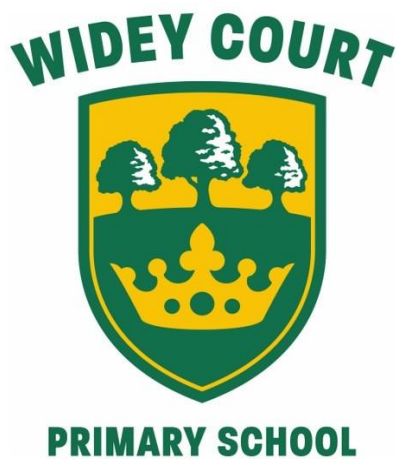


WIDEY COURT PRIMARY SCHOOL

Geography Policy



<i>Policy reviewed on:</i>	<i>September 2026</i>
<i>Date of next Review:</i>	<i>September 2027</i>
<i>Who reviewed this policy:</i>	<i>Suze Toogood (Subject Lead)</i>

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Widey Court Primary School

Geography Policy

Reviewed: September 2026

1) Rationale:

At Widey Court Primary School, our vision is to allow children to develop an understanding of the geographical world around them, starting with our school and the local environment before moving on to explore locations around the UK and then the wider world.

2) Our Intent:

The children will participate in sequences of lessons that will be closely linked to the aims and objectives outlined in the National Curriculum. Children will develop knowledge and understanding focused on the four areas of the geography curriculum:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Throughout the year groups and Key Stages, the children's knowledge and understanding will be reviewed through our ROCKS PowerPoints and then this will be developed further and used in practical situations. Children will be given opportunities to answer the geographical enquiry question at the end of each unit.

3) Aims:

- ❖ To develop students' geographical knowledge and understanding of key concepts, such as location, place, space, environment, and sustainability.
- ❖ To develop students' geographical skills, including map reading, data interpretation, spatial analysis, and fieldwork techniques.
- ❖ To foster students' curiosity, critical thinking, and problem-solving skills through inquiry-based learning approaches.
- ❖ To promote students' awareness of global issues, cultural diversity, and environmental sustainability, encouraging them to become responsible global citizens.
- ❖ To support teachers in delivering high-quality geography education through professional development opportunities, curriculum resources, and ongoing support networks.

4) Teaching and Learning:

4a) Foundation Stage:

Geography is taught to the Foundation classes as an integral part of the topic work covered during the year, mainly through the 'understanding the world' strand. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

The Development Matters States:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

Understanding the World is separated into three strands:

- **Past and Present**
- **People, Culture and Communities**
- **The Natural World**

4b) Years 1-6:

Geography is taught based on the 2014 National Curriculum objectives and the Whole School Progression document for geography is used to ensure that the skills and knowledge taught is progressive throughout Years 1-6. The National Curriculum states that:

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

5) Fieldwork

Fieldwork will be carried out throughout all year groups and utilises the knowledge and skills that children have previously learnt in statistic in maths. Fieldwork will show that the children can apply their geographical skills to gather information as well as interpreting data to explain what they have discovered.

We have split Fieldwork into two areas

- **Primary Fieldwork**- Children will complete their own fieldwork and then use the data gathered to answer questions.
- **Secondary Fieldwork**- Children will use the fieldwork carried out by others to answer questions.

6) Role of the Subject Lead:

The role of the subject leader is to ensure that geography in the school is being taught according to the school's policy and also ties in with the teaching and learning policy. They are to ensure that the subject remains current and falls within the aims of the schools vision and aims and SIP.

Monitoring of the subject would involve lesson observations, book scrutinies, learning walks, pupil conferencing, monitoring of geography displays and learning walls in class and around the school.

Other duties and roles of the geography subject lead are to ensure resources are ordered and relevant to the curriculum and year group expectations. To order new resources and consumables where needed to ensure that staff can teach the subject to their best ability. Due to budget restraints in the schools, this may also result in sourcing outside funding to replace broken/faulty or out of date resources. Inviting in visitors, organising special events, promoting geography based trips and encouraging classes to join into geographical themed weeks such as 'Fieldwork Fortnight' are essential for keeping the presence of geography high in the school.

Updating the geography policy according to new research, current practice and the schools vision and aims is essential for ensuring staff consistency in teaching the subject.

7) Assessment and Marking:

Teachers assess geography in line with the Assessment and Feedback and Marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make assessments of children's progress against the skills required for their own year group. This is reported to parents annually. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made. Monitoring takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils voice. Pupils' geographical work is regularly displayed throughout the school and lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning; these observations will be recorded on Tapestry where the subject leader can observe them by search Understanding the World.

8) Health and Safety:

Children will be taught to use a range of geographical equipment safely and for the appropriate use. Many of the considerations for health and safety in geography will link to fieldwork where children will be using the local environment. Teacher will need to complete a risk assessment when leaving the school site.

9) Conclusion

This policy will need to be read in conjunction with the following school policies

- Teaching and learning policy
- Marking Policy
- SEN policy
- Equal opportunities policy
- Health and Safety policy.

Signed: *S. Toogood*

Date: 17.09.2026