

# Geography One Page Policy (Primary Phase)



William Hulme's Grammar School  
The best in everyone™  
Part of United Learning

The Geography curriculum at William Hulme's Grammar School provides children with a relevant, coherent, progressive knowledge of the world, an ability to find their place in it and approach challenging, geographically valid questions. This is explored through the lenses of geographical 'vertical concepts' with a grounding in disciplinary skills. There are three vertical concepts that enable children to make connections between topics, developing their ability to work like a geographer. These concepts are: Space and Place, Human Processes and Physical Processes. Within each topic, pupils will study a specific area in depth that relates to one of the vertical concepts.

Learners are exposed to and analyse what excellence looks like across the curriculum.  
Teachers model what is expected from children.

Children know what vertical concepts and skills they are learning about and practising during lessons.

We use the United Learning curriculum to support the learning of Geography. This scheme helps to break down learning into small steps and lessons are planned sequentially with a clear rationale.

Previously taught skills are revisited regularly and applied in various learning contexts.

Disciplinary knowledge is explicitly taught using a variety of maps (for example: Ordnance Survey maps, political maps) and ample opportunities for fieldwork.

Tasks are scaffolded to ensure that the curriculum is ambitious and accessible for all.

Pupils study geographical topics, using a diverse range of locations, meaning students have a broad understanding of the world.

Teachers work to prevent, identify and correct common misconceptions through prior-knowledge checks and regular review of previously taught content.

Contextual Tier 2 and 3 vocabulary is embedded throughout Geography lessons, allowing children to explore their meaning and make links to their prior knowledge.

Teachers reference appropriate RRSA articles throughout their Geography planning. Consequently, students understand the UNCRC.

At WHGS, we understand how integral oracy is. Therefore, the explicit teaching of oracy skills are embedded into Geography lessons.

**Outcome: Enquiring geographers who understand the world around them.**