



## Geography at Westfields Junior School

At Westfields Junior School, we aim to provide an exciting and engaging Geography curriculum in which the children take an active role in their learning. Using their curiosity, they can explore and explain why the world is the way it is. Lessons are planned to support and push children's natural interest using a range of different resources. The children are given opportunities to go out and beyond the school to explore and understand a variety of different environments such as Yateley and Dapdune Wharf. Our aim is to create children who not only recognise why the world is the way it is, but help children to explore, understand, evaluate and compare array of environments skilled to develop into geographers of the future.

## Coverage

- Developing a contextual knowledge of Yateley and the surrounding area, the UK, Italy, Japan and North America, identifying both human and physical characteristics and making comparisons between different places.
- Developing locational knowledge of the world using a range of maps and atlases.
- Understanding key elements of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Understanding key elements 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.
- Using fieldwork to observe, measure, record and present the human and physical features in the local area.
- Underpinned through our 5-step approach to enquiry where we hook our children, ask key questions, give children the opportunity to investigate, connect, compare and pattern make and finally conclude in order to develop their ability to recognise, compare, describe, explain and evaluate.

## Progression

- Specific atlases for Years 3 and 4 and more advanced atlases for Years 5 and 6.
- Year 3 focus on 4 compass points and Year 5 focus on 8 compass points.
- Year 3 and 4 focus on 4 figure grid reference and Year 5 and 6 focus on 6 figure grid reference.
- Year 3 cover the local area, focusing on physical and human features, drawing a sketch plan and Year 6 focus on land use, comparing to Camberley and create detailed land use maps and plans, carrying out surveys and producing graphs.
- Mountains, coasts, volcanoes and earthquakes are taught at the end of Year 6 to combine locational knowledge developed through the key stage.

## Enrichment

- Year 3 - local area walk
- Year 4 - trip to Dapdune Wharf
- Year 6 - local area walk
- Year 6 - residential including beach study
- Whole school World Earth day (linked with Environment)

## Cross-Curricular Links

- Year 3 – Japan links with DT and sushi making.
- Year 4 – Italy links with History and the Romans and with DT and Greek salads
- Year 5 – North America links in with History and the Mayans.
- English – use of explanation writing e.g. in Year 4 with the water cycle.
- Reading – use of non-fiction books.
- Maths – collection of data (surveys, charts and graphs, data e.g. temperature).
- Science – states of matter linked to the water cycle.

## Assessment

- Whole class and verbal feedback.
- Use of Knowledge Organisers.
- Use of retrieval practice at the beginning & end of lessons.
- Use of quizzes, starter & plenary activities and written assessment tasks.
- Teacher assessment, self-assessment and peer assessment of activities and tasks.
- Referral to the progression document.
- Completion of the Geography Foundation Subject Assessment document identifying children not achieving expected standard and those exceeding.

## Inclusion and Challenge

- Everyone has access to the Geography National Curriculum.
- Key vocabulary is shared and discussed through the use of Knowledge Organisers and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches. and strategies, task design and differentiation.
- To support and challenge children, differentiation will include: self-selection and tiered activities; resources and scaffolds; differentiation through outcome; adult support and peer-support.
- Within school, there are two different sets of atlases to meet the needs and abilities of our children.
- Additional resources are utilised to support and extend e.g. a range of maps with different scales, use of Google Earth, aerial and satellite imagery, range of starter activities.