

WESTFIELD COMMUNITY SCHOOL



Geography Policy

Written and reviewed by Hannah Catherall (Geography coordinator)

September
2025

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

(National Curriculum, 2013: 198)

At Westfield we have introduced a structured Geography curriculum which develops pupils' knowledge of their own area and experiences, through fieldwork, which can then be used as a basis to compare different places across the World. We believe we need to give our pupils valuable experiences in order for them to begin to build a secure knowledge base to develop their understanding.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- 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
- 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 and writing at length.

(National Curriculum, 2013: 198)

At Westfield we have developed an engaging creative curriculum which encompasses all foundation subjects (where applicable), purposefully meeting the aims and criteria set within the National Curriculum in an exciting and varied way to stimulate our pupils.

Planning

Each KS1/KS2 lesson should be planned on the Westfield planning format, please see Appendix 1, and should include:

- National Curriculum objective
- Geographical skill
- Kapow
- Recall and Remember tasks
- Geography strapline
- Differentiated knowledge organisers
- Teaching input
- Group Activities (indicating where support/differentiation is required)
- Key Questions (see Appendix 2 for question stems)
- Key Vocabulary (see Appendix 3)
- Assessment
- Subject Focus

Differentiation

Our curriculum is highly differentiated and effective. Teachers will use their knowledge of the pupils to set and differentiate tasks as appropriate. At Westfield we have high expectations for learning and this should be demonstrated with clearly differentiated approaches to learning highlighted within the planning documents. Differentiation may occur through (for example):

- Task
- Outcome
- Support
- Resources
- Technology
- Recording

Early Years Foundation Stage

The EYFS framework encompasses geography within the 'Understanding the World' area of learning. It states:

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

(EYFS Framework, 2014: 8)

At Westfield we make use of our own environment and ensure that the children have many varied experiences. We engage children by encouraging them to take ownership for their own learning and exploration. The EYFS practitioners create a broad range of experiences for children both within the classroom and in the wider school environment (including the ALPs). This allows children to make comparisons and connections drawing upon their own experiences. As learning in EYFS largely relates to the children's interests, they engage and immerse themselves in activities, asking questions and developing their understanding.

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Key Stage 1

Throughout KS1, Geography is taught as part of the creative curriculum, linking with other foundation topics to create a topic, e.g. 'Hot and Cold'. At Westfield, the emphasis within KS1 is to build upon their existing knowledge base and understanding, using the local area and school as a starting point to explore further afield. In KS1 geography at Westfield is learning about the world. We believe that our pupils can relate these first hand observations to enhance their geographical skills and awareness in the local area and develop subject specific vocabulary. Pupils will also be taught to apply their knowledge as they begin to look across the UK and have their first look at other places around the World. Please see Appendix 4 for the whole school curriculum map, this outlines where specific objectives are taught.

Key Stage 2

Throughout KS2, we continuously review locational knowledge as well as continuing to build upon and expand knowledge and experiences. Geography in KS2 is, like KS1, taught as part of the creative curriculum, linking with other foundation subjects to create a topic. At Westfield, we start each lesson with our Geography strapline, 'Geography is the study of places, their physical features and the links between humans and their world'. The children then complete Recall and Remember tasks to embed prior learning. The first lesson of each topic taught is called a WOW lesson, and this is to really excite the children about the geography topic they are about to learn. They then take ownership through their own learning in a variety of ways e.g. researching an area using ICT or using VR headsets to gain a deeper understanding of a place. We continue to build upon their existing knowledge base through exploration and comparison of local areas e.g. school and Delamere Forest, then we can abstractly look further afield as we explore in more detail around the world, particularly Europe and North and South America. Please see Appendix 4 for the whole school curriculum map, this outlines where specific objectives are taught.

Cross Curricular links

As previously mentioned, Geography is taught as part of the creative curriculum, linking with other foundation subjects to create a topic. This lends itself well to a cross curricula approach. There should be opportunities in the curriculum for children to:

- write at length to communicate geographical information and subject specific vocabulary
- explore maps using ICT e.g. Google Earth/Maps, Digimap
- use the ALPs (Westfield's extensive large outdoor area)
- independently research
- make links between other subjects

Please see the Whole School Topic Maps in Appendix 4 to explore cross curricula links further.

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Assessment

Pupils' learning in Geography is assessed formatively throughout the topic. At the end of the topic teachers will set a specific summative assessment task which will establish if the objectives and skills taught have been achieved. Teachers can go over lessons in other half terms to ensure children still remember the prior learning.

Over the course of the year this information will enable the teacher to make a judgement for each child's attainment in Geography. This will be described as;

- Working below the expected standard
- Working within the expected standard
- Secured the expected standard

Key Vocabulary

<u>Year</u>	<u>Unit of Work 1</u>	<u>Unit of Work 2</u>	<u>Unit of Work 3</u>
<u>1</u>	Our Place map. signs, School, symbol, key, features, devise, street, map, road, lamppost, Zebra Crossing, human and physical features, route	Town and countryside Map, human and physical features, town, village, factory, valley, population, country, countryside, farm, rural, river, forest	Hot and Cold World map, Atlas, Globe, Kenya, Greenland, England, City, weather, seasons, Equator, North Pole, South Pole, north, south, east, west, compass directions, continent
<u>2</u>	The United Kingdom United Kingdom, England, Scotland, Wales, Northern Ireland, Sea, river, port, compass, North, South, East, West, human and physical features, population, Island, City, Capital City, landmark	City Sights Map, river, United Kingdom, London, Liverpool, City, population, landmark, human and physical features, capital city, fact file, port	Home and Away globe, map, atlas, country, oceans, island, seaside, locate, village, cliff, coast, port, harbour, beach, Continents, equator
<u>3</u>	Westfield Village Hamlets. Villages, towns, cities, human and physical features. recreational, commercial	Volatile Earth Active volcano, dormant volcano, lava, magma, Tectonic plates, Tsunami	Lands End to John O'Groats journey, human geography, physical geography, landmark, Land's End, John O'Groats, county, compass, coast
<u>4</u>	River Nile/ Raging Rivers Current, delta. Erosion, estuary, source, mouth, Oxbow lake, continent, country, human and physical features, course, trade, import and export, atlas, maps		Fascinating Forests Habitat, rainforests, forests, layers, species, Understorey, canopy, emergent, climate, ecosystem, biome, deforestation, tropical, tropics, equator, lines of Capricorn and Cancer, climate, continents
<u>5</u>	Into the Deep Coral reefs, ocean current, coral bleaching, marine, threat. Overfishing, single-use plastic, oceans, pollution, water cycle, trading routes,	Mountain High Mountain, landform, fault black, volcanic, altitude, avalanche, base, mountain range, locate, world map, continent	Food Glorious Food origin, trade, export, import, product, company, trader, supplier, manufacturer, distributor, retailer, consumer, economy, income, fair trade, climate, tropical, food miles
<u>6</u>	Capitals of Culture Physical and human features, capitals, culture, world map, continents, time zones, population, climate, Latitude and Longitude,		Where does our Energy come from? Biofuel, coal, consumption, crude oil, emissions, energy source, hydropower, non-renewable, nuclear power, producer,

hemisphere, Prime Meridian,
Equator

renewable, solar power, windpower, six-
figure grid reference

A lesson plan



Westfield Community School Geography Lesson Plan



Date:	NC Objective:	The Hook / Enquiry Question:
Objective:		
Skills:		
Activities:		

Long term map

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Y1		Our Place A field study of their local area	Town and Countryside Wigan and Lancashire Countryside		Hot and Cold Study of local weather/seasonal patterns Study of hot and cold areas in the world	
Y2		The United Kingdom Countries and Capitals	City Sights Comparing London Capital city and Liverpool city		Home and Away Similarities and differences Blackpool (local coast) and Tocuaro (village in Mexico)	
Y3	Westfield Village Settlements of local area. The Alps – Fieldwork (build a settlement)		Volatile Earth The study of Earthquakes, Volcanoes and other natural disasters around the world.		Lands End to John O' Groats Significant physical geography and famous landmarks	
Y4		River Nile Settlement Nile trade and economic use.	Raging Rivers River study- The Amazon, Ganges, Hudson and Douglas (local river) Water Cycle		Fascinating Forests UK and Brazil Study of UK forest (Delamere) and Brazil forest (Amazon) Compare and contrast Where does energy/lighting/heating/water come from.	
Y5	Into the Deep Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef.			Food, Glorious Food A study into where our food comes from and understanding trade and economy	Mountain High Study of mountain ranges across the world – The Rockies, Alps, and the Lake District.	
Y6		Capitals of Culture Moscow, Tokyo, Sydney, Washington DC, New Delhi, Cairo Buenos Aires			Where does our Energy come from? An exploration of energy sources and a comparison of renewable & non-renewable sources.	

