



Whiston Willis Primary Academy

Geography Policy



Lead Responsibility	Liam Wong	Approved By Governors	
Implementation date	November 2021	Review date	September 2022

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

Vision and Aims

Our geography curriculum is designed to ignite children with a curiosity and fascination about the world and the people that inhabit it. It is intended to open children's eyes to the wider world and a variety of cultures and diversities. Our bespoke knowledge-rich curriculum has been created by our geography lead and is in line with the national curriculum. The curriculum is designed to suit the needs of our children and context of our school. It ensures that progression is evident across phases making sure links are made between physical and human geography and knowledge and vocabulary is progressive. Our knowledge-rich curriculum supports retention of knowledge resulting in the achievement of academic excellence. We understand that children will have limited experiences and understanding of the wider world and therefore, our geography curriculum is designed to develop children's social and moral intelligence.

Throughout the Early Years curriculum children are given planned opportunities to develop their understanding of the world. They are introduced to different maps and begin to make comparisons. Opportunities are planned for children to develop their knowledge in weather and seasonal change and they are encouraged to complete field studies of their school environment and look at images of their local area. Vocabulary is planned to ensure children are introduced to vocabulary that will support their learning in KS1.

Physical geography is introduced in KS1, where children will identify human and physical features of their surrounding area along with completing a unit of study on coasts and seas. This then progresses on to mountains and rivers in LKS2 and volcanoes and earthquakes in UKS2. This supports our units in science as prior knowledge of the water cycle and rocks and soils will support children's learning.

Our curriculum ensures progression is evident across phases making sure links are made between physical and human geography and knowledge is progressive within and across phases. Our curriculum map has been produced to show these links. We have also created a rationale for the decisions made – the decisions made have been supported by the national curriculum and the needs of our children.

We understand our children have knowledge gaps and gaps in vocabulary therefore, we have decided to follow a knowledge rich curriculum. We create knowledge organisers as a starting point that are supported with workbooks and teacher guides. Learning is often repetitive using small stakes quizzes to support retention. Vocabulary is progressive across phases and has been thought out to ensure it works alongside our progressive curriculum, a document called 'Making Words Work' by School Improvement Liverpool has been used to support our geographical vocabulary.

Planning and Delivery

At Whiston Willis, where possible, we utilise the expertise and knowledge of staff, therefore, using the National Curriculum as guidance, a bespoke geography curriculum has been developed by our geography lead. Our geography curriculum is designed to support teachers in ensuring high quality teaching takes place and ensures learning is progressive as children progress through the school.

Our geography curriculum is designed as part of our humanities curriculum, which entails both geography and history. A detailed curriculum map is designed ensuring topics are progressive within and across phases.

As mentioned, our geography curriculum is designed by our geography leader, this includes all resources that support teaching and learning. Each topic, children are provided with a workbook, children are expected to use this workbook to demonstrate the learning that has taken place within the lesson. Alongside workbooks, teachers are provided with a teacher guide and access to resources, this allows teachers to focus their time on delivery and knowledge rather than planning. In addition, this ensures knowledge and vocabulary is progressive.

Our geography curriculum has been developed to support cross-curricular learning. The geography lead has worked closely with other curriculum leaders to ensure cross-curricular links are made. Geography is taught weekly and opportunities for developing vocabulary, reading and writing are planned within each topic.

Assessing, Reporting and Recording

Monitoring is important in ensuring teaching and learning is effective across the whole school. Regular monitoring takes place by curriculum leaders and SLT, this includes book looks, lesson observations and teacher/pupil voice. Teachers are responsible for completing pupil assessments at the end of each topic.

Our school marking and feedback policy outlines marking and feedback expectations within our geography curriculum. Data collected through monitoring is used to identify interventions, objectives that need revisiting, knowledge that teachers need to focus on during low stakes quizzes and curriculum leader's next steps.

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.