

Windsor Community Primary School



Geography Policy 2025-26

September 2025

At Windsor we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for Geography.

At Windsor, we believe that Geography helps to incite and provide answers to questions about the natural and human aspects of the world. Our Geography curriculum will ensure that throughout their education here at Windsor, pupils will study the world, shaping knowledge and understanding through making connections and comparisons with their own experiences and the lives of others.

Intent

Here at Windsor, we aim for a high-quality Geography curriculum which inspires pupils to develop a curiosity, fascination and respect for the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills through first-hand experiences and fieldwork: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about Geography by gaining this knowledge and developing skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught with a focus on knowledge and skills stated in the National Curriculum. At Windsor, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, from investigating how people live in other countries in Early Years, to using the local area to follow

maps in Key Stage 1, then comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on climate change in Upper Key Stage 2.

Impact

The impact and measure of this is to ensure that children at Windsor are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Teaching and Learning

The Geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

Through detailed medium-term plans, teaching staff are made aware of what knowledge and understanding children should already have from previous years in school and ensure that any gaps are filled before introducing new learning. A working wall will be used to support and celebrate learning throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning intention through the use of **"We are getting better at..."** and **"...by ..."** which are shared at the beginning of each unit of work and at the start of every lesson, and later reviewed at the end of lessons and in celebrating their achievements in the learning showcase at the end of a unit. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas.

Teaching and learning in geography is supported by a wealth of resources, including Digimaps, an online mapping tool. Learning outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned. These are progressive throughout the school and support the Geographical knowledge, skills and understanding.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

Assessment

Assessment for learning is continuous throughout the assessment, planning, teaching, and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work through learning walks. Capturing them working individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective, visual and verbal feedback.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Child and teacher review of both the agreed success criteria (...bys) at the end of each lesson, and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

Planning and Resources

Detailed medium-term plans are provided for all year groups in school, from which teachers can plan their lessons. Linked fieldtrips are included in the plans, as are resources such as websites and books for each topic. Children are taught Geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

Geography resources are stored centrally in the KS2 area. Class libraries contain an extensive supply of geography topic books to support children's individual research. The school's subscription to the specialist platform to Digimaps, ensure that teachers have access to lesson resources which they can select and adapt in alignment with the school's knowledge and skills progression map.

EYFS

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and their local environment. The key knowledge and skills in taught in EYFS provide the foundation to those identified in Year 1. Children are assessed according to the Development Matters Attainment targets.

Key Stage 1

Throughout Key Stage 1, pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

Key Stage 1 pupils begin to develop deeper knowledge and understanding about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children develop their locational knowledge; they learn to name and locate the world's seven continents and five oceans. In addition, they learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They also develop a greater understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

In addition to developing children's locational and place knowledge, they have the opportunity to learn about human and physical geography. During this study, they identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Pupils also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.) Children develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

Key Stage 2

During Key Stage 2, pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They

continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones. They build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

Throughout Key Stage 2, human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.) Children continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Equal Opportunities

At Windsor, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

Inclusion

Consideration is given to all the needs of the children including children with learning difficulties, children with physical difficulties, children who speak English as an additional language and children with social and emotional barriers. For gifted, talented and more able children, teachers will provide additional opportunities for these children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

As far as is appropriate, pupils with special educational needs follow the same Geography curriculum as all other students. Careful consideration is given concerning the level of adaptation needed, and in some cases the content or delivery will have to be amended. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate external support will be sourced.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography

- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each key stage.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including borough forums.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.

The Wider Community

The involvement of families and the wider community, to help support the teaching of geography, is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of Geography at Windsor.

The support that parents and carers provide in supporting their children at home with topic-based homework is also recognised and valued. Through our 'Take Away' menu of topic-based homework, children are able to choose their own homework and level of challenge. When these are set, homework tasks will be well communicated and have a clear purpose, often providing children with the means to consolidate or extend their classroom work.