



Willow Wood Community Primary School Geography Policy

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. At Willow Wood Community Primary School, we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims and Objectives

- To ensure that all pupils by the end of each key stage, know, can apply and understand the knowledge, skills and processes specified in the relevant programmes of study.
- To develop knowledge of location, people and the environment.
- Explore and understand key physical and human geographical features of the world.
- To learn about interdependence.
- Have the opportunity to collect, analyse and communicate a range of data gathered through experiences of fieldwork.
- To develop an understanding of geographical processes.
- To explore a range of geographical information sources, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To be given opportunities to communicate geographical information through maps, numerical and quantitative skills and writing at length.
- To think like geographers.
- To build cultural awareness.

Curriculum

Children undertake a broad and balanced programme that takes account their abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

Geography is taught in EYFS as an integral part of their work on Understanding the World and through both child-initiated and adult led activities. The children are given the opportunity to explore the world around them to inspire curiosity and fascination. In the Foundation stage, geography makes a significant contribution to developing a child's understanding of the world through activities, outdoor learning opportunities and discussion.

Key Stage 1

During Key Stage 1, pupils learn about the world around them, locating and identifying characteristics of their local area, countries, capital cities and surrounding seas. The children are given the opportunity to understand similarities and differences of the world around them through studying human and physical geography. They learn how to use geographical skills and fieldwork.

Key Stage 2

During Key Stage 2, pupils will have the opportunity to extend their knowledge and understanding of the world around them. They will look at the world's most significant human and physical features and be given an opportunity to develop their use of geographical knowledge, understanding and skills. They will locate the world's countries and cities and also explore and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). The children will be given the opportunity to understand similarities and differences of the world around them through studying human and physical geography. They will learn how to use geographical skills and fieldwork.

Teaching and Learning

Willow Wood Community Primary School uses a variety of teaching and learning styles in geography lessons with a huge focus on reading and cross-curricular writing. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons. We want our children to think and act like geographers and to understand how the geographical skills they learn can be applied to future career opportunities. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- Reading opportunities are provided in every lesson.
- They have access to a knowledge organiser for every geography topic which will be stuck in their foundation subject books.
- To have access to curiosity cubes and raise their own questions.
- Writing opportunities are provided throughout each topic including a longer piece of writing each week and to conclude each topic block (answering the fertile question).
- They go on educational visits.
- Visitors are invited into to school to help give children a wider understanding of the world, e.g. Forest School.
- They have access to secondary sources such as books and photographs.

- They have access to topic specific resources that could include, artefacts, musical instruments or locally sourced produce.
- They have access to atlases, compasses, globes, maps and interactive maps (Digi Maps and Google Earth).
- They have access to outdoor learning opportunities including exploration of their locality, map work and field work.
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.
- They are provided with opportunities to make cross curricular links.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Geography Curriculum Planning

At Willow Wood Community Primary School, geography is taught through a topic approach. Reading is at the forefront of our minds and incorporated into every lesson. Our curriculum is carefully planned to ensure progression and to engage and excite all our learners. Our Foundation Booklets map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Lesson Design

At Willow Wood Community Primary School, we follow a clear lesson design to ensure lessons are consistent across school.

1.Retrieval and Retention	Provide a starter that recaps and reviews prior learning and consolidates knowledge e.g. what have you learned yesterday, last week, last topic. Or provide a starter that piques curiosity and acts as a hook for the upcoming lesson. This could be a career linked to your topic. Starter should include key vocabulary for the lesson/topic.
2.Purpose and Sequencing	Explain the subject you are teaching and the purpose of the lesson and how it fits into the bigger picture and wider curriculum. Ensure that all children are explicitly aware of the aim of the lesson. All children should be aiming for the same objective.
3.High Expectations and Communication	Ensure you 'teach to the top' with high and ambitious expectations. Scaffolds must be provided to support learning. Ensure instructions are concise and communication is clear and that language is positive and encouraging. Questions need to be targeted and illicit well thought out responses. Make sure you allow thinking time. This could be achieved through group/partner discussions.
4.Knowledge and Deliberate Practice	Ensure you are explicit about the core knowledge you are teaching to the children and how this will be built on lesson by lesson. Ensure this is communicated to pupils during the lesson and links throughout the topic are explored and explained. Ensure you are offering and allowing pupils opportunities, and sufficient time, to practice subject specific skills such as orienteering, map work, atlas use, observation skills, and fieldwork.

5. Modelling and Questioning	Ensure new material is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like. Ensure probing questioning is used to aid critical thinking. Use explanation, timely intervention and live marking to address misconceptions at the point they are made and there is a drive for whole class understanding.
6. Key Vocabulary, reading and literacy	Ensure that there is an explicit focus on improving and developing literacy and vocabulary throughout the whole lesson, modelled by all adults within the classroom. Use challenging and varied texts at the start of each lesson alongside different reading strategies and questions to allow all children to be culturally literate. Encourage and check for new / subject specific / technical vocabulary to be applied to all work, direct children to their knowledge organisers and allow sufficient time to discuss new vocabulary. Ensure at least one extended writing lesson per topic. This could include; non-chronological report, newspaper, instructions, explanation text or comparison.
7. Metacognition and Self-Regulation	Ensure you are explicit in communicating and teaching effective learning strategies that children can adopt themselves in independent work and at home. Ensure that you are active in explaining 'thinking' to children. Ensure that when ready, scaffolding is gradually removed to allow children independence. Ensure lessons are inclusive for all.
8. Feedback and Review	Ensure feedback is clear and timely. It needs to be manageable, specific and targeted. Marking questions should be used to consolidate or deepen understanding of lesson content. Ensure that spellings of both high frequency words and key vocabulary are corrected. It is imperative that time is then given at the beginning of the following lesson to review any errors and correct these. Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from children during the lesson. Ensure that a plenary reviews information from the lesson and indicates next steps (whether that is moving on or consolidation / review work). Identify children who may require further support in the next lesson. At the end of the lesson, children need time to reflect on their learning using BLPs and linking this to the main learning intention for the lesson.

Resources

We have a wide range of textbooks, topic specific resources and interactive boards to access the internet as a class. Children can complete enquiry-based learning via books, laptops or iPads. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community, as well community groups and representatives from a range of companies. All resource pack/topic boxes are kept in the corresponding classrooms.

Assessment, Recording and Reporting

At Willow Wood Community Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible via live marking, and fertile question responses are used to assess progress and understanding across a topic.

Monitoring

Monitoring takes place regularly through the monitoring of children's work, teacher planning, learning walks and lesson observations. This is shared with the senior leadership team and staff are provided with feedback.

Safeguarding Statement

At Willow Wood Community Primary School, safeguarding is at the heart of all teaching and learning, including the delivery of Geography. We are committed to ensuring that all pupils learn in a safe, supportive and nurturing environment. All staff have a responsibility to safeguard and promote the welfare of children, and this duty underpins every aspect of our geography curriculum, including fieldwork, educational visits, and classroom-based activities.

Geography often provides opportunities for pupils to explore their local area and engage in real-world learning. To ensure pupils' safety:

- - All geography lessons, including fieldwork, are planned and delivered in accordance with the school's safeguarding and child protection policies.
- - Risk assessments are carried out for all fieldwork and off-site activities, with clear procedures in place to minimise potential risks.
- - Staff maintain vigilant supervision during all lessons and visits, ensuring pupils' physical and emotional wellbeing.
- - Children are taught how to keep themselves safe in different environments, including understanding safe conduct outdoors, responsible use of digital mapping tools, and respectful interaction within the community.
- - Any safeguarding concerns arising during geography activities are reported immediately and in line with school procedures.

Our approach ensures that geography not only develops pupils' knowledge and skills but also supports their safety, wellbeing and confidence in exploring the world around them.

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