

Winnington Park Primary School and Nursery Geography Policy



Updated: Autumn 2026

Review date: Autumn 2027

Our Curriculum Vision

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

Intent

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Our curriculum has clear end points and our lessons are sequenced so children's learning builds towards these. The children's new knowledge and skills builds on what they have been taught before and is designed for the children, families and community of Winnington Park.

Implementation

Our children learn through a knowledge based curriculum which develops children's skills. We endeavour to engage our children and completely immerse them in their learning. Topics are progressive whilst being inclusive and challenging. They provide children with the knowledge and skills needed for the next stage in their learning and later life. We celebrate and value all subjects and provide opportunities to apply key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential.

Impact

The impact of our curriculum ensures children are prepared for the next stage of learning and later life.

Children who attend Winnington Park achieve well and are equipped with the knowledge and cultural capital they need to succeed in life.

Geography Vision

Geography lessons at Winnington Park inspire in pupils a curiosity and fascination about the world they live in. They develop children's knowledge about the world, the United Kingdom and their locality. Lessons take place both in and outside the classroom.

Our vision is for every child to develop a strong sense of place—beginning with their local community and expanding to the wider world. Through high-quality geography teaching, we equip pupils to understand environmental change, appreciate cultural diversity, and make informed choices as future global citizens. We nurture young geographers who can investigate, question, and understand the world in which they live. We aim to empower pupils with skills in observation, enquiry, and critical thinking, enabling them to contribute positively to a rapidly changing world.

Aims

The aims of the geography curriculum are to ensure pupils:

- Develop their locational awareness.
- Use geographical vocabulary fluently.
- Build an awareness of human and physical geography.
- Develop their place knowledge.

Key Stage 1

Pupils should be taught:

- Locational knowledge, including that of the world's seven continents and five oceans and the name, location and identity features of the four countries, oceans/seas and capital cities of the UK.
- Place knowledge, including geographical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country.
- Human and physical geography, including weather patterns in the UK, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, as well as basic geographical vocabulary.
- Geographical skills and fieldwork, including maps, atlases and globes to identify the UK and the countries, continents and oceans. Compass directions, the use of aerial photographs to devise a basic map with symbols and simple fieldwork and observational skills to study their local geography.

Key Stage 2

Pupils should be taught:

- Locational knowledge, including using maps to locate European countries outside of the UK; naming and locating counties and cities of the UK; geographical regions and their identifying characteristics; key topographical features and land-use patterns. The location and significance of the two Hemispheres, the Tropics of Cancer and Capricorn, the Equator etc.
- Place knowledge, including the study of human and physical geography of one region in the UK, Europe and North or South America.
- Human and physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and types of settlement and land use, economic activity and the distribution of natural resources.
- Geographical skills and fieldwork, including maps, atlases and globes and digital/computer mapping to locate countries. The 8 points of a compass and four and six-figure grid references. Using a range of methods, including sketch maps, plans

and graphs, and digital technologies, record the human and physical features in the local area.

Teaching and Learning

Geography lessons are sequenced to ensure children's learning builds on what they have previously learnt by following our progressive knowledge and skills documents. Teachers check children's understanding effectively, identify and correct misunderstandings. Teachers ensure children embed key concepts in their long – term memory and apply them fluently. Teachers will use a mix of:

- Teacher prepared material
- Published resources
- Practical tasks
- Educational visits
- Internet resources

In the Foundation Stage, Geography contributes to the Early Learning Goals of developing a child's Knowledge and Understanding of the World.

Spiritual, Moral, Social and Cultural Aspects

Geography contributes to SMSC development through opportunities to reflect on the diverse nature of our world, thinking about changing landscapes and the environment and developing our awareness of issues surrounding climate change. Studies of people and physical geography gives children the chance to reflect on social and cultural characteristics of society.

Continuity and Progression

Our knowledge and skills documents ensure children's Geography learning is progressive. These documents ensure learning is sequenced so that new knowledge and skills build on what has been taught before and children work towards clearly defined end points.

Community Links

Geography contributes to the community by promoting the study and understanding of the local area. The school uses the local community to enrich the geography curriculum by inviting visitors into school to talk about the local area and how it has developed and through activities based in and around the local area.

Assessment, Record Keeping & Reporting

Teachers use assessment to check children's understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding.

Equal Opportunities and Inclusion

Equality of opportunity at Winnington Park Primary School and Nursery means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

Health and Safety

The general and legal requirements for Health and Safety are covered in the school's Health and Safety policy document. School visits relating to geography either local or requiring a coach are subject to an individual risk assessment.

Resources

There is a range of resources for geography themes in school. These are kept in a large wardrobe in the resources area. Where room permits each theme has its' own shelf or topic box and is clearly labelled. The library contains a growing supply of non-fiction themed books and atlases to support the children's research and learning. We also encourage the use of the educational resources library based at Winsford.

Review

The policy will be reviewed by the subject leader every year.