



## West Park CE Primary Subject on a Page - Geography

### INTENT- What pupils will learn at West Park?

Fire curiosity and fascination about the world and its people.	Support pupils to gain deep understanding of the geography of their local area.	Teach knowledge that progresses from EYFS to Year 6.	Develop contextual knowledge of the location of globally significant places	Teach children to interpret a range of sources of geographical information.	Enable children to engage with a range of fieldwork experiences that deepen their understanding of geographical processes.
--	---	--	---	---	--

### IMPLEMENTATION- What teaching activities are planned at West Park?

<p><b>Planning-</b> Geography at West Park CofE Primary follows the National Curriculum objectives and is taught in units and builds on previous knowledge so children can achieve depth in their learning. Units have been carefully planned using the whole school geography progression map to ensure children build on prior learning and make links between units. Each class has a floor book and uses this throughout the year to embed and link their learning. Children at West Park CofE Primary use a range of maps, globes, aerial photographs and the digital mapping programme digimaps for schools to develop their map work skills.</p>	<p><b>Recording-</b> Children record their geography in a class floor book on some occasions or in their humanities books. The date and enquiry question is recorded for each lesson. Children’s work includes photographs of activities, children’s comments, thoughts and written work. Children refer to the floor book regularly to support retrieval. Each unit has a front sheet which includes the enquiry questions, key vocabulary, new words learnt and what the children can remember from previous topics. Floor books and children’s individual books include key vocabulary to support retrieval.</p>
<p><b>Assessment-</b> Geography is assessed at the end of each half-termly unit using an assessment grid which links directly to the objectives used for planning. Teachers use their professional judgement based on both oral and written responses. The names of children who are working at greater depth or below age related expectations are noted. If an area is highlighted yellow or red, discussions are had with the subject lead in order to make any changes or improvements for future planning.</p>	<p><b>Vocabulary-</b> Developing the use of the correct vocabulary in geography is crucial and so key vocabulary is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their ideas and thoughts clearly and effectively. The definition of geography makes up the front cover of the floor book and is shared with the children each lesson,. Vocab is progressive throughout the year groups and is a key focus in planning for each year group.</p>
<p><b>EYFS-</b> Our children’s journey in geography starts in EYFS, this is reflected in our progression documents. Books and stories are carefully chosen to provide children with an understanding of the world around them. The teacher supports the children by considering the language that they will learn in EYFS which will help them study geography in KS1. Children’s learning is celebrated and we begin to record in a class floor book.</p>	<p><b>Enrichment-</b> trips and visitors Some fieldwork and local walks/map work take place during the year. This is an area that we are keen to develop as well as the use of visitors to further enrich this subject. As part of their journey at West Park, children would have carried out fieldwork during a local walk, undertaken geographical work at some of their beach trips regarding coastlines and pollution as well as had a representative from Southern Water visit.</p>
<p><b>Adaptation-</b> Our children with SEND access the geography curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having a scribe or using an iPad. Children with more complex SEND will access similar content to their peers but at their own level to ensure progress is made.</p>	<p><b>Values-</b> Teamwork – learn about how we can look after our world together Independence – we learn how everyone’s opinion is valued Faith – we learn about inspirational people around the world Creativity – we learn in a diverse way about the world and its different peoples and places</p>

### IMPACT- What will pupils remember and be able to do?

Children have a deep understanding of the geography of West Park.	Children have a love for geography and an interest in the world and its people.	Geography books and floor books show progression and a broad and balanced curriculum.	Children have strong global locational knowledge.	Children can use a range of geographical information including maps, diagrams, globes, aerial photographs.	Children can engage with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
---	---	---	---	--	---

