



Whittingham C of E Primary School Policy for Geography Summer Term 2025.

This policy was written and ratified during Summer term 2025 and will be reviewed in 2029 in line with our policy review cycle.

This policy, and its associated procedures and protocols, is based on these key principles.

Version:	
Current date approved:	
Approved by:	Governing body
Date of next review:	
Policy owner:	
Statutory requirement:	Yes
Linked to:	

Document history:		
Version:	Date of review:	Summary of key changes:

Whittingham School Vision

As a school, we take inspiration from the story of the Good Samaritan (Luke 10:25-37). In this story, the Samaritan was **kind** by going the extra mile so that all the injured man's needs were met. He was **collaborative** to make sure the man received the best care from him and others. Finally, he was **courageous** in helping someone who was different to him. These three values are at the heart of the community we seek to be at Whittingham School.

Through our daily worship, we acknowledge the presence of God in our lives.
Through our learning environment, we provide space for everyone to flourish.
Through our broad and balanced curriculum, we aspire for each child to be the very best they can be.

At Whittingham, we are:

Kind



Caring for everyone's safety, happiness and well-being by treating others how we'd like to be treated ourselves.

Collaborative



Providing opportunities for all to be involved in the daily life of school; preparing learners to be active in the wider world and fostering a supportive relationship between school, home and church.

Courageous



Celebrating what makes each of us unique and special; equipping us to make healthy choices in all areas of our life; and empowering us to step out for justice.

School Aims:

- To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.
- To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.
- To care for each pupils' safety, happiness and well-being.
- To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
- To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
- To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
- To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
- To provide a broad and balanced curriculum, setting realistic targets for each pupil.
- To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

Geography at Whittingham C of E Primary School**Aims of the Geography curriculum at Whittingham C of E Primary School**

To ensure we are covering skills and concepts from the national curriculum we aim to develop locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork which are transferrable to any topic within geography and throughout the year groups. We have chosen these topics for their local relevance and engaging content as well as giving children the opportunity to build their knowledge of the wider world.

We will ensure children have the opportunity to embed and build on their previous knowledge and understanding throughout the year groups.

Progression:**EYFS:**

In EYFS we teach geography related skills and knowledge through a mixture of child-initiated and adult-led learning in our rich indoor and outdoor environments. Children begin to develop their geographical knowledge and skills by exploring the features of their classroom, outdoor area and the whole school before extending into the local area. Children begin to draw information from a simple map and have rich opportunities to make use of school grounds and local trips to enhance and apply their skills as geographers. Please see the strands below where geographical skills link to the ELGs:

Understanding the World

- Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live. Use all their senses in hands-on exploration of natural materials.
- Understanding the world – (ELG)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG - People, Cultures and Communities)
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG - The Natural World).
- Understand some important processes and changes in the natural world around them, including the seasons (ELG -The Natural World).

KS1 & KS2:

Each year geographical knowledge and skills is built upon through the teaching of the different strands from the National Curriculum. These can be found below:

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

We will ensure that our pupils are taught 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).
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent:

At Whittingham C of E Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Whittingham C of E Primary enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at our school and also to their further education and beyond.

Implementation:

We will structure lessons so that prior learning, revision of facts and geographical understanding are continuously built upon.

We will ensure introduction and revision of key vocabulary is built into each lesson and ensure children have the opportunity to use these within lessons.

Impact:

We want children to develop a love for geography and exploring the wider world as well as their local environment.

As the children develop their vocabulary this will be displayed throughout the classroom/school on working walls and as part of displays as well as shared with families through the half termly topic letter.

We will measure the impact of lessons through key questioning, child led assessment and summative assessment.

Cross Curricular Links:

When and where appropriate, opportunities will be encouraged to transfer geographical skills across the curriculum.

English skills are developed through report writing, debating- especially about environmental issues-, reading, recording information, speaking and listening.

Mathematics is enhanced through the study of space, scale and distance and the use of four figure and six figure grid references. Children also use graphs to explore, analyse and illustrate a variety of data.

Geography contributes significantly to the teaching of personal, social and health education, RHSE and Science. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions about world issues.

We offer children in school many opportunities to examine fundamental questions in life through the medium of geography. For example, work on the changing landscape and environmental issues leads to questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children 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 children's social development by teaching them about how society works to resolve difficult issues of economic development. Computing enhances our teaching of geography, wherever appropriate, in each key stage. Children use their skills in data handling and in presenting written work. They research information through the Internet and libraries of digital images (for example using aerial photographs, Google Maps, video clips).

Recording and Assessment:

Pupils record their learning in geography books from Year 1-6. Teachers use a range of formative assessment strategies as they observe the pupils working during lessons to inform them on what the children have understood and how they can adapt and further progress: knowledge, understanding, connectivity and discussions. Teachers record the progress of the children they teach on the school's assessment system. Children complete pre and post tasks for self-assessment and reflection of the unit of work and this also provides a record of learning for the class teacher. The subject leader monitors the regular formative and summative assessments that class teachers undertake to identify trends, successes and areas for improvement within the subject.

The role of geography to support pupils who are vulnerable or who have additional needs:

At Whittingham C of E Primary School, we believe that **all** pupils should be supported to access this subject. We will endeavour to ensure that children are not consistently taken out of geography lessons to access 1-1 support or SDI's.

Role of the Coordinator

The curriculum coordinator works alongside the SLT to monitor standards of teaching and learning at our school. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff questionnaires will provide information to judge the effectiveness of the subject as well as future development points. The coordinator is responsible for ensuring the curriculum coordinator folder on the shared google drive is kept up to date, that staff are supported and given opportunities for curriculum development as well as resources being well organised, relevant and up to date. They will also ensure that the Curriculum Area for their subject on the school website is relevant and up to date.

The coordinator for Geography is:

Mrs Lynne Fortescue and Miss Emma Lazenby