

**Wibsey Primary School**

**Geography Policy**

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| Agreed by GovernorsDate:  | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning | x |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved  |  |  |
| Review | September 2025 |  |

**Introduction**

This policy sets out our school’s vision, aims, principles and strategies for the delivery of Geography.

This policy has been informed by a variety of sources including the [National Curriculum for Geography (England)](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study), the Geographical Association.

These have been further developed by our cumulative curriculum offer.

**Whole School Curriculum Intent**

At Wibsey Primary School, our curriculum has been carefully designed so that it is engaging, providing breadth, depth and access to the full curriculum for every pupil. The Cumulative Curriculum is structured and sequenced to enable all pupils to be able to make links between prior learning and new learning. It lays out the cumulative acquisition of the knowledge, skills and concepts that pupils need to be successful. Our curriculum is aspirational and personalised to ensure that it provides opportunities for all; by the end of their primary education our pupils are well-equipped for the next stage of their education.

**Subject Specific Intent**

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. Geography is a great adventure with a purpose, it is a subject which holds the key to our future.”

(Sir Michael Palin, president of the British Geographers, 2010).

This statement is embedded throughout the Wibsey Primary School Geography curriculum, our engaging, holistic, aspirational and personalised curriculum allows pupils to develop an understanding of their place in the world. The cumulative curriculum begins with the local Geography of Wibsey and Bradford and broadens to a global scale. Place knowledge, locational, human and physical Geography, geographical skills and fieldwork are taught simultaneously with the aim to deepen pupil’s understanding and to provide them with the opportunity to make links with their knowledge through active construction.

**Implementation**

The Wibsey Primary School Geography cumulative curriculum has been developed from the National Curriculum; it localises and personalises the National Curriculum, allowing us to plan and create engaging and captivating Geography lessons and experiences. The Geography cumulative curriculum is inclusive of local geography, place knowledge, human and physical geography and geographical skills and fieldwork. Medium term planning details the simultaneous teaching of each area of Geography at an age appropriate level, this allows pupils to explore new information and make links with what they already know. By deepening pupil’s understanding of the relations between the different fields in Geography, they begin to think geographically.

The cumulative curriculum identifies specific geographical skills specific to each year group. These skills are tailored to topics which are outlined in a Long-Term Plan. Children are given the opportunity to revisit and develop the skills taught as well as being given the opportunity to challenge and deepen their understanding. Assessment end points identify the expected outcomes at the end of each year.

**The Foundation Stage**

Children in Reception and Nursery are provided with strong foundations to become young geographers. The children’s curiosity is captured, as the question of what life is like in a different country is explored. The children use geographical vocabulary to describe the school setting and it’s physical and human features and begin to discuss the seasonal changes that they notice in the outdoor provision.

**Key stage 1**

Children in Key stage 1 understand geographical similarities and differences through studying the human and physical geography of an area in the United Kingdom, and of an area in a contrasting non-European country. They develop the skills to read a range of maps, locating land, sea, the worlds continents and oceans.

**Key stage 2**

Children in Key stage 2extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. Pupil’s will use their geographical knowledge, understanding and skills to enhance their locational and place knowledge. This entails manipulating maps, diagrams, graphs, using information technology, contributing to structured discussion and debate and writing for a variety of purposes.

**Monitoring and Evaluation**

The monitoring of the standards of pupil’s work and of the quality of teaching in Geography is the responsibility of the Geography Co-ordinator. This involves supporting colleagues in the teaching of high-quality Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography Co-ordinator evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Geography Co-ordinator reviews evidence of pupil’s work, talks to children and observes Geography teaching across the school to ensure the following:

• The school’s curriculum implementation matches its intent;

• Curriculum planning and delivery is successful and evidenced by the attainment outcomes for

 pupils;

• Progression in the development of Geographical skills and acquisition of Geographical knowledge

 across school.

As a result of monitoring, appropriate CPD opportunities are provided for staff on an individual, group and whole school basis in line with the school’s Staff Development Policy. All staff are members of the National College and can access quality Geography CPD.

**Impact**

The Geography Curriculum at Wibsey Primary School is aspirational and engaging: children at enjoy their Geography lessons. The cumulative approach to introducing new topics and information allows children to build on their knowledge and skills, therefore increasing their confidence and improving their ability to think and speak geographically.

The Wibsey Primary School cumulative curriculum allows for teachers to continually measure the impact of teaching by assessing learning. The cumulative curriculum identifies ‘Assessment End Points’ that the children should reach by the end of the academic year. This ensures that appropriate skills and knowledge have been taught in preparation for the next year. At the end of a unit of work, children will be given the opportunity to complete Check Point Assessment tasks. These tasks are designed to support the assessment of Science and will identify key areas within the subject where there are gaps in learning.

**Assessment, recording and reporting**

Assessment End points within the cumulative curriculum for Geography identify the age-related expectations at the end of each academic year. Teachers are provided with check point assessment tasks, ensuring the consistent and accurate assessment of the end points across school. These assessment tasks can also be used as a tool for identifying gaps in pupil’s knowledge and next steps.

Pupil’s achievement and attainment is assessed and recorded at the end of each Geography unit of learning. Reporting to parents on attainment, standard of work and of the level of application is done twice yearly through their school report and parent’s evenings.

**Equal Opportunities and Inclusion**

School is committed to inclusion with all pupils having equal opportunity to access learning opportunities that enable them to achieve their personal potential. The Geography curriculum is accessible to all pupils and has been designed so that pupils with varied abilities can succeed and thrive. Learning is scaffolded through careful resourcing and planning of practical activities and fieldwork opportunities, to stimulate the young geographer within every child. Pupils with physical barriers to learning will be given full support from an adult when undertaking fieldwork and practical activities.

The SENDCo and Subject Co-ordinator jointly advise teachers on supporting individual children with particular physical, linguistic and educational needs, including more-able pupils.

**Enrichment**

At Wibsey we aim to provide enrichment to enhance children’s learning experiences. In Geography we do this through:

* Educational visits
* Local walks – map work, human and physical Geography of Wibsey
* Virtual reality experiences

**Remote Learning**

If there is a period of remote learning, the curriculum coverage will stay the same for children. Online teaching and learning resources will be offered to children unable to attend school in line with the cumulative curriculum and the remote education policy.

**Roles and Responsibilities**

The responsibility of teaching a holistic Geography curriculum reaches beyond the National Curriculum loes with key people across the school.

**The Role of the Governors**

The Governing body, in consultation with the Headteacher, determines the school’s curriculum policies, budgeting for the resourcing of the curriculum and maintains a general overview of the school’s work.

**The following responsibilities are carried out by the Head Teacher:**

* Ensuring the consistent implementation of the Geography policy;
* Resource budget management.

**The following responsibilities are carried out by the Geography Subject Leader:**

• Modelling exemplary practice in the teaching and learning of Geography;

* Ensuring continuity and progression between year groups;
* Advising colleagues on planning, delivery and assessment of Geography;

• Ensuring progression across school in Geography skills and knowledge;

• Resourcing within a given budget which includes purchasing plans for hardware and software;

• Organising Geography resources;

• Identifying the support / CPD needed by individual members of staff / groups of staff / the whole

 school and liaising with the CPD;

• Reviewing and revising the Geography policy and other associated documents.

**The following responsibilities are carried out by the Class teachers:**

* Responsible for the planning and teaching of Geography as set out in this policy
* Using the cumulative curriculum end points to inform teaching and learning as well as assessing the children’s understanding
* Following the subject’s long-term plan and developing termly year group medium term plans
* Embedding the Geography knowledge and skills progression document within planning and quality first teaching

**Other Policies**

Other policies to which the Geography Policy links are:

Inclusion Policy

SEND Policy 2021

Remote Education Policy

Staff Development Policy