



## Geography at West Park Primary School

### Intent

The intent of the Geography Curriculum at West Park Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

### Implementation

In order to foster children's curiosity about the world, we are enthusiastic about Geography and encourage children to explore and ask questions. At West Park Primary School, Geography is taught through a knowledge rich, skills based curriculum based on the National Curriculum.

The teaching, learning and sequencing of the Geography curriculum will follow and include:

- A stepped progression that will build on and consolidate prior knowledge and skills, arching across the Early Years Foundation Stage (EYFS) curriculum, through the Key Stage 1 (KS1) and Key Stage 2 (KS2) National Curriculum. This should be a foundation for the Key Stage 3 (KS3) curriculum.
- A deliberate progression scale, from the immediate local geography of West Park, to the city wide, regional, national, European and global, with reference back to the local at each step.
- Cross curricular links to the wider West Park curriculum, providing opportunity to re-visit and expand on prior learning, facilitating greater knowledge and skills retention.

- A progressive skills-led curriculum map detailing three Geography enquiries per year.
- Medium Term Plans for each enquiry and year group, which identify hooks, rich vocabulary, prior learning, learning objectives, skills and knowledge to be incorporated into each block of work.
- To use a Solo Taxonomy approach, building on children's understanding, providing challenge and giving children the opportunity to demonstrate a range of outcomes.
- We promote a visible learning environment where children are challenged, encouraged to be feedback seekers and reflect and evaluate work.
- Learning Organisers for each enquiry of work and year group, which identify key vocabulary, targeted knowledge with images for support, subject skills, local and global links as well as suggested fiction texts linked to each cycle. These will be used as an aide-memoire for teachers and children throughout the enquiry.
- Utilising local resources and the locality to bring the outside world into the children's classrooms and make teaching and learning experiences engaging, varied and memorable. This will include use of the West Park, large school field, forest school, local streets, shops, Wildside Activity centre etc.
- Disciplinary knowledge woven into the curriculum will incorporate: Data gathering, critical analysis, consideration of data, sources and resources - including the use of compasses, maps, atlases, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) e.g. OS / Google maps. The collection / preparation of data, maps, diagrams with increasing accuracy. The use of symbols and grid references in maps - with increasing complexity and accuracy.
- In EYFS, children will begin to develop their understanding of the world around them via their integrated 'Understanding the World' and 'The Natural World' Early Learning Goals (ELGs), which will be woven into their daily learning opportunities and environment.

## Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

The Geography curriculum will:

- Provide opportunities for all children to explore the environment around them and understand the similarities and differences with other environments at different scales.

- Give children an insight into how physical and human geography can both influence and be influenced by human activities on a local, national and international scale.
- Create confident geographers that will move through, and leave the school, with the self-assurance that they understand the world around them and the impact their activities can have on the world around them.
- Create a belief in students that qualifications and careers incorporating Geography are within their capability.