



National Curriculum Aims

The 2014 National Curriculum for Geography aims to ensure that all pupils:

To 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

To 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

Children 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.

Intent	Implementation	Impact
At West Lodge Primary School our aim is to teach a Geography curriculum which motivates and inspires our children to gain a coherent knowledge of the world in which they live in. The geography curriculum at West Lodge enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops the processes; to question, to predict, to gather information, to analyse and interpret and draw conclusions. We provide the children with opportunities to use a range of resources like maps, globes, aerial photographs, digital maps to support their learning. We seek to inspire in children a curiosity and fascination about the world and its people; communicating this geographically. We aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. A fascination and interest which will remain with them throughout their lives. We want children to enjoy learning about geography by gaining this, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.	Our curriculum for Geography is progressive throughout the whole school, through focused lessons as part of half-termly or termly topics, focusing on knowledge and skills stated in the National Curriculum. Meaningful links to areas of the curriculum such as English and Science are made where possible. Activities to enrich children's understanding, such as visits, guest speakers, focus days all contribute to making the learning aspirational and ambitious. In The Early Years, as part of 'Understanding the World' we guide the children to make sense of their physical world and community. They take an enquiry approach through the carefully planned activities led by an overarching theme. In KS1, our Geography develops an awareness of the school grounds, and then moving onto the local and wider area. In KS2, Geography is taught through carefully chosen topics to ensure a balance of physical and human geography as well as progression in skills. The local area is also utilised to achieve the desired outcomes, with opportunities for learning outside the classroom given. Each session begins with a retrieval activity consolidating prior learning with reference to the Knowledge Organiser if required. In a rapidly changing world, the importance of sustainability, climate change, migration and global citizenship is vital so children can begin to understand their role and responsibilities.	The impact and measure of this is to ensure that geographers at West Lodge are equipped with an understanding of the key geographical concepts and skills which they can apply in other areas of their learning, for example when they move on to Key Stage 3 and as an adult in the wider world. We want the children to have enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future. Children record their learning in a variety of ways, keeping record of their work in their Geography or Topic books. Recalling the information, skills and vocabulary they have learnt and applying these to answering geographical questions. Teachers at West Lodge use formative assessment to assess and track progress in Geography. Twice a year teachers record children's progress through key statements relevant to their year group and making an overall judgement as to whether the children are working at, towards or exceeding expectations.

Knowledge and Skills

EYFS: In The Early Years, Geography comes under the 'Understanding the World' Learning Goal. Our aim is for children to describe their environment. Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from their experiences, stories, non-fiction texts and maps. To know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To understand some important processes and changes in the natural world around them, including the seasons.

Knowledge in Geography focuses on locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

In KS1 children develop knowledge about the world, beginning with the school grounds moving onto the local area and the UK. They learn subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness and simple maps.

In KS2, Geography is taught beyond the local area to include the UK, Europe, and the wider world. Children learn about the range of the world's most significant human and physical features. Developing their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Children will also be given opportunities to apply these skills and their knowledge to make links and compare and contrast, to draw conclusions, observe patterns and impact.

Creativity

Our curriculum for geography inspires curiosity and fascination, enabling pupils to make sense of the world and its people.

At West Lodge, we believe creativity allows children to acquire knowledge and understanding with greater impact, making links to prior knowledge and creating new understanding.

At West Lodge, curriculum planning encourages and supports achieving the natural links between Geography and other subject disciplines such as Science, Maths and History.

Through evaluative and critical thinking children will apply their growing knowledge to draw their own conclusions to geographical understanding. Opportunities to express themselves in a variety of ways will be developed allowing children to be creative within this. Thus pupils realising their own strengths and feeling a sense of achievement boosting confidence. Encouraging independence and resilience in their learning.

Assessment

At West Lodge we understand the importance of assessment to inform the tracking of pupil progress, planning next steps, reporting and involving parents and pupils as part of this. It is an integral part of the Teaching and Learning process.

Teachers make assessments through:

- regular marking of work
- analysing errors and picking up on misconceptions
- questions and answers throughout the lesson
- facilitating and listening to discussions
- making observations

Children will be assessed twice a year against the year groups' key skills statements and progression documents. Learning starts with assessing children's prior learning and knowledge. As topics are taught, lessons can then be personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by the teacher. We use retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our pupils, referring to Knowledge Organisers and previous learning.