



# **Geography Policy**

**Wadsworth Fields Primary  
School  
January 2024**

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## **Geography Policy**

At Wadsworth Fields Primary School, we value Geography as an important part of the National Curriculum. We provide children with a challenging and engaging Geography curriculum that encourages and inspires them to be curious about the world in which they live. At Wadsworth we teach Geography through our topics and follow the National Curriculum. Our carefully sequenced progression plan ensures we build and develop skills and knowledge, make links to prior learning and provide a meaningful context which may be enhanced by reference to other areas of the curriculum. We seek to inspire a lifelong fascination about the world and its people by teaching about diverse places, people, resources and natural and human environments together with an understanding of the Earth's key physical and human processes.

### **Aims (Intent)**

Through teaching Geography, we aim to help our children:

- Develop a knowledge and understanding of the place in which they live and the wider world.
- Understand the processes that give rise to key physical and human geographical features of the world and how they are interdependent and change over time
- Develop the skills necessary to undertake geographical investigations; collect, analyse and communicate a wide range of data through fieldwork, interpret a range of sources of geographical information, and communicate geographical information in a variety of ways
- Increase knowledge of other cultures, and in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society.
- Stimulate an interest in and encourage an appreciation of the world around them.
- Develop an informed concern for our environment and an ability and willingness to take positive action both locally and globally.

### **Approaches to Planning, Teaching and Learning (Implementation)**

At Wadsworth Fields, we use the National Curriculum (NC) as guidance for our Geography coverage. Our whole school plan ensures coverage of the Geography curriculum from years 1 to 6. Staff plan in year groups for medium term planning based on the knowledge, skills and understanding outlined in the whole school plan; these units are then described in more detail for our weekly planning grid. Each unit sets questions which the children will explore in order to deepen their knowledge and understanding of the geographical concepts. "I can" statements are used to illustrate the steps to success. Topics will alternate with History. Geography will be linked into some History topics, where appropriate, to develop children's knowledge and understanding. Class teachers use a variety of teaching techniques in order to meet the learning objective with the greatest success. These include co-operative group work, individual work and class work.

The children are given the opportunity to learn:

- Through discussion and debate.
- Through drama / role play.
- Through practical investigation.
- Through fieldwork.
- Through asking questions.
- Through collecting and analysing data.
- To use secondary sources to stimulate geographical enquiry and to answer questions.
- To present their learning in a variety of ways - orally, visually and in various written forms.
- To use ICT tools to further their knowledge and understanding of a particular topic.

- We also try to encourage visits from experts in their field who bring in artefacts that the children can touch, discuss and use. Parents/members of the community are encouraged to speak to the children on certain geographical topics, particularly about their visits to different countries around the world.

## **Progression**

We recognise that skills and knowledge must be built upon as children move up through the school. Therefore, curriculum planning allows children to acquire that progressively deeper understanding and competency. As children gain more knowledge and skills, the activities set will incorporate their need for more accuracy in observation, more precision in mapping and vocabulary used, more complexity in the amount and quality of information about places. Children will also need to use more sources of information, appreciation of the range of attitudes and values relating to issues, greater depth of understanding of the ideas and concepts taught and increasing independence in learning.

To stimulate children's interest, we begin to learn about their locality; exploring human and physical geographical features through fieldwork. Children then build upon their knowledge by comparing their life in this locality to other parts of the United Kingdom and the rest of the world. As children grow and move through school, they will build upon their knowledge and deepen their understanding by considering the interactions between the human and physical forms and processes.

See the Geography progression map for more detail.

## **Foundation stage**

We teach Geography in the Foundation Stage as an integral part of the topic work covered during the year. As the Foundation Stage is part of the Early Years Curriculum, we relate the Geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) that underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objective, 'Knowledge and Understanding of the World' (KUW).

## **Special Educational Needs**

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for all these in all lessons. Through training and resources, children are supported by all adults both within and outside of the classroom. Where a child needs extra help physically to go on visits or carry out field work, this is provided.

## **Assessment, Recording and Reporting**

Children's learning in geography is assessed by making informal judgements through observation, discussion and questioning during lessons. Once a topic is completed, teachers make a summary judgement of the learning for each child as to whether they have yet to obtain, obtained or exceeded the expectations of the topic. This information is used by class teachers to plan future work and is recorded on an electronic geography tracker.

Reporting will be carried out:

- by verbal reports to parents on parents' evenings
- by written reports to parents on report forms.

## **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.

### **Equal Opportunities**

Children at Wadsworth Fields have equal access to the geography curriculum regardless of gender, race or special educational needs. We ensure all our pupils:

- Have equal access to resources
- Are engaged in activities appropriate to their ability
- Are encouraged to participate fully in all geography activities

All work is to be presented in a non-sexist, non-racist, non-stereotypical manner. We always aim to provide resources that have no cultural or gender bias.

### **Monitoring and Role of the Subject Leader**

Geography teaching and learning is subject to continual review, evaluation and monitoring.

The role of the geography coordinator is to:

- Co-ordinate the teaching of geography within school
- Monitor the use of the policy and scheme of work and review them when necessary
- Ensure continuity and progression of teaching and learning throughout school
- Be responsible for the support of colleagues in the teaching of geography
- Provide a strategic lead and direction for the subject in the school
- Be aware of the strengths and weaknesses in the subject and indicate areas for improvement
- Be responsible for any geography input in the school development plan.
- Auditing, organising and maintaining resources.
- Purchasing and replacing equipment.

This policy will be reviewed in January 2026

Caroline Wilson  
January 2024