



## **Kingsway Primary School Geography Policy**

### **1. Aims and Vision**

At our school, Geography inspires pupils to develop a curiosity and fascination about the world and its people that will remain with them for life. We aim to equip children with knowledge about diverse places, people, resources, and natural and human environments, alongside a deep understanding of the Earth's key physical and human processes.

Our Geography curriculum is underpinned by our core values:

- We care about togetherness – we explore how communities and environments are interconnected across the world.
- We thrive on difference – we celebrate the diversity of cultures, landscapes, and ways of life.
- We are passionate about learning – we encourage curiosity about the world and a desire to explore it.
- We are inspired to grow – we develop reflective learners who understand their role in shaping the future of the planet.

### **2. Curriculum Intent**

Our Geography curriculum follows the National Curriculum for Geography and aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places
- Understand key physical and human geographical features
- Gain knowledge of how physical and human processes shape the Earth
- Are competent in geographical skills, including map reading, fieldwork, and data interpretation
- Can communicate geographical information using appropriate vocabulary

Our reading-inspired curriculum places high-quality texts at the centre of learning, enabling pupils to:

- Engage deeply with places and environments
- Build understanding through rich narratives and non-fiction texts
- Develop geographical vocabulary and comprehension
- Make meaningful cross-curricular links

### **3. Curriculum Implementation**

#### **Structure of Geography Provision**

- Each year group studies three Geography units per academic year
- Each unit forms a half-term theme, providing a meaningful context for learning across subjects
- Units are sequenced to ensure progression in knowledge, skills, and understanding

### **Scheme of Learning**

We follow the PlanBee scheme of learning, which provides:

- Full coverage of the National Curriculum
- Structured, progressive lesson sequences
- High-quality resources to support teaching and learning

Teachers adapt:

- Slides
- Activities
- Resources

to meet the needs of individual classes, ensuring learning is inclusive, engaging, and responsive.

### **Teaching Approach**

Geography is taught through an enquiry-based approach, encouraging pupils to:

- Ask questions about the world
- Investigate places and environments
- Analyse geographical information and data
- Compare locations and draw conclusions

Key elements of teaching include:

- Explicit teaching of geographical vocabulary
- Use of maps, atlases, globes, and digital mapping
- Opportunities for discussion and reasoning
- Development of fieldwork skills where appropriate

### **Knowledge and Vocabulary**

To support understanding and retention:

- Each unit is supported by a knowledge organiser, outlining key facts and concepts
- Key vocabulary is explicitly taught and displayed in classrooms
- Retrieval practice is used to strengthen long-term memory

### **KL Grids (Know / Learned)**

**At the beginning and end of each unit, pupils complete a KL Grid:**

- **Beginning of unit: pupils record what they already know**
- **End of unit: pupils reflect on and record what they have learned**

**This supports:**

- **Assessment of prior knowledge**
- **Reflection and metacognition**
- **Clear demonstration of progress**

#### **4. Inclusion and Equal Opportunities**

**We believe Geography is for all pupils.**

- **Learning is adapted to ensure accessibility for all learners**
- **A diverse range of places, cultures, and perspectives are represented**
- **Pupils are encouraged to share their own experiences and backgrounds**
- **All pupils are supported to achieve and make progress**

#### **5. Assessment**

**Assessment in Geography is ongoing and formative.**

**Teachers assess pupils through:**

- **KL Grids (start and end of units)**
- **Questioning and discussion**
- **Written and verbal outcomes**
- **Application of geographical skills and vocabulary**

**Assessment focuses on:**

- **Knowledge of places and processes**
- **Use of geographical vocabulary**
- **Map and fieldwork skills**
- **Ability to explain and reason about geographical concepts**

#### **6. Impact**

**The impact of our Geography curriculum is seen in:**

- **Pupils who have a secure understanding of the world and its diversity**
- **Children who can think critically about environmental and global issues**
- **Confident use of geographical vocabulary**
- **Clear progression in skills and knowledge across the school**

- **Pupils who understand their role as global citizens**

## **7. Monitoring and Review**

**The Geography subject leader is responsible for:**

- **Monitoring teaching and learning across the school**
- **Reviewing planning, books, and outcomes**
- **Supporting staff with subject knowledge and resources**
- **Ensuring progression and consistency**
- **Reviewing and updating this policy regularly**