

West Witney Primary School and Nursery

Curriculum Information



Geography

Key Stage 1 and Key Stage 2

Introduction

At West Witney Primary School and Nursery, we believe that Geography helps children to develop their understanding and knowledge of the world, as well as their place within it. We aim to inspire children to have curiosity about our planet through enquiry-based learning, instilling in them the skills they need to become global citizens.

Children will learn about the physical and human environment on a local, national and global scale, with their knowledge and skills growing and strengthening each year. As they build on their prior learning, they will deepen their understanding of physical and human processes and the connections between these. They will become explorers who use geographical skills and field work to not only develop their interest and understanding of diverse places, but also becoming critical thinkers with a strong sense of belonging within our diverse, fascinating and ever-changing world.

Intent

At West Witney Primary School and Nursery, the Geography curriculum has been designed so that our learners gain a coherent knowledge and understanding of the local area, the UK and that of the wider world and develop an enthusiasm and curiosity to know more about the world and our place within it. Using the National Curriculum as a basis, the geography programme of study has been mapped with focus, appropriateness, coherence and sequentially. There is a clear progression of substantive knowledge, Tier 3 vocabulary and links between strands of Geography, to ensure all pupils achieve well. New knowledge and skills build on what has been taught before, setting the foundation for future learning. Enriching experiences are planned to ignite the children's passion for Geography and help them gain episodic and semantic knowledge. A sense of place is secured, acquiring an understanding of human and physical geography. At West Witney, we use geographical and fieldwork skills to develop a strong sense of place. Understanding locations worldwide is planned for in order to compare and contrast them and ensure depth of learning, which is at the heart of our whole curriculum. We study a variety of significant areas that underpin the diversity of Britain and the wider world.

Implementation

Geography teaching focuses on enabling children to think as geographers. We place an emphasis on geographical and fieldwork skills and give children the opportunity to visit sites in the local and wider locality. We recognise and value the importance of mapwork, field work and primary/secondary sources to develop a strong sense of place. We also help children understand that different localities can be interpreted in different ways, and they should always ask questions about the information they are given. We recognise that in all classes, children have a wide range of capabilities in geography, and we seek to provide suitable learning opportunities for all children, by layering the depth of learning and challenge. Emphasis is placed on the development of disciplinary knowledge alongside substantive knowledge. A variety of teaching approaches are used, including: Teacher presentations; mapwork; analysing and interrogating sources and visits to local sites. These visits and learning experiences are delivered so children are able to develop a greater understanding of the locality and their place within the wider world.

Impact

The impact of the Geography curriculum at West Witney Primary School is the demonstration that the curriculum has been planned and delivered well. This can be seen through:

- Clear evidence that our children have shown progress and attainment in line with the National Curriculum.
- Our children demonstrate enthusiasm for the subject and can talk with confidence and knowledge about geography.
- Our children demonstrate an understanding of a range of geography vocabulary that can be applied, confidently.
- As geographers, our children can use their skills to examine an area and how it fits in the wider world. They 'know more' so they can make links between their knowledge from different strands of geography.

Recording

Geography at West Witney is recorded in the Geography and History book. For the majority of lessons, learning is recorded in these books. However, in some instances, forms of learning may happen where recording in books is not possible or appropriate. Much of the field work, may be recorded on fieldwork worksheets or documents. Teacher, peer and self-assessment will be used to tick the depth of learning statements to record whether they have been achieved. These will be present for every lesson. Teachers will use their professional judgement to make this decision. Children will be given the opportunity to build their understanding and experiences through a variety of tasks that will allow them to show their Historical knowledge.

Assessment

Children will have the opportunity to answer key concept questions in a verbal and written format, which will give the teachers an excellent understanding of how well children have understood the taught knowledge and skills. After each geography topic, teachers will make a summative assessment of whether the child is working towards the age-related expectation, at age related expectation or working at greater depth. To develop their awareness of their knowledge and learning, children will have the opportunity to self and peer assess against learning objectives and depth of learning statements. Many other formative assessment strategies are used, including conversations with the children and the 'products' seen as a result of their learning. Formative and summative assessment are used together by teachers to gain a good understanding of the knowledge the children have embedded.

Geography Journey at West Witney Primary School

Year	Geographical Enquiry Question					
1	Why does Witney not have a lighthouse?		How do farms differ around the world?		Is the UK the same all over?	
2	North pole versus the South pole – where would you rather visit?		What does Deer Park look like?		Which country would you prefer to live in and why?	
3	How has the River Thames shaped the landscape from source to mouth?		Are paper maps the most effective way to study geographical features?		How does Oxfordshire compare to the UK landscape?	
4	Oxford vs Grenoble – where would you rather live?		How does the geography of the UK impact land use?		How do the animals and plants in the Amazon rainforest work together to create a unique home?	
5	How does a natural disaster impact a country?		How does the rainforest impact global trade?		How does the River Thames positively support humans?	
6	How are biomes affected by humans?		How does life compare on mountain ranges around the world?		How might Witney look in 20 years' time?	

UK Place Knowledge	European Place Knowledge	Non-European Place Knowledge
Human Geography	Physical Geography	Geographical skills and Fieldwork

UK Place Knowledge	
In Key Stage 1, the children learn that Witney is in Oxfordshire, a county in the UK, as well as what the weather conditions are like by understanding a UK weather forecast. They develop a sense of place by being able to describe the local area of Deer Park. At the end of Key Stage 1 they look at other major cities in the UK and where Witney is in relation to them. In Key Stage Two, they learn how to describe where Witney is using grid references and compass points. In Year 3, they look at the physical features of the River Thames which is revisited in Year 5. They deepen their understanding by comparing Oxfordshire with other landscapes in the UK. They compare Oxford with the twinned town of Grenoble, France. Their understanding of land use is looked at through trade in Year 4, which is developed in Year 5. The River Thames is revisited by learning about the positive impact on humans, particularly on the local area. Finally, the children use all their knowledge start thinking about what Witney may look like in 20 years time.	
European Place Knowledge	
The European location study is Grenoble which is twinned with Oxford. Children learn how regions and counties are similar and compare physical features of the two areas.	
Non-European Knowledge	
In Key Stage One the children compare the farming area of Oxfordshire to a farm in Africa. This develops their UK place knowledge and gives them the opportunity to start making comparisons with a non-European country. In Key Stage Two the children revisit the Rainforest in South America three times. They study the physical features of the region, as well as its location. They then study the impact this has on trade which builds on their understanding of trade learnt the previous years. Finally, they look at detail to the biomes of South America and the rainforest. Children develop a truly deep understanding of this amazing region.	
Human Geography	Physical Geography
The human geography strand of geography runs throughout many enquiry questions across Key Stage One and Two. These strands use the 'Balance Curriculum' to ensure they are well sequenced and build on prior learning.	
Geography Skills and Fieldwork	
Children develop their geography skills and fieldwork across all the enquiry questions. These strands use the 'Balance Curriculum' to ensure they are well sequenced and build on prior learning.	



