

Wrockwardine Wood CE Junior School



Geography Policy

Updated: April 2026

Review Date: April 2028



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Our School Christian Values



Our vision:

At Wrockwardine Wood CE Junior School, we plan and deliver a high-quality Geography Curriculum that ignites wonder and creativity enabling pupils to develop coherent knowledge and understanding of both their local area and the wider world. Our aim is to give pupils the opportunity to explore current geographical issues, make comparisons between different parts of the world and give pupils the enjoyment and curiosity to become enthusiastic geographers. In doing so, we provide stimulating and engaging opportunities for learning which ignite wonder and curiosity. We offer creative, exciting and challenging geography areas of coverage to capture the imagination of all pupils embedding our value of joy and fostering enjoyment in learning.

1 Aims and objectives

1.1 Geography teaches an understanding of places and environments. Through their work in geography, pupils learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Geography teaching also motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

1.2 The objectives of teaching geography in our school are:

- to enable pupils to gain knowledge and understanding of places in the world;
- to increase pupils' knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow pupils to learn graphic skills, including how to use, draw and interpret maps and graphs;
- to enable pupils to know and understand environmental problems at a local, regional and global level;
- to encourage in pupils a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to understand the processes that give rise to key physical and human geographical features of the world.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage pupils to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning; digitmaps is used to explore modern day

and olden day maps. Pupils take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue. We understand the importance of fieldwork and aim to incorporate this into as many aspects of the geography curriculum as possible.

2.2 We recognise the fact that there are pupils of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty to extend the high ability;
- grouping pupils by ability where necessary, and setting different tasks to each ability group;
- providing resources of different complexity, according to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils.
- Setting tasks for mixed ability pairs or groups so pupils can support each other with their learning.
- Oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practice and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

3 Geography curriculum planning

3.1 Our school uses a creative curriculum where we plan our teaching and planning in line with the National Curriculum to give a range of cross-curricular activities that provide clear progression between different year groups.

3.2 Using our medium-term planning documents, we are able to build on a clear progression of skills and knowledge: disciplinary and substantive. The geography subject lead conducts a staff meeting prior to when the geography unit of works are being taught to discuss and implement any changes in the geography curriculum. They attend CPD to update their subject knowledge and action any current changes in the geography curriculum; they then liaise with staff and feedback during staff meetings any updates and changes to ensure all staff are aware. Planning meetings take place during the half term that the unit is being taught between the year groups teacher, the subject leader and a member of SLT. This meeting ensures that the coverage is

accurate, learning objectives have been selected appropriately and that there is clear progression and consistency throughout the school.

- 3.3** We base our planning on the expectations from the National Curriculum to ensure progression. The school bases their units of work underpinning key learning objectives that are selected and chosen to demonstrate clear progression throughout the year groups. Each year group completes one geography unit, with some year groups completing a second unit. Short units are also completed to ensure coverage.
- 3.4** Planning ensures that every pupils' achievement is appropriate for their age, ability and prior experience. Knowledge organisers are used to ensure all children can access the vocabulary and these are now sent out with the children at the start of each unit so that their parents can discuss their upcoming learning and they are familiarized with any new vocabulary.
- 3.5** We plan the topics in geography so that they build on prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.
- 3.6** Throughout the unit, pupils complete a 'know more, remember more' grid to show their learning. This is completed the following lesson for the previous lesson in order to help retrieval of key knowledge.
- 3.7** To ensure pupils retain substantive knowledge the school uses flashbacks throughout the year, consisting of closed questions based on prior learning.
- 3.8** Geographical concepts are referred to at the beginning of each geography lesson so pupils understand where their lesson fits in.

4 The contribution of geography to teaching in other curriculum areas

4.1 English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. For example, we organise debates on environmental issues, which develops speaking and listening skills. Geography lessons are used as an opportunity to develop quality writing with specific literacy objectives. It also links closely to our reading domains including Iggy Inference, Predicting Pip and Rex Retriever.

4.2 Mathematics

The teaching of geography in our school contributes to pupils' mathematical understanding in a variety of ways. We teach the pupils how to represent objects with maps. The pupils study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

4.3 Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, pupils study the way people recycle

material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that pupils have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

4.4 Spiritual, moral, social and cultural (SMSC) development

We offer pupils in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads pupils to ask questions about the evolution of the planet. We encourage the pupils to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the pupils to learn about inequality and injustice in the world. We help pupils to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the pupils' social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the pupils' appreciation of what is right and wrong by raising many moral questions during the programme of study.

5 Geography and ICT

- 5.1** Information and communication technology enhances our teaching of geography, wherever appropriate, in each year group. This more than meets the statutory requirement for pupils to use ICT as part of their geography work in Key Stage 2. Pupils use ICT to enhance their skills in data handling (mountain, climate, population or river data) and in presenting written work. They research information through the Internet and libraries of digital images (aerial photographs, for example). Our school has also signed up to a number of digital mapping services. Pupils can compare maps from the present to as far back as the 1890s. As well as this, they can create their own maps using symbols, labels and co-ordinates.

6 Geography and inclusion

- 6.1** At our school we teach geography to all pupils, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all pupils. Through our geography teaching we provide learning opportunities that match the needs of pupils with learning difficulties, and we take into account any individual targets that may be set. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 6.2** When progress falls significantly outside the expected range, the pupil may have special educational needs. If this occurs we will look at the following factors: classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. Assessment allows us to consider each pupils' attainment and progress against expected levels. This helps ensure that our teaching is matched to the pupils' needs.

- 6.3** We enable all pupils to have access to the full range of activities involved in learning geography. Where pupils are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for learning

- 7.1** The pupils show what they have learnt on their 'know more, remember more' grid. Children also have regular opportunities to complete flashbacks which allows children to recap on prior learning and allows teachers to assess what areas of geography have been learnt well and which areas need further development.
- 7.2** Teachers will assess pupils' work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the pupil to help guide his or her progress. Pupils in Upper Key Stage 2 are encouraged to make judgements about how they can improve their own work.
- 7.3** At the end of a whole unit of work, the class teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum and state whether the pupil is 'emerging', 'expected' or 'exceeding' based on their year group. A short assessment consisting of questions based on the objectives is completed to help support the teacher's judgment. The descriptors for each stage have been decided by the subject leader, in conjunction with the year group teachers. We use these grades as a basis for assessing the progress of the pupil, and we pass this information on to the next teacher at the end of the year.

8 Resources

- 8.1** We keep resources in a central store where there is a box of equipment for each unit of work. We also keep a collection of geography equipment which the pupils use to gather weather data and a set of atlases for both key stages. In the library, we have a good supply of geography topic books and a range of educational software to support the pupils' individual research. The subject leader also has a geography catalogue if teachers find that they need a set of resources.

9 Fieldwork

- 9.1** Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve pupils in practical geographical research and enquiry. We understand the importance of fieldwork and aim to incorporate this into as many aspects of our geography curriculum as we can.
- 9.2** We offer the opportunity to take part in a residential visit in Year 4 and Year 6.

10 Monitoring and review

- 10.1** The subject leader is responsible for monitoring the standard of the pupils' work and the quality of teaching in geography. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current

developments in the subject, and for providing a strategic lead and direction for geography in the school.

10.2 We allocate time during the teaching of geography units for deep dive reviews. This consists of visiting classes to observe teaching and learning, conducting pupil voice and book looks to ensure the highest quality teaching is present and allowing the subject lead to assess any gaps in the curriculum and to develop it accordingly. Subject leads provide individual feedback following deep dives and feedback to SLT to discuss the findings and any future areas of development.

10.3 This policy will be reviewed at least every two years.

Date of next review: April 2028

Reviewed April 2026 I Mellor