Wheldrake with Thorganby CE Primary School

Geography Policy

***Genesis 1:1* In the beginning God created the heavens and the earth.**

At Wheldrake with Thorganby CE primary school, we believe that geography inspires pupils to develop a lifelong curiosity and fascination with the world and its people. Through a carefully sequenced curriculum, pupils build knowledge and understanding of places, environments and cultures at local, national and global scales. Geography enables children to understand the interaction between physical and human processes, appreciate the diversity of our world, and recognise their role as responsible global citizens.

Intent

At Wheldrake with Thorganby, our geography curriculum is designed to develop substantive geographical knowledge alongside key disciplinary skills, enabling pupils to understand the relationship between people, places and environments at local, national and global scales. Supported by the Twinkl Geography Scheme and aligned with the National Curriculum, learning is carefully sequenced to build pupils' knowledge and understanding over time.

We aim for all pupils to leave primary school with the knowledge, skills and cultural understanding needed to engage thoughtfully with contemporary geographical issues, including sustainability, environmental change and global interdependence.

Through high-quality geography education, we encourage children to become informed, curious and active members of their local community, and the wider world.

The objectives of geography teaching at Wheldrake with Thorganby CE Primary are to:

- Develop pupils' curiosity and fascination about the world and its people.
- Enable pupils to gain knowledge and understanding of places, environments and cultures at local, national and global scales.
- Develop an understanding of key physical and human geographical processes.
- Equip pupils with geographical skills, including map reading, fieldwork, data collection and interpretation.
- Build and apply a broad geographical vocabulary.
- Help pupils understand environmental issues, sustainability and the impact of human activity on the world.
- Encourage children to ask questions, investigate geographical issues and think critically about the world around them.
- Foster respect for diverse communities, cultures and environments.
- Prepare pupils to become informed, responsible and active global citizens.

Implementation

Geography is taught using the Twinkl Geography Scheme, which is fully aligned with the National Curriculum. The curriculum coverage is reviewed regularly to reflect the changing structure of mixed-age classes and to ensure progression across year groups. Learning is carefully sequenced to build knowledge progressively across the school. Geography learning is underpinned by the development of both substantive and disciplinary knowledge, enabling pupils to build secure geographical understanding and apply this through enquiry and fieldwork. Pupils develop and apply geographical vocabulary, map skills, fieldwork techniques, and enquiry skills through engaging learning experiences. Teachers provide opportunities for pupils to investigate geographical questions, interpret data, use a range of geographical resources, and make connections between prior and new learning. Assessment is used to monitor pupils' progress, identify misconceptions, and inform future teaching.

Geography is taught as a distinct subject but makes meaningful cross-curricular links with History, Mathematics, Science, and Computing.

Early Years Foundation Stage (EYFS)

Children begin to develop foundational geographical knowledge and skills through the Early Years Foundation Stage area of learning, *Understanding the World*. They explore their immediate environment, notice features of the school grounds, and discuss the natural world around them.

Key Stage 1 (Years 1–2)

The curriculum focuses on the local area and fundamental global components:

- Naming the four nations and capital cities of the UK.
- Identifying the world's 7 continents and 5 oceans.
- Using basic compass directions (N, S, E, W) and locational language.
- Conducting simple fieldwork within the school grounds and local area.

Key Stage 2 (Years 3–6)

The curriculum broadens to a global scale, using a spiral curriculum approach to deepen and extend geographical knowledge over time:

- Locating European, North American, and South American countries, focusing on major cities and environmental regions.
- Understanding physical geographical processes such as volcanoes, earthquakes, and the water cycle.
- Understanding aspects of human geography, including economic activity, trade links, and the distribution of natural resources.
- Using four and six-figure grid references, symbols, and keys on Ordnance Survey maps.

At Wheldrake with Thorganby, we are committed to providing a broad, balanced, and ambitious geography curriculum that is accessible to all children, regardless of their background, ability, or additional needs.

- Adaptive Planning: We meet the needs of our diverse learners through adaptive teaching and planning, ensuring that all pupils can access and achieve within the same ambitious curriculum.
- Teachers provide a variety of supportive approaches, scaffolds, and flexible tasks tailored to individual learning styles and attainment levels.
- Active Participation & SEND: We ensure that children with Special Educational Needs and Disabilities (SEND) or physical difficulties take a full, active role in both classroom-based geographical learning and practical fieldwork. This is achieved through carefully adapted activities, modified physical resources, and the targeted deployment of adult support.
- Greater depth and challenge: To ensure there is no ceiling on achievement, highly able pupils are challenged through enhancing, enriching, and open-ended investigations. These opportunities allow them to demonstrate a greater depth of geographical knowledge, critical thinking, and analytical skills appropriate to their abilities.

Assessment

Assessment in geography is an ongoing process that is integrated into the planning, teaching, and learning cycle. We use continuous formative assessment to identify pupils' understanding, address misconceptions, and inform future planning. Summative assessment is used to evaluate pupils' attainment and the overall impact of the geography curriculum. Progress is measured systematically against the core objectives established in our curriculum intent.

September 2026