



Geography Policy

Welford on Avon Primary School

Approved by: JC

Date: June 2025



Welford On Avon Primary School Geography Policy

Introduction

At Welford On Avon Primary, Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims

The National Curriculum for Geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1:

Pupils at Welford, in line with the National Curriculum, will be taught about:

Location Knowledge:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2:

Pupils at Welford, in line with the National Curriculum, will be taught about:

Locational Knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America .

Human and physical geography:

- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and learning of Geography

We use a range of teaching and learning styles, including the children in activities such as fieldwork, research, use of ICT, discussion, role play, visitors and visits off premises. We encourage the children to link their learning in Geography with a range of different subject areas within the units studied, as well as promoting their development and embedding of key English and Mathematical skills within Geography activities.

We make use of Kapow as a resource to support planning and delivering our spiral curriculum. In Nursery and Reception, staff plan for progression through the 'Understanding of the World' strand, which provides the foundations for Geography learning higher up the school.

Time Allocation

Staff will often focus on either Geography or History for each half term and then allocate a minimum of 1 hour each week to Geography/ History. In addition, staff will aim to maximise learning where links with other subjects, e.g. English, Maths and science, are appropriate.

Resources

Every classroom has a globe. Key fieldwork/ weather monitoring resources are stored centrally. Each year group keeps resources pertaining to topics covered within their teacher's cupboard. Atlases and maps are shared within Key Stages.

Assessment for learning

Within the Kapow resources, regular opportunities to review prior learning, including low stakes quizzes are planned weekly. Regular assessment is carried out using:

- observation of pupils as they work;
- discussion with pupils as they work;
- high quality oral questioning (with reference to Rosenshine) to encourage discussion;
- evaluation of written work, map/ field study work etc.

Teachers analyse pupils' progress in the units of work they have completed enabling them to be assessed as emerging, expected or exceeding. This is shared termly with SLT. The final assessment is shared with parents/ guardians at the end of each school year (in the annual report). This assessment is also passed up to the next class teacher during the pass up meeting in the summer term.

Monitoring and Review

The planning and coordination of the teaching in Geography are the responsibility of the Geography subject coordinator and the senior team, who also:

- support colleagues in their teaching.
- meet termly with governors to monitor the subject.
- Use specially allocated management time to review evidence of children's work and to observe Geography lessons across the school.

Equal Opportunities

Geography follows the Equality Policy of Welford On Avon Primary School. Class teachers have a responsibility to differentiate learning to enable all children, including SEN to access the learning intentions. All children are exposed to trips and learning enhancement opportunities, with additional consideration given to Pupil Premium children (or identified disadvantaged children) who may benefit from further opportunities.

Promoting Welford Values

Policy History

First Draft January 2017

Reviewed November 2019

Reviewed November 2021

Reviewed June 2025