



# Whiston Willis Primary Academy

## Geography Policy



Lead Responsibility	Liam Wong	Approved By Governors	
Implementation date	September 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 provide children with a curiosity and fascination about the world and the people that inhabit it. Children will begin by studying their immediate surroundings and build out to Whiston, the area they live in, in KS1. This will then branch out to the United Kingdom and the World, focussing specifically on the countries and surrounding seas and continents and oceans. This will then progress in LKS2 to where they will do a more in depth study of the United Kingdom focussing specifically in the region we live in, the North West. Children will then look at the wider World identifying countries within the World before focussing specifically on one of the World continents, Europe. Towards the end of year, children will then do an in-depth study of the Brazilian Rainforest before completing other in depth studies in UKS2 in areas such as Polar Regions and Russia.

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.

Due to the structure of our school, our geography curriculum is taught biennial (every two years) alongside history. This ensures all children are provided with the same learning and enables our curriculum to be progressive. A detailed curriculum map is designed ensuring topics are progressive within and across phases. When geography is not timetabled (biennial), our curriculum lead is responsible for designing a curriculum that supports our pedagogy of knowledge retention, this can be through specific geography days/weeks, engaging activities that promotes our vision and aims and regular retention techniques by class teachers such as low stakes quizzes.

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. Knowledge checks are completed by children throughout the year to demonstrate learning and retention – these are completed before each topic, after each topic and then repeated later in the year to demonstrate retention.

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.**