

Walbottle Village Primary School Geography Policy



September 2025

School Vision

“We aim to offer outstanding, exciting and stimulating learning experiences for all of our children across all areas of the curriculum. We strive to make learning appropriate and relevant matched to the individual needs of our unique and special pupils”.

This document is a statement of the aims and principles for the teaching and learning of Geography at Walbottle Village Primary School.

Intent

The geography curriculum has been designed to ensure that learners acquire essential and relevant knowledge, which is in line with the National Curriculum and children will develop transferrable geography skills. The geography curriculum has been carefully mapped out to ensure learning is purposeful and progressive in the hope that children leave our school being confident geographers equipped with the necessary knowledge and skills in order to excel.

Rationale

Through Geography, children develop an understanding and knowledge of the world, both in their immediate environment and further afield. They acquire skills enabling them to investigate all the different aspects of their environment, human and physical, and the changes that occur. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. The children measure and record findings from field work and analyse trends. They learn to appreciate and value the environment and develop a sense of responsibility towards it.

Aims and Objectives

Through a rich and stimulating learning environment the teaching of geography aims to:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's 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 country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Curriculum Organisation

The National Curriculum Geography programme of study is divided into four main themes:

- Location knowledge

- Place knowledge
- Human and physical features
- Geographical and field work

Geography provision in the Foundation Stage is linked to the six areas of learning; with particular relevance to the area about knowledge and understanding of the world. Skills learnt in literacy, maths and ICT are consolidated through the creative curriculum where children's learning is linked across a common theme incorporating all other areas of learning including Geography. Children study locations in Britain and other parts of the world as well as key themes including rivers, weather, settlement and environmental change.

During the Foundation Stage

During the Foundation stage, young children are given opportunities within the Early Learning Goals 'Knowledge and Understanding of the World' to find out more about the world in which they live and the people they encounter. The children take part in first-hand experiences, including the chance to explore the local environment, gather information, and communicate their views.

- The children will develop their natural curiosity about the world starting with themselves and places nearest to them. They will develop an increasing awareness of their surroundings. These experiences are likely to have included:
 - Directions - up/down, left/right, forwards/backwards.
 - Learning map work skills.
 - Language and vocabulary.
 - Geographical concepts developed through structured play:-
 - Outdoor play equipment, sand/water trays, map work, imaginative role play, floor toys, globes and construction.

During KS1 and KS2

Key Stage 1

During Key Stage 1, pupils will be expected to name and locate the world's seven continents and five oceans, know the four countries in the UK and identify capital cities and surrounding seas. They will contrast an area in the UK to a non-European country looking at human and physical features. The children will know about hot and cold countries by understanding the Earth's equator and poles. They will start to use geographical language, use world maps and know simple compass directions.

To ensure children make progress, teaching should provide opportunities for children to develop geographical knowledge using field work in and around

their immediate surroundings. They will use aerial photographs, maps, sketches and keys to support them in their field work.

Key Stage 2

During Key Stage 2, pupils locate places concentrating on environmental regions in Europe, North and South America using digital mapping, maps and atlases. They will name cities in the UK concentrating on environmental regions including physical and human geography. They will discuss and identify differences and similarities when looking at a region of the UK and another country in the EU with a region in North or South America. They will learn the key aspects of physical and human geography including volcanoes, earthquakes, settlements, distribution of raw materials etc

Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views, They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases; an increase in the spatial scale of study; the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

The children should be given opportunities as part of their work in the classroom to:

- Make, read and interpret maps with an increasing emphasis on accuracy.
- Use and interpret globes and atlases.
- Use appropriate geographical vocabulary.
- Enquiry techniques, such as asking the right questions, drawing conclusions and communicating findings.
- Interpret secondary evidence such as aerial photographs.

The Role of the Geography Co-ordinator

The role of the co-ordinator is largely to ensure the geography curriculum is being delivered in a way which meets the learning objectives and inspires and motivates the children.

These responsibilities will include:

- To advise the Headteacher and Governing Body on the future development of Geography at Walbottle Village Primary School.

- To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.
- To be responsible for the implementation of the policy documents and to monitor the teaching and learning and the development of Geography throughout the school, with particular regard to continuity, achievement and progression.
- To evaluate continuity, breadth, achievement and progression across the whole school by monitoring the teachers' long-term planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.
- To observe and support in the classroom in the area of Geography.
- To be aware of and promote appropriate use of the computer in the field of Geography, including links with computing.
- To encourage and foster equal opportunities for all children in the field of Geography.
- To purchase, order and maintain teaching resources whilst managing a delegated budget.
- To keep up to date with current developments in the field of Geography in primary education through reading, courses and visits and disseminate information to colleagues as appropriate.

Record Keeping and Assessment

Geography based activities and experiences within the **Foundation Stage** will be recorded and assessed using the Foundation Stage Profile. Additionally there are individual profiles of achievements. Notes, work samples and photographs form the basis of both these assessments.

In **KS1** and **KS2** pupils undertake a mini-assessment at the end of every unit of work. The children will complete three units per year group. The results from this assessment will be analysed on an individual level (recorded in books) and a whole-class level by the class teacher in order to address misconception and gaps on future planning or to target children on a 1:1 basis. Whole class assessment information will be outlined on the foundation subject assessment record sheet and this will be passed up to the next class teacher. As the assessment is completed on iPads, on a program called Quizizz, teachers receive an in-depth overview of each child's results, these results are printed and stuck in each child's book at the end of every unit of learning, therefore they are readily available for teachers and visitors to access. The assessments incorporate a mixture of specific geography knowledge (linked to the National curriculum and unit) as well as testing children on the geography skills, which are outlined in the front of their geography books. Fieldwork and photographic evidence may be kept to contribute towards individual records.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. Our school practice should provide opportunities which reflect the cultural diversity of our school, community and locality. Through the teaching of geography we will promote mutual respect for all cultures.

SEN

At Walbottle Village Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Walbottle recognises the need to cater for children with special educational needs. Work is differentiated to assist children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. The Geography programme may need to be suitably differentiated on occasions according to the child's special needs. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Gifted and Talented

'Gifted and Talented' children are identified via pupil tracking grids and unit assessments. They are provided with opportunities to promote and develop their learning further.

Social Cohesion

Where appropriate links are made in Geography and cross curricular subjects to help children learn about and understand how the local, regional, national and international community in which they live has changed and developed into the global community in which we all now live. It also includes people's sense of common belonging to a city and the strength of shared experiences, identities and values between those from different backgrounds.

Health and Safety

Health and safety regulations in class-based lessons apply as for any other subject. When engaged in field work children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. For outside visits there will always be more adult support and qualified staff in First Aid. Risk assessments will be completed for visits outside of school premises.

Cross-Curricular Links

Geography is taught discretely however there are strongly links with maths and science as well as history and PSHE.

Resources

We are continually reviewing resources in our school to be able to teach all the geography units which is closely linked to children's interests. We keep these resources in a central store which is easily accessible for all members of staff. We also have a subscription to digi maps, which ensures that we have current and detailed maps to use for a variety of units as well as up to date atlases. We also keep a collection of geography equipment which the children use to gather weather data, and a variety of atlases. There is a range of educational software to support the children's individual research in the classes and computing is used to produce power points by the children.

Visits

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

We are fortunate to be able to visit some excellent sites within the local area. Where possible, visits should be incorporated into Geography lessons, to make learning something that is based around first hand experience.