



Geography Policy 2026/2027

1. Aims and Objectives

1.1 Geography at Waddington and West Bradford CE Primary School (WWB) is an enquiry-led subject that encourages children to ask, investigate and debate geographical questions. As stated in the original policy, geography enables children to learn about their local area, and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

1.2 Our aims are to:

- develop children's curiosity about the world and their place within it
- build secure knowledge of locally and globally significant places
- deepen understanding of physical and human processes and how they change over time
- promote respect for different cultures and positive citizenship
- teach key geographical skills including enquiry, map work, data collection, analysis and communication
- develop awareness of environmental issues and sustainable development
- encourage children to think as global citizens

2. Teaching and Learning

2.1 We use a range of teaching and learning approaches to ensure geography is engaging, purposeful and accessible for all pupils. Geography lessons include opportunities to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs.

2.2 Teaching includes:

- whole-class teaching and enquiry-based learning
- opportunities for children to ask and investigate geographical questions
- use of maps, atlases, aerial photographs, statistics and digital mapping
- role-play, discussion, problem-solving and report writing
- real-world geographical activities such as investigating local environmental issues
- differentiation through open-ended tasks, varied resources and adult support

3. Curriculum Planning

3.1 Geography in EYFS is delivered through the Understanding of the World area of the Early Years Foundation Stage curriculum, enabling children to explore their surroundings, develop spatial awareness, and build foundational geographical knowledge through meaningful play, observation, and discussion. From key stage one. Our curriculum is based on the National Curriculum and delivered through the Kapow Primary Geography scheme.

adapted to reflect our rich local environment. The policy states that planning will build on prior learning and ensures progression.

3.2 Curriculum planning ensures:

- clear progression of knowledge and skills from EYFS to Year 6
- meaningful links to the local area including Waddington village, the River Ribble, Waddington Fell and the wider Ribble Valley
- cross-curricular connections with English, maths, ICT and history
- consistent lesson structure with clear learning objectives and outcomes

3.3 Class teachers plan individual lessons with clear learning objectives and outcomes. Planning may be discussed with the subject leader to ensure consistency and progression.

3.4 Geography units build on prior learning, enabling all children to develop their knowledge and skills through carefully sequenced progression.

4. Early Years Foundation Stage (EYFS)

4.1 In EYFS, geography is taught through **Understanding the World** and **Mathematics**, supporting children to:

- explore their immediate environment
- use positional language
- describe familiar routes
- discuss similarities and differences between places
- use stories, non-fiction texts and simple maps to build early geographical understanding

This reflects that geography contributes significantly to People, Culture and Communities and the Natural World.

5. Geography Across the Curriculum

5.1 English

Geography supports reading, writing, speaking and listening. Texts such as *Martha Maps It Out* and *Katie Morag* enrich geographical understanding. Debates, reports and information texts develop literacy skills.

5.2 Mathematics

Children develop understanding of space, scale, distance, grid references, data collection and graph interpretation.

5.3 PSHE and Citizenship

Geography naturally supports citizenship through learning about resource use, waste, recycling, environmental change and social responsibility. Children take part in discussions and campaigns linked to issues such as sustainability and global inequality.

5.4 Spiritual, Moral, Social and Cultural Development

Geography supports our Christian values by promoting:

- wonder

- responsibility
- nurture
- optimism

Children learn about diversity, respect, sustainability and global citizenship.

6. Geography and ICT

6.1 ICT enhances geography through:

- digital mapping (DigiMaps, Google Maps, Google Earth)
- data handling
- research
- digital photography
- presenting geographical information

This reflects that ICT enhances our teaching of geography.

7. Inclusion

7.1 We ensure all pupils can access the geography curriculum by:

- adapting tasks and resources
- providing additional support where needed
- considering targets from Individual Education Plans
- ensuring fieldwork is accessible to all pupils

7.2 Assessment identifies pupils, whose progress falls outside expected levels, enabling targeted support and adaptation of teaching.

7.3 All pupils have access to fieldwork opportunities. Risk assessments ensure activities are safe and appropriate.

8. Assessment

8.1 Assessment in geography includes:

- on-going teacher assessment through observation, questioning and completed work
- written and verbal feedback to support progress
- end-of-year information passed to the next teacher
- a non-negotiable list showing expected standards across the school

9. Resources

9.1 We maintain a wide range of resources including:

- atlases, globes and maps
- topic books
- digital mapping tools
- fieldwork equipment

10. Fieldwork

10.1 Fieldwork is a core part of our geography curriculum and it is integral to good geography teaching.

10.2 Fieldwork includes:

- **Key Stage 1:** exploring the school grounds, investigating Waddington village, visiting a contrasting coastal locality
- **Key Stage 2:** studying the River Ribble and its tributaries, investigating local SSSIs, conducting land-use surveys, using OS maps during residential visits

10.3 All visits follow Lancashire County Council's EVOLVE procedures and Risk Assessment Form 5.

11. Monitoring and Review

11.1 The subject leader:

- supports colleagues with planning and teaching
- monitors curriculum coverage, teaching quality and pupil outcomes
- reviews pupils' work and conducts lesson observations
- provides an annual report to the head teacher outlining strengths and areas for development

11.2 This policy will be reviewed every year or sooner if required.