

Woodbridge Junior School



Geography Policy

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Intent

At Woodbridge Junior School, we want our children to have a sense of wonder about the world around them and to understand how the environment impacts their lives. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

At Woodbridge Junior School, we aim to provide a rich and exciting curriculum through which all children can develop geographical skills and knowledge and a love of the subject. The Geography curriculum teaches children locational knowledge, place knowledge, human and physical Geography, geographical and fieldwork skills. We want our children to develop an appreciation and understanding of the world we live in and how it has evolved.

At Woodbridge Junior School, we aim to explore Geography through enquiry and encourage the children to think like a geographer. We want children to become problem-solvers and decision-makers; caring and compassionate, balanced and open-minded, sustainable in their mind-set. We aim to teach through local issues that can then be applied to issues worldwide. Fieldwork is a key aspect of Geography so the children can learn through their local environment and then apply that learning to the wider world.

Implementation

Our curriculum

At Woodbridge Junior School, we use the National Curriculum as the basis of our Geography curriculum. We aim to develop contextual knowledge of the location of globally significant places – both terrestrial and marine. We define before physical and human characteristics of these places and how these provide geographical context for the understanding of actions and processes. We aim for all children at Woodbridge Junior School to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring spatial variation and how these can change over time. We also aim for our children to be competent in a range of geographical skills:

- Collection, analysis and communication of a range of data gathered through fieldwork experiences.
- Interpretation of a range of geographical sources, including maps, diagrams, globes, aerial photographs and Geographical Information System (GIS)
- Communication of geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Woodbridge Junior School, we plan our topics based on enquiry. We aim for our children to ask, and be able to answer, given geographical questions, investigate and present their findings. We aim to introduce geographical topics by starting within the local area. This enables the children to understand the concept as they are able to connect this with their local area. Once they have understood this, we then connect this to the wider world.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the Geography content spread over the curriculum topics. Some topics have a greater focus on Geography than others. We combine the geographical study with work in other subject areas. At other times, we arrange for the children to carry out a geographical study independently.

Our medium-term plans identify which areas of the national scheme of work are covered in each topic. From this, we create a topic questions for the children to answer at the end of the sequence of lessons.

Each class teacher creates a plan for each lesson which is planned around a specific question to answer. All the questions posed will answer the overall question of the topic.

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the scho



Coverage of the Geography Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic Driver or Theme	<i>Environment theme</i>	<i>Art Theme</i>	History Theme	Health Theme	Enterprise Theme	Geography Theme
Year 3	<p>Human geography (5) Describe and understand key aspects of types of settlements and land use (towns, cities, villages) in the UK.</p> <p>Fieldwork 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</p>	<p>Geographical Skills (1) Use maps, atlases and globes to locate countries and describe physical features</p> <p>Map out art across the world</p>	<p>Human geography (1) Describe and understand key aspects of types of settlements and land use (towns, cities, villages)</p> <p>Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use</p>	<p>Locational Knowledge: (3) Name and locate counties and cities in the UK identifying key hills, mountains, coasts and rivers</p> <p>Geographical Skills (1) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the</p>	<p>Human geography (1) Describe and understand key aspects of human geography including the distribution of food</p>	<p>Place knowledge: (5) Understand geographical similarities and differences of a region in the UK</p> <p>Physical Geography: Describe and understand key aspects of climate zones</p> <p>Location knowledge: Identify the position and significance of the equator, artic and Antarctic circle</p>



	<p>Mapping: (1) Using four-figure grid references</p>		<p>changed today?</p>	<p>United Kingdom Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p>		
<p>Enrichment</p>	<p>Children to explore the school grounds and undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement to support wildlife in the local area.</p>		<p>Creswell Craggs</p>	<p>Local walk to identify the type of settlement Alfreton is and it's features.</p>		
<p>Year 4</p>	<p>Physical geography (1 lesson)</p>	<p>Field work (5 lessons) Investigate how</p>	<p>Locational knowledge (1 lesson)</p>	<p>Geographical skills and fieldwork (5</p>	<p>Physical geography (2 lessons)</p>	<p>Physical geography (1 lesson)</p>



	<p>Why is Derbyshire a good place for hydro power?. (1 lesson)</p> <p>Fieldwork: observe and record physical features of Derbyshire using maps and graphs, measuring rain fall using a rain gauge and taking digital photos. Children to present findings.</p>	<p>Cromford has changed overtime using maps and digital technologies. Present findings. Use maps, atlases, globes and google maps to locate countries and compare physical features (hills, mountains, coasts and rivers) with the UK. 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.</p>	<p>locate the world’s countries_ (<u>Greece</u>), using maps to focus on Europe concentrating on their environmental regions, key physical (hills, mountains, coasts and rivers and climate zones) and human (types of settlement and land use) characteristics, countries, and major cities. Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>lessons) Introduce 8 points of the compass and symbols and keys. Use four-figure grid references to build their knowledge of the UK and the wider world. Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Use recognised symbols to mark out local areas of interest on own maps.</p>	<p>Physical geography, including: rivers and the water cycle. Name UK rivers and seas linking with the water cycle. when learning about rivers, visit a local stream or river, to investigate its physical features (meanders, sites of erosion and deposition, etc.) and its use by people now and in the past</p>	<p>Describe and understand key aspects of biomes. Human Geography (1 lesson) Describe and understand types of settlement and land use. Fieldwork (3 lessons) Use maps, atlases, globes and google maps to locate countries and compare human and physical features with UK. 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.</p>
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Enrichment	Local visit to Cromford mill.		Visitor	Create a map of Alfreton using symbols and grid references. Use a map to navigate around Alfreton.	Visit a local stream or river.	
Year 5	<p>Locational knowledge: A study of South America and their environmental regions. Identify the position and significance of the Tropics</p> <p>Place knowledge: Similarities and differences of a region in South America. Compare the human and physical features of The Amazon Rainforest and Rio de Janiro.</p> <p>Physical geography: Describe and understand key aspects of biomes. <i>Review prior</i></p>	<p>Locational knowledge: Locate the world's countries, using maps to focus on Russia, concentrating on their environmental regions, key physical climate zones) and human (types of settlement, land use, trade links and distribution of natural resources) characteristics, countries, and major cities</p> <p>(2 lessons)</p>	<p>Geographical skills: Use maps, atlases, and globes to locate countries and describe features Identifying areas invaded by Anglo Saxons and Scots</p> <p>Locational knowledge: Understand how some human and physical features of the UK have changed over time. (1 lesson)</p>	<p>Locational knowledge: Identify the position and significance of latitude, longitude, equator, Northern hemisphere, southern hemisphere and time zones</p> <p>Physical Geography Describe and understand key aspects of biomes and vegetation belts. (5 lesson)</p>	<p>Geographical skills and fieldwork Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Compare UK to Benin). (1 lessons)</p>	<p>Physical geography: Describe and understand key aspects of mountains, volcanoes and earthquakes.</p> <p>Geographical skills and fieldwork Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Place knowledge: Understand geographical</p>



	<p><i>knowledge of rivers, mountains, coasts and hills.</i></p> <p>Human features Describe and understand types of settlement and land use and the distribution of food, including trade links.</p> <p>Geographical skills: Use maps, atlases, and globes to locate countries and describe features (5 lessons)</p>					<p>similarities and differences through the study of human and physical geography of a region in Italy, Naples.</p> <p>Understand how some features have changed over time. (5 lesson)</p>
Enrichment			History Van			Local walk / excursion to a local area with a river.
Year 6	<p>Locational knowledge Identify the position and significance of latitude, longitude, equator, n/s hemisphere, tropic</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>Human geography To describe and understand types of settlement, land use, economic activity-trade, distribution of natural resources.</p>	<p>Geographical skills and fieldwork Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</p>	<p>Human geography To describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Human geography To describe and understand settlements, land use, economic activity-trade, distribution of natural resources. Geographical</p>



	<p>of cancer/Capricorn, Antarctic circle, prime/Greenwich meridian, time zones.</p> <p>Geographical skills and fieldwork Use maps, atlases. Use 6-figure grid references.</p> <p>Human geography Human geography, including: land use, economic activity, the distribution of natural resources including energy. (5 lessons)</p>	<p>region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human geography Human geography, including: land use, economic activity, the distribution of natural resources including energy. (1 lesson)</p>	<p>Locational knowledge: Understand how some human and physical features of the UK have changed over time. (1 lesson)</p>	<p>build their knowledge of the United Kingdom and the wider world. (5 lesson)</p>	<p>including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (fieldwork) (1 lesson)</p>	<p>skills and fieldwork Use of maps, atlases, globes, digital to locate countries. 6-figure references to build knowledge of UK and wider world. (5 lesson)</p>
<p>Enrichment</p>			<p>visitors</p>		<p>Local walk</p>	

Resources

We use a maps, atlases and globes to support children's understanding of Geography as well as online resources such as Google Earth and OS Mapping. These resources enable children to view Geography digitally and observe Geography of the wider world. We also use interactive boards to access the internet as a class. Fieldwork is 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.

Pupil support and differentiation

Differentiation is planned through the **support** and **intervention provided** to pupils, not in the topics taught – this follows the mastery approach. The National Curriculum states:

'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

Differentiation is provided by questioning and by scaffolding individual pupils to access the learning intention for the whole class by providing appropriate concrete and pictorial resources and providing higher levels of adult support. Children with higher prior attainment are challenged through more demanding problems which deepen their knowledge of the same content. These greater depth tasks will enable the children to apply the concepts learned to worldwide geographical concepts. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support during the lesson or later the same day.

Inclusion

Inclusive practice in Geography aims to enable all children to achieve their best possible standard whatever their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Equal Opportunities

We will provide an inclusive curriculum which will meet the needs of all pupils, where the teaching and learning, achievements, attitudes and well-being of every learner matters. All children have equal access to the curriculum regardless of their gender or background. This is monitored by analysing pupil performance throughout school to ensure that there is no disparity between groups. Children with Special Educational Needs are taught within Geography lessons. Where applicable, children's IEPs incorporate suitable objectives from the 2014 Curriculum. We provide help for those children who use a means of communication other than spoken English in developing and understanding specific geographical language.

The role of the Subject Leader

- The role of the Subject Leader is to provide professional leadership and management in Geography in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas: strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources.
- The Subject Leader has regular discussions with the headteacher and other senior leaders about learning and teaching in Geography.

Impact

Assessment, Record keeping, Reporting (please refer to the School's Assessment Policy)

We assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil and record according to the school's assessment policy.

The monitoring of Geography teaching is carried out through lesson observations and book looks. These will both focus on coverage of the curriculum and the use of geographical skills. This will enable the Geography leader to gain an insight into Geography teaching across the school and will help to identify areas of strength, which can then be shared.

At the beginning of each topic, we assess children's prior knowledge by completing a pre-learning task. This enables our teachers to plan for the children's specific geographical misconceptions or gaps in learning. This task is then repeated at the end of a unit of work to reassess the children's understanding of these concepts.

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Review Date: September 2026



