



**West Park
Church of England
Primary School**

Curriculum Policy for Geography

‘Let your light shine’ Matthew 5

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Date of next review	Autumn Term 2025
Approved by	Full Governing Body

West Park CE Primary School – Subject Policy 2024-25

The Team – 2024 – 2025

Subject leader(s) Joe Harvey

Governor – Juliette Webb

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The Importance of Geography

West Park CE Primary School provides opportunities to encourage and challenge all pupils to ‘shine’ through our inclusive curriculum, which is inspired by shared Christian beliefs, values and practises in our school family.

Our Aims are:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

National Curriculum subject Purpose of Study statement here

Aims

National Curriculum Subject aims here

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand 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.

Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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

- 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

Geographical skills and fieldwork

- 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

Geography – key stages 1 and 2

- 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.

Key stage 2

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

Pupils should be taught to:

Locational knowledge

- 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 and night)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geography – key stages 1 and 2

Geographical skills and fieldwork

- 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.

Intention-What will pupils learn at West Park CE Primary?

Long-term overview of skills (where National curriculum objectives are planned for in each year group) here

Geography teaches an understanding of places and environments and the interaction between them. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw, locate key features and interpret maps and they develop the skills of research, fieldwork, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Questioning is a key element in Geography. Pupils should be asking the questions *where* and *what*, *how* and *why* when studying places at any level from a local to global scales in order to help them make sense of their surroundings and the world around them.

Implementation- What teaching activities are planned in Geography at West Park CE Primary?

Learning is carefully structured and planned in units of work to enable the children to link their previous and new knowledge and skills and to stick this learning together into rich and robust knowledge so the pupils can apply what they know with increasing fluency and independence. These units of work are evaluated and updated as new texts, resources and inspirational events take place. This ensures our curriculum is relevant and robust as well as inspiring and rich. **Link to unit plans on website:** <https://www.westpark.w-sussex.sch.uk/curriculum/>

Curriculum overview- Outlines are written and shared with parents each half-term. These are used to inform parents about what will be taught, what children will be able to do and remember after the unit of work and share key vocabulary and resources to support with learning at home. **Link to these on school website:** <https://www.westpark.w-sussex.sch.uk/curriculum/>

Differentiation and Adaptation –to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to all pupils including those pupils who have SEND. All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

Adaptation is ‘any adjustment in the environment... or materials for learning’ which enables pupils to access and participate in learning. Darrow (2008)

We make the following adaptations to ensure our curriculum is ambitious and meets the needs of all pupils:

1. Adapting learning approaches to provide suitable learning challenges
2. Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, resources etc.
3. Arranging physical spaces for accessibility for all pupils
4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, shorter pieces of text
6. Providing resources and equipment that are accessible and usable by all pupils
7. Making reasonable adjustments to practices and policies

Differentiation is defined as ‘tailoring teaching to attend to specific pupil’s needs and the way they learn’ Van Tassel-Baska (2012)

Differentiation at West Park includes:

1. Understanding the needs of the pupils
2. Valuing and planning for diversity
3. Purposeful use of flexible grouping
4. Teaching up- aiming high and then scaffolding that helps all pupils reach this.

Enrichment

By carefully planning trips and specialist visitors, we enhance our curriculum offer, bringing our learning to life. A current overview of this for this year is:

	Autumn	Spring	Summer
EYFS		Beach warden visit	Beach visit
Year 1			
Year 2	Beach visit	Beach visit- focus is using natural materials to create art, specifically linked to the Autumn 2 Geography topic (Living in the UK).	
Year 3	Zoolab		Beach trip
Year 4		Local area walk and mapping	Beach visit
Year 5			
Year 6		Littlehampton train visit Ferring walk	

Staff Development

Every subject leader has strategic leadership time each half term to support their monitoring and leadership. They also lead staff training for teaching staff each year. Some subject leaders also lead Maximising Impact of teaching assistants for all support staff to ensure curriculum provision and expertise is consistent across our school.

Community- How do we share our learning with our community?

We share our learning by inviting parents into school throughout the year; examples include

performances following drama workshops, music workshops, art exhibitions, sports days, termly parent consultations and open afternoon when parents and families can come into class to see recent work and displays of learning.

Impact- What will the children at West Park remember and be able to do after their learning?

Assessment

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (See National Curriculum)

End of unit assessments

How does each subject assess learning and progress? Assess plan do review?

As all of the staff at West Park School have completed a CPD course on Rosenshine’s approach to learning, we incorporate his ten principles of instruction as much as possible within our geography lessons. This includes

Formative On-going Assessments by class teachers includes feedback and discussion with the child. Progress is recorded using programmes of study grids/Insight. Samples of work are moderated against expectations and are stored and shared as examples and to demonstrate progress.

Data

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data. See assessment policy.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective. 'Green Pen Marking' is to be encouraged at all times so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

Equal Opportunities

Geography plays an important part in the life of our school. It must be available and accessible to every pupil. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all pupils, matched to their knowledge, understanding and previous experience. Pupils should have equal opportunities to develop their understanding and enjoyment of geography. Pupils should be taught about diverse focus figures (artists, sports people, authors, characters etc)

Monitoring of Standards

Monitoring of geography across the whole school is completed by the Subject Leaders and shared with staff and Governors in the YILO and annual reports. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- Curriculum monitoring
- Lesson observations/drop-ins
- Work scrutiny/book looks
- Pupil voice meetings
- Termly assessment data tracking
- Assessment data from summative assessments.

Links to other policies:

- Assessment policy
- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Marking and feedback policy
- Equalities Statement

Adaption suggestions;

- Draw on ch'ns experiences as starting point and refer to as and when needed to embed the new learning, eg hols, family ties, key facts, features eg trad dish
- Trips and visitors – ensure suitable opportunities for all abilities eg access

- Curriculum maps – word banks, maps in every classroom to drip feed vocab, country names etc.
- Opportunities to build in and use key vocab skills wherever possible – adaptations could be used in word/pictorial form.
- Utilise quality texts and technology to support learning where possible and bring learning to life.
- Consider adapting resources using specialist programmes such as Communication in Print as needed.
- Pre-teaching at home/school with new topic info/vocab.
- Build a school Geography progressive word bank/vocabulary.
- Apply concrete, pictorial and abstract theory to teach cycle, eg if a child is struggling with the pictorial representation/image of a map; go back to the concrete use of a globe to find.

Policy reviewed on 23rd September 2024 by Joe Harvey