



**“You are the light of the world, let your light shine”
(Matthew 5: 14-16)**

Geography Policy

Whaddon C of E School
2025-2026

**Oct 2025
Review: Oct
2026**

Overview:

Our curriculum intent is embedded in our vision of enabling all children to shine as a community of learners through actions, choices and words.

At Whaddon C of E School Church of England Primary School, we are committed to providing our pupils with an inclusive, creative, stimulating and challenging curriculum that will equip them with the skills, knowledge and learning experiences that will provide a solid foundation for their journey of life-long learning and life in 21st Century Britain- uphold the British values of democracy, rule of law, respect and tolerance and individual liberty.

We believe in the development of the 'whole child' and our school values of Wisdom, Compassion and Endurance are integral to our commitment to enabling children to develop their social and moral code. These Christian school values are what we live and breathe, within our school, and are woven into our curriculum opportunities and expectations around learning behaviours.

We are committed to meeting the requirements of the Primary National Curriculum and the Early Years Foundation Stage Framework. Our schemes of work are specifically designed to reflect the content and challenge of these curricula. We ensure our curriculum is inclusive and enables all children to shine academically, socially and emotionally further nurturing their individual characters; shaping the ethos and culture within our school.

Staff, governors and parents are committed to providing the best education and experience for each child equipping them with the skills to face the challenges of the 21st century and be good, caring citizens with an awareness of their accountabilities to the communities they belong to and as global citizens.

Our broad and rich curriculum takes into account our physical context: location, our cohort of children and the opportunities our community can offer for inspirational and engaging learning opportunities. Through a combination of the learning experiences developed in our curriculum, collective worship and everyday school life we embrace equality and diversity, encouraging all learners to be empathetic, kind and respectful. Everyone in our school community will always be valued equally. We welcome children who have their own unique needs and require a more personalised approach to our inclusive, nurturing and happy school and those from marginalised and vulnerable groups.

Geography and the study of places and their peoples are essential to our understanding of the world around us. As such, at Whaddon we aim to develop children's geographical skills throughout our whole curriculum, enabling children to see enquiry, patterns and relationships and links with and between places and their peoples as essential for their developing lives today. A love and respect for our world, be that the immediate surroundings or places across the planet is nurtured within and modelled to pupils at Whaddon CofE School.

Equality of Opportunity and SEND

At Whaddon Church of England School, we value, nurture and celebrate the skills and talents of every child. Our broad and rich curriculum is aspirational, engaging and inclusive.

We strive to enable all children to achieve their best and optimise their potential through high-quality teaching, careful planning - in line with developmental stage and interests of cohorts - removal of barriers in order to fully access the curriculum e.g. writing frames, visual prompts, adapted resources and alternative methods of recording; across the curriculum. Our carefully adapted teaching, planning and learning opportunities are designed to reduce, and ultimately remove gaps between disadvantaged and vulnerable learners and their peers.

Our commitment to engaging, inspiring and equipping all learners with the skills and knowledge they require to be successful in their next steps and life is at the heart of our curriculum intent and fosters the implementation of our curriculum. This ensures equality of opportunity and a broad and rich provision, for all learners, in a personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum, reflecting our multi-cultural, multi-faith school community and ensuring quality, first-hand experiences are presented in a multitude of ways. This enables full participation, access and maximum engagement.

All of our educational visits are fully risk assessed and planned, so that every child may access and enjoy these enriching opportunities, ensuring meaningful and memorable experiences which support deeper learning and understanding.

Aims and Objectives:

At Whaddon School, we aim to ensure that:

- Children are given a secure foundation for geography in Foundation Stage, through a child-led approach within which their understanding of the world skills are given time to develop blended with carefully chosen topic areas to provide breadth and
- Our curriculum units enable children to explore a wide and diverse range of themes and topics.
- Children develop confidence in understanding mapping, knowledge of physical and human geographical features, awareness of contrasting environments/localities, human impact on places
- Books are central to our school; our geography curriculum includes high-quality texts and resources
- Geographical knowledge and skills are used, developed and embedded throughout the wider curriculum

Geography is taught through the Kapow scheme, which has been chosen to help children to explore the following threads that make an effective curriculum:

Topic knowledge:

- Children to gain a rich knowledge of a geography topic by studying it in depth. Children will explore several facets of a topic and be able to make links to their own lives and surroundings, alongside the lives and localities of others in contrasting localities. The study of a topic to a rich depth enables pupils to make links to and between human and physical aspects of places, develop locational skills, and begin to understand abstract concepts that may occur in a range of topics covered.

Geographical Skills and Knowledge:

- **Locational knowledge** – naming and locating places and features from memory; using atlases, globes and maps.
- **Place knowledge** – developing a sense of the children's place in the world; comparing and contrasting geographical areas to understand their characteristics and cultures; learning how places are interconnected and change over time.
- **Human and physical geography** – understanding the relationship between humans and the environment; exploring the Earth's natural features and processes; considering the impact of human activity on settlements; learning about land use, trade and natural resources.
- **Geography skills and fieldwork** – using maps and diagrams; describing location and direction; planning and carrying out fieldwork enquiries.

Geographical Concepts:

- **Scale:** the size or level of geography, from local to national, international and global. Making links between geographical issues and processes at these different scales, also helps us understand how different geographical concepts are interconnected at various levels
- **Interdependence:** how everything, including people, places, environments, and processes, are linked together in numerous ways. Understanding that changes or events in one place can impact another place, even if far away from each other; exploring these connections and how they shape the world around us.

- **Physical and Human Processes:** understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Learning that the two types of processes are interlinked and influence the other.
- **Environmental impact and Sustainable Development:** the relationship between humans and the Earth. Examining how human activities affect ecosystems and lead to environmental changes, both locally and globally. Recognising the importance of using resources sustainably to balance our current needs with those of future generations.
- **Cultural Awareness and Diversity:** understanding the world's rich array of physical and human characteristics. Encouraging exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. Highlighting critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.

Geographical Enquiry:

- **Question:** find and/or explore a line of enquiry about an environment (physical or human), make a prediction or hypothesis
- **Observe/Measure:** Gather, organise and evaluate evidence: plan how to answer the question, drawing on knowledge of previous data collection and/or research methods
- **Record:** Interpret findings, analyse and make connections: record and present the data in a way that supports the analysis, provide concise commentary
- **Evaluate:** suggest further actions to make improvements and reflect on the process and validity of the data/analysis.
- **Present:** Communicate findings using written or oral means to communicate an answer to the question supported by data and supporting information

Learning Outside the Classroom:

We recognise that opportunities for children to learn outside of the traditional classroom context are vital for both their education and their wellbeing. As such, teachers provide for and plan opportunities for children to learn using the school grounds as well as the wider community. In Foundation Stage, children have continual access to the outdoor environment where, through their own learning and adult interactions, they use and develop their understanding of the world skills in real-life contexts.

Teachers look for outdoor opportunities wherever possible, often through giving children opportunities to learn within our extensive school grounds, but also by taking them off the school premises and into other learning contexts. When planning school visits and follow up work, opportunities to use geographical enquiry skills are maximised; for example, exploring the locations, using mapping skills, conducting surveys or investigating any significant geographical features of the area.

Geography fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. These do not have to be developed on school-trips alone: local fieldwork opportunities can make the subject matter relevant and foster a sense of community and environmental awareness amongst pupils. Fieldwork in the local area is an important element in our Geography curriculum as it makes incorporating fieldwork readily accessible, and exploring a familiar area engages children and creates meaningful and purposeful lessons with minimal cost and resourcing. Our school grounds and Whaddon village provide a unique local environment to investigate, and our units of work maximise this potential.

Cross-Curricular Links

We actively seek opportunities to help pupils understand how geography connects with various subjects, providing chances for integrated learning to enhance understanding of the world, as the examples below show:

- **History:** Learning about a country in geography can be linked to studying its civilization and origins in history, such as using maps to locate where the Anglo Saxons came from and settled.
- **English/Literacy:** Developing geographical vocabulary and a love of reading by engaging with varied texts about world events, deforestation, and natural disasters.
- **Maths/Science:** Pupils can apply skills to interpret data in maps and graphs, while studying the water cycle in science can link to geography topics.
- **Design & Technology (DT):** Learning to cook cuisine from different cultures or exploring types of architecture can support understanding of culture
- **PSHE/Citizenship:** The curriculum can equip children to be Global Citizens by fostering awareness of the wider world and encouraging them to contribute to a more peaceful and sustainable planet.

Social, Moral, Spiritual, Cultural Development:

We aim to support children's SMSC development throughout everything we do at Whaddon School. Through the Geography Curriculum specifically, this includes opportunities such as:

- Exploration of and care of our immediate environment, both physical and human geographical features, fostering a sense of wonder and fascination
- Exposure to sources information in a range of media and data from diverse communities and cultures, offering opportunities for reflection on own experience and analysis of viewpoints of others
- Explore, improve understanding of and show respect for different peoples and their cultural diversity and support pupils to understand, accept, respect and celebrate difference. This can be shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Consider the ways in which people are ethically responsible for places and inter-dependent with their surroundings and each another
- Opportunities to work collaboratively, sharing ideas and solving problems.
- Development of a love for and pride in belonging to their community, area and world; demonstrate responsibility for these as a young citizen.
- Developing spirituality through stories from the Bible and other religious texts, especially in relation to stories of the world's origins and the role of humans in caring for the world and one another.

Assessment:

Ongoing assessment is an integral part of the teaching and learning process. Teachers assess children in a number of ways to ensure that future teaching is closely matched to each child's needs. In Foundation Stage, teachers continually interact with, observe and assess the children in order to move their learning on. In KS1 and KS2, teachers and teaching assistants continually assess children throughout a lesson, and developmental marking and feedback with the children ensures that misconceptions are addressed instantly, and that children's learning is continually moving forward. Assessment at the end of each lesson informs the next lesson's planning and teaching.

Children begin to self-assess in KS1, where they are encouraged to read and check their work to see if it matches the Learning Objective and success criteria. Children will also begin to peer assess in KS2. This allows them to critically, but positively assess each other's work and suggest improvements, whilst also being exposed to ideas and techniques that their peers are using.

Assessments are used at the beginning and end of each unit taught to monitor the progress that has been made throughout the teaching. These assessments form the basis of termly data collected by teachers to monitor the progress of pupils and groups; they record whether pupils are At, Above or Below Age-Related Expectation. The subject lead, headteacher and governors are presented with and monitor this subject based data.

Monitoring and Evaluation:

In September of each academic year, the subject leader produces an action plan for the development of Geography throughout the year. Actions are carried out throughout the year and further areas for improvement are identified as needed. Actions include, but are not restricted to:

- Learning walks
- Team teaching
- Professional development opportunities
- Analysis of data
- Monitoring of planning
- Audit of resources
- Staff subject based interviews/audit
- Interviews with children
- Book scrutinies