and human geographical features of the world, how these interact with each other and how they change over time.	Through providing learning experiences that develop geographical skills, pupils will collect, analyse, and communicate with a range of data gathered through experiences of fieldwork. Pupils will interpret a range of sources of geographical information, and communicate geographical information in a variety of ways.
KS1	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. *Know about the local area, and name and locate key landmarks. *Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings. *Name and locate the seven continents and five oceans on a	*Identify seasonal and daily weather patterns in the United Kingdom. *Describe which continents have significant hot or cold areas and relate these to the poles and equator. *Recognise a natural environment and describe it using key vocabulary. *Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. *Make observations about, and describe, the local area and its physical and human geography.	*Use a world map, atlas or globe to name and locate the seven continents and five oceans. *Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. *Describe a journey on a map of the local area using simple compass directions and locational and directional language. *Use aerial photos to identify the physical and human features of a locality. *Draw a simple map with a basic key of places showing landmarks. *Keep a weekly weather chart based on

National Curriculum

	globe or atlas.	*Describe the physical and human geography of a distant place. *Describe their locality and how it is different and similar to the distant place.	first-hand observations using picture symbols, and present this data. *Locate features of the school grounds on a base map.
LKS2	*Describe where the UK is located. *Name and locate some major urban areas; locate where they live in the UK using locational terminology. *Names of nearby counties. *Locate and describe some human and physical characteristics of the UK. *Locate some countries in Europe and North and South America on a map or atlas. *Relate continent, country, state and city, and identify states in North America using a map. *Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.	*Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. *Use simple geographical vocabulary to describe significant physical features and talk about how they change. *Describe a river and mountain environment in the UK, using appropriate geographical vocabulary. *Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. *Identify and sequence a range of settlement sizes from a village to a city. *Describe the characteristics of settlements with different functions. *Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. *Understand the physical and human geography	*Use a map or atlas to locate some countries and cities in Europe or North and South America. *Use a map to locate some states of the USA. *Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. *Use four-figure grid references. *Give direction instructions up to eight compass points. *Adeptly use large-scale maps outside. *Make a map of a short route with features in the correct order and in the correct places. *Make a simple scale plan of a room. *Present information gathered in fieldwork using simple graphs. *Use the zoom function of a digital map to locate places.

National Curriculum

		of the UK and its contrasting human and physical environments. *Can explain why some regions are different from others. *Describe and compare similarities and differences between some regions in Europe and North or South America. *Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. *Understand how physical processes can cause hazards to people. *Describe some advantages and disadvantages of living in hazard-prone areas.	*In a group, carry out fieldwork in the local area selecting appropriate techniques.
UKS2	*Locate and describe some physical environments in the UK. *Locate the UK's regions and major cities. *Locate some major cities and countries of Europe and North and South America on physical and political maps. *Describe some key physical and human characteristics of Europe and North and South	*Understand how climate and vegetation are connected in biomes. *Describe what the climate of a region is like and how plants and animals are adapted to it. *Understand how food production is influenced by climate. *Describe and understand a range of key physical processes and the resulting landscape features. *Understand how a mountain region was formed.	*Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. *Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. *Use thematic maps for specific purposes. *Use four-figure grid references and find six-figure grid references.

National Curriculum

	America. *Locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.	*Know and understand what life is like in cities and in villages and in a range of settlement sizes. *Understand that products we use are imported as well as locally produced. *Explain how the types of industry in the area have changed over time. *Understand where our energy and natural resources come from. *Understand how a region has changed and how it is different from another region of the UK. *Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. *Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. *Understand how human activity is influenced by climate and weather. *Understand hazards from physical environments and their management, such as avalanches in mountain regions. *Explain several threats to wildlife/habitats.	*Describe height and slope from a map. *Read and compare map scales. *Make sketch maps of areas using symbols, a key and a scale. *Use digital maps to investigate features of an area. *Present information gathered in fieldwork using a range of graphs. *Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.

Assessment

Our Geography Curriculum Drivers come with an ‘Express’ assessment at the end of each driver in years 2-6.

These are presented as a short assessment of knowledge with traditions SATs style questions or as a ‘Quiz’. Teachers also assess through questioning, observation of discussion and activities and marking of books.

Our younger geographers use floor books to record their experiences of geography, and teachers use the evidence collected in floor books, as well as observational and pupil conversations.