



EVERY CHILD MATTERS ACADEMY TRUST
WELLGATE PRIMARY SCHOOL
Geography Policy

The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust

1 Policy statement

This policy document sets out our schools aims, principles and strategies for the delivery of Geography. It will form the basis for the development of Geography in our school.

At Wellgate Primary School, we aim to provide a well-balanced curriculum which covers the statutory requirements of Geography within National Curriculum 2014 and the Early Years Foundation Stage (EYFS) Framework 2021.

2 Aims

At Wellgate Primary School, we aim to provide children with the knowledge and opportunities which will enable them to become independent thinkers who strive to become the best they can be. We aim to do this through the key drivers of LEAP (Language, Experience, Aspiration, Performance).

At Wellgate Primary School, we believe that the teaching of Geography should ensure that all pupils;

- are provided with a broad and balanced curriculum
- develop in the children a strong interest in their own surroundings and the world as the home of mankind
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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)
- Stimulate children to want to care for their environment
- Introduce children to the concept of land formations, rivers, erosion, weather systems, climates, etc. and how they affect each other
- communicate geographical information in a variety of ways, including through



maps, numerical and quantitative skills and writing at length.

3 Delivering the Geography Curriculum

In accordance with the Early Years Foundation Stage Statutory Framework 2021 and the National Curriculum 2014 children are taught to:

- Undertake geographical enquiry
- Develop decision making skills
- Identify and describe where places are
- Know the location of places and environments
- How to recognise how places are linked to other places in the world
- To recognise and explain patterns made by individual physical and human features in the environment
- To recognise some physical and human processes and explain how these can cause changes in places and environments
- To recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of lives
- To recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement
- Study a range of localities – local, regional and national
- Study a range of places and environments in different parts of the world – UK and European Union
- Carry out fieldwork investigations outside the classroom

Through these areas of study we aim to provide children with opportunities to:

- Express their own views about people, places and environments
- Understand the views of other people in relation to topical geographical issues
- Make observations about where things are located and about other features in the environment
- Gain first-hand experience of physical and human features
- Consider how and why people may seek to manage environments in a sustainable way
- Address the issue of environmental change
- Undertake a localities study – locally, regionally, nationally and the wider world
- Carry out fieldwork investigations
- Study a variety of localities through a wide range of resources, including ICT
- Read and draw maps and plans of real and imaginary places
- collect and record evidence through books, travel brochures, computer programs, etc.
- Analyse evidence, draw conclusions and communicate their findings

4 Implementing Geography

Geography lessons are planned and structured in accordance to the Geography Progression Map and Granular Detail Plan. These plans outline the key concepts and vocabulary, understanding of human and physical geography, geographical enquiry,



place and locational knowledge and understanding and investigation through fieldwork that all children must master.

Primary Resources are produced at the time

A variety of approaches are taken that allow children to work individually, in groups and as a whole class. Every opportunity is taken to make use of a wide range of primary sources, including:

- Illustrations, maps and photographs
- Data records
- Newspaper articles and factual accounts
- Visits to localities and areas of geographical interest
- Visitors discussing geographical issues

Secondary Resources are produced after the event

These are supported by use of secondary sources, including:

- ICT-based sources
- Books
- Models
- Radio and television programs
- Role-play

Children are encouraged to share their ideas and opinions, in order to clarify thoughts and develop understanding. Activities are recorded in a variety of ways.

From F2, children are encouraged to record in the majority of their lessons, after discussion, first hand experiences, etc. Recording could make links with genres taught in Literacy. It could be a storyboard, a diagram, or a non-chronological report.

Teaching staff are familiar with the requirements of the Foundation Goals and the National Curriculum, and continue to attend appropriate courses and meetings regarding Geography.

5 Equal Opportunities

We believe that it is important for all children to experience the range of geographical activities, regardless of race, gender, special needs, disability, cultural diversity or social background. The contribution of every child is encouraged and valued.

We will use examples from our geographical studies to recognise and challenge inequalities and stereotypes.

6 Differentiation

It is the policy of Wellgate Primary School to meet the needs of every child. Activities are modified or adapted and extra support is given as appropriate to ensure all children access the Geography curriculum.



The National Curriculum programs of study set out what most pupils should be taught at each key stage, but teachers should deliver the knowledge, skills and understanding in ways that suit their pupils' abilities.

7 Special Needs

Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirement for curriculum access will be met through greater differentiation of tasks and materials consistent with school-based intervention as set out in the SEN Code of Practice.

Teachers will take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of senses and experiences.
- Planning for pupils' full participation in learning.
- Help pupils to manage their behaviour, to take part in learning effectively and safely.
- Help individuals to manage their emotions and to take part in learning.

8 Assessment

Geography is assessed across the school day through the children's work and responses to the activities planned by the teacher. Informal formative assessment is ongoing in each Geography lesson and is used to plan and adapt subsequent lessons to meet the needs of all children. End of unit assessments will be completed by children at the end of a unit with a geographical enquiry question, children will draw on the knowledge they have learnt throughout the unit. Teachers will use this to assist their judgements of attainment and address misconceptions.

Progress and attainment is reported to parents through parent/carer consultation evenings and end of year reports to indicate progress in Geography.

9 The Role of the Co-coordinator

The coordinator will:

- Lead the development of Geography throughout the school.
- Monitor the planning and teaching of Geography, ensuring continuity and progression throughout school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in Geography and disseminate relevant information.
- Order stock linked to the planned units of work.
- Be responsible for the organisation and maintenance of Geography resources.
- Coordinate displays of Geography work.
- Review and maintain the Geography portfolio.
- Review the Geography Policy.



Reviewed By	A.Hunt	Date	13.11.23
Endorsed By		Date	
Approved By		Date	

Next Review Date -

Overview of Geography Topics

Appendix 1

EYFS	Small World Our Familiar World The Wider World
Yr. 1	Weather and Seasonal Changes Fairy Garden Map – Map Skills Four Countries of the UK
Yr. 2	Continents and Oceans Poles and Equators Compare and Contrast Mapplewell, Bridlington and Kenya
Yr. 3	Settlements South America Biomes
Yr. 4	Land Use Changes Counties of the UK Climate Zones
Yr. 5	Countries and Cities of UK – Compare UK and Spain Cities of the UK Local Area – Map Skills
Yr. 6	North America Rivers Mountains, Volcanoes and Earthquake