

# Alderwood Academy – KS2 Haven – Geography Subject Policy

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## Aims and purpose

Our curriculum aims to develop pupils' understanding and curiosity of the world and their place in it. Through carefully structured learning of geographical processes, places, and investigative techniques, pupils will analyse geographical patterns and address the social and environmental challenges the world faces.

## Knowledge and vocabulary

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. We secure pupils' knowledge of geographical processes, ensuring that this can be applied when learning about places and geographical issues. Pupils' locational and place knowledge is developed through a range of place-based and thematic topics, helping them understand the spatial patterns that underpin contemporary society. We map vocabulary across the curriculum, introducing new terms and repeating previously learnt vocabulary. This approach allows pupils to confidently apply geographical terms across different topics. Geographical investigation skills apply knowledge taught in the curriculum to develop pupils' expertise in fieldwork and in analysing spatial patterns using Geographical Information Systems.

## Sequencing

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest this means ensuring, for example, that pupils learn about the evidence and science behind climate change before pupils learn about the impact of climate change in subsequent topics throughout the curriculum. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example, in our thread about human processes, pupils are taught through the framing of their local area in year 1 through to learning about economic futures in the UK at GCSE.

## Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level we draw on the work of the Geographical Association alongside experts such as Young, Maude, Lambert, and Enser to develop lessons that offer pupils new ways of thinking about the world, provide them with the specialist knowledge to analyse and explain geographical patterns, and engage in contemporary debates. Additionally, we take into account Owens' and Roberts' research, encouraging pupils to reflect on their own experiences and geographical knowledge and to situate this within a broader disciplinary context. The significance of fieldwork, as emphasised by researchers like Kinder and Tanner, has shaped the integration of fieldwork throughout the curriculum.

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## Diverse

Our commitment to breadth and diversity in content, language, texts, and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources and in the choice of case study examples and regional studies. Our regional studies look at all parts of the world, focusing on places in Europe and the Americas at key stage 1 and key stage 2, and Africa, Asia, and Oceania at key stage 3 and key stage 4. This provides pupils with a deep knowledge of different places and helps to celebrate the rich diversity of experiences and perspectives that exist in places around the world.

## Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. For example, video clips using Geographical Information Systems (GIS) provide a model for pupils to apply to their own work. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos.

## Curriculum:

What geographical locations are featured in the curriculum?

The locations of our regional studies are chosen with diversity and global coverage in mind. In our primary curriculum, there is a focus on Europe plus North and South America. Our key stage 3 curriculum predominantly focuses on regional studies in Asia and Africa. Learning about Indonesia and Jakarta at key stage 4 gives pupils the opportunity to deepen their knowledge of a region of south-east Asia/Oceania, which is growing in international importance.

Across the Primary curriculum our regional studies are:

- UK
- London
- Cardiff
- Jamaica
- Tanzania
- the Lake District
- Europe
- Northern Italy
- North America
- South America
- the Amazon

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## National Curriculum

There are three broad aims of the geography national curriculum. The first is that pupils ‘develop contextual knowledge of the location of globally significant places’. Our curriculum includes a range of carefully chosen regional studies to develop pupils’ knowledge of the physical and human features of places around the world, how they are connected to other places and how they are shaped by geographical processes. The second aim is that pupils ‘understand the processes that give rise to key physical and human geographical features of the world’. Our learning framework breaks down information so that pupils gain a strong understanding of geographical processes and can apply them in different locational contexts. The final aim is to ensure pupils ‘are competent in a range of geographical skills’. A range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) are integrated throughout the curriculum and pupils are explicitly taught how to use these sources to analyse spatial variation and change over time.