



KING'S NORTHWAY  
PRIMARY ACADEMY

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# Geography Policy



GREAT SCHOOLS  
TRUST

## Document Control

<b>This document has been approved for use within</b>	King's Northway Primary Academy
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# King's Northway Primary Academy

## Geography Policy

### Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



## **1. Statement of consideration of equalities in all policies and procedures**

This policy outlines the teaching, organisation and management of Geography taught at King's Northway Primary Academy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

## **2. Intent**

The King's Northway Curriculum seeks to inspire and motivate a generation of Geographers. We will introduce our pupils to different aspects of the world and help to better understand its people, places and environments, and the interactions between them. At King's Northway we have structured our curriculum carefully to ensure enough experience of these areas of Geography at Primary level. We expect our children to experience a wide range of Geographical units to ensure they are prepared to study Geography at Key Stage Three level.

Our curriculum has been specifically designed for our pupils to enable them to experience the most powerful aspects of a primary geography curriculum. We have carefully mapped out our curriculum to ensure the building blocks of knowledge are built upon as a child progresses through their King's Northway journey.

We want our pupils to gain confidence and experiences of geographical knowledge, understanding and skills through specifically planned learning opportunities and fieldwork. This will enable pupils to have transferable skills across other subject disciplines, without impacting on the collection of specific geographical knowledge and skills. Our content will always, ensuring that pupils retain knowledge that will readily prepare them for secondary school and the wider world.

### Aims and Objectives

The national curriculum for geography aims to ensure that all pupils:

#### Aims and Objectives

· To enable pupils to develop contextual knowledge of the location of globally significant place – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

· To ensure all pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

- To ensure all pupils are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### 3. Implementation

#### Scheme of Work

At King's Northway Primary Academy we have designed our own bespoke King's Northway Geography curriculum which delivers the national curriculum aims in rich and knowledge focused manner. Our curriculum ensures that there is a clear progression of knowledge and techniques from Early Years to Year 6. All pupils will have experience in working with a wide range of geographical skills including human and physical, map skills and the world and its continents. When planning a unit of Geography all teachers are supported by the coordinator to ensure that all techniques are covered and clear progression and made from the previous year group. All units begin with fieldwork and then progresses to exploring wider areas and particular environmental aspects of our world. The whole school long term planning document is attached in the appendices (appendix 1.1).

#### Resources (Including I pads)

All pupils have access to a wide range of high-quality Geography resources and are encouraged to explore and experiment with these in all units of study. Pupil's also have access to I pads with software which can be used to aid locational knowledge.

#### Learners who need more

Geography is a key part in our school curriculum policy, providing a rich and immersive education for all our children. Our teachers deliver appropriate learning opportunities which meet the needs of all pupils, including our learners who need more and of those learning English as an additional language.

#### Knowledge Organisers

All pupils have access to Knowledge Organisers for geography. These Knowledge Organisers are specific to their year group and the core mediums of study. They are there to support the pupil's understanding and recall of geographical knowledge and vocabulary that they will use during their unit of work.

#### Educational Visits / Fieldtrips

At King's Northway providing rich learning opportunities is our golden thread and we ensure that all pupils have access to extra-curricular clubs, educational visits and fieldtrips. During their time at Northway pupils in Key Stage 1 will visit our local area and pupils in Key Stage 2 will visit places within Liverpool and Merseyside.

### 4. Impact

#### Outcomes and Assessment

We measure the impact of our personalised programme of study using Balance. Our formative assessment tool is used to record pupils' understanding of an objective and helps to plan for opportunities to learn more and remember more. All children from Year 1 to Year 6 use

Geography workbook which demonstrates a clear progression of knowledge, skills and understanding. Each unit includes opportunities for them to showcase cross curricular skills, including written reflections, mathematical skills when using maps, historical research in relation to places, and discussion around personal and cultural values.

## **5. Progression within the subject**

### **Early Year Foundation Stage**

At King's Northway, we provide a rich Early Years environment in which we encourage and value exploration of the world around them. We relate the children's geographical development to the objectives set out in the Early Learning Goals within the specific area of Understanding the World. The pupil's learning includes; exploring, observing, and commenting on the world around them, recognising similarities and differences between their locality and life in other countries, and understanding processes and changes in the natural world. Pupils are exposed to a wide range of rich and immersive activities, discussions, stories, resources and hands-on experiences that support and extend their understanding.

### **Key Stage 1 and 2**

Progression within Geography has been carefully designed and planned to ensure that knowledge and techniques are taught with fidelity and are regularly revisited throughout the Key Stages. Each unit of work has been planned out so from the lowest year groups starting looking locally, then as the children move through the year groups and key stages their field of study moves wider and wider, building on the knowledge and skills from previous years.

## **6. Monitoring and Review**

Subject leaders at Northway are responsible for monitoring the way in which their subject area is implemented across the school. The subject leader monitors the subjects through:

- Provide a lead and direction for the subject in consultation with colleagues, written policies and guidance.
- Ensure efficient resource management for their subject.
- Monitor and assist in the evaluation of the delivery of their subject area across the school.
- Monitor pupil progress within their subject area, including pupil interviews, deep dives, reviewing children's work and data analysis using Balance.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

## **7. Role of the pupil and parent**

Pupils are expected to engage with geography lessons with enthusiasm and explore geographical knowledge, the world and its continents, geographical understanding and map skills alongside their peers. They will share their expertise with their peers and across the school to build knowledge and confidence. Pupils are encouraged to use their geographical skills outside of school and take them into everyday life

Parents are given opportunities to share in their children's Geography work through the use of Seesaw and workshops.

