



Whole School Geography



Non-Negotiable Expectations

These are the minimum expectations every teacher must follow to ensure consistent, high-quality geography teaching across Waddington & West Bradford CE Primary School.

1. Curriculum & Planning

- **Progressive curriculum** from EYFS to Year 6 must be followed.
- Planning must follow the **Kapow scheme**, adapted to reflect the **local environment** (Waddington village, River Ribble, Waddington Fell).
- Every lesson must include **clear learning objectives and outcomes**.
- Geography must be taught through **enquiry**, encouraging pupils to ask, investigate, and debate geographical questions.
- Teachers must use a **range of data sources**: maps, atlases, aerial photographs, statistics, graphs, digital mapping.
- Geography must include **real-world activities** such as investigating local environmental issues.
- **Cross-curricular links** with English, Maths, ICT, PSHE and Christian values must be embedded.

2. Fieldwork (Whole School)

Fieldwork is **non-negotiable** and must be completed every year group.

- EYFS – Explore school grounds, Waddington.
- KS1 – School grounds, Waddington village, contrasting coastal locality
- KS2 – River Ribble, local SSSIs, land-use surveys, OS map work, residential navigation

All fieldwork must follow Lancashire EVOLVE procedures and Risk Assessment Form 5.

3. Assessment & Presentation

- On-going assessment through observation, questioning, and completed work.
- Teachers must provide **written and verbal feedback** to support progress.
- **Handwriting expectations** apply in geography books from Year 1 upwards.
- End-of-year geography information must be passed to the next teacher.
- Teachers must use the **whole-school non-negotiable standards list**.

4. Inclusion

- Tasks must be adapted so all pupils can access the geography curriculum.
- Fieldwork must be accessible to all pupils.
- SEND targets must be considered when planning.

5. ICT Integration (Whole School)

- Digital mapping tools (DigiMaps, Google Earth, and Google Maps) must be used across KS1 and KS2.
- Pupils must use ICT for **data handling, research, and presenting geographical information.**

This section outlines what **MUST** be taught and evidenced in each year group.

EYES

Non-Negotiable

- Explore immediate environment.
- Use positional language.
- Describe familiar routes.
- Discuss similarities/differences between places.
- Use simple maps, stories, and non-fiction texts.
- Geography taught through *Understanding the World*

Fieldwork

- School grounds exploration
- Seasonal observations
- Simple journeys

Year 1

Non-Negotiable

- Identify human & physical features in school grounds and village.
- Use simple maps and aerial photos.
- Ask and answer simple geographical questions.
- Begin using basic geographical vocabulary.

Fieldwork

- School grounds investigation
- Waddington village

Year 2

Non-Negotiable

- Compare local area with a contrasting coastal locality.
- Use maps, atlases, aerial photographs.
- Collect simple data (tally charts, pictograms).
- Describe similarities and differences between places.

Fieldwork

- Local area study
- Coastal locality comparison
- Simple environmental issue investigation

Year 3

Non-Negotiable

- Use OS symbols and 4-figure grid references.
- Begin digital mapping (DigiMaps, Google Earth).
- Conduct basic fieldwork measurements.
- Understand physical processes (rivers, mountains).

Fieldwork

- Land-use survey of Waddington
- Local river observation (tributary or stream)

Year 4

Non-Negotiable

- Understand mountain environments and compare them with the local area.
- Use contour lines, relief, and OS maps confidently.
- Explain how physical geography affects human activity.
- Present findings using maps, diagrams, and written reports.

Fieldwork

- Waddington Fell fieldwork (relief, slope, vegetation)
- River Ribble valley study (linking valley formation to mountain processes)

- Human activity study (tourism, recreation, land use)

Year 5

Non-Negotiable

- Understand biomes, ecosystems, climate zones, and biodiversity.
- Explain why rainforests are important globally.
- Evaluate deforestation, sustainability, and global inequality.
- Conduct full enquiry cycle: question → investigate → collect → analyse → conclude → present.
- Produce high-quality written reports using geographical vocabulary.

Fieldwork

- Local woodland study (biodiversity sampling, canopy cover, microhabitats)
- River Ribble environmental impact study (pollution, conservation, human impact)
- School grounds eco-survey (waste, water use, habitats, sustainability)

Year 6

Non-Negotiable

- Confident use of OS maps, 6-figure grid references, contours, scale.
- Conduct full enquiry cycle independently.
- Evaluate global issues (climate change, sustainability, inequality).
- Produce high-quality written reports using geographical vocabulary.

Fieldwork

- Residential OS map navigation
- Full River Ribble study
- SSSI comparison study