

**ASTON ALL SAINTS C OF E PRIMARY SCHOOL**  
**A School in the Diocese of Sheffield Academy Trust**

**Geography Policy**

September 2022

Review date: September 2023

## **Rationale**

At Aston All Saints CofE Primary School, we believe that Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop substantive knowledge and disciplinary knowledge (skills) that are progressive, as well as transferable, throughout their time at Aston.

Geography planning at Aston All Saints uses the National Curriculum (2014) to help structure geography teaching across the school within an ambitious, spiral curriculum. The Geography objectives will be covered with a knowledge-rich, skill-based approach using resources to support teaching from the Chris Quigley Essential Curriculum, Focus Education and Digimaps.

Geography at our school is concerned with stimulating the children's appreciation, interest and respect for both the physical and the human world. It should encourage them to consider the impact that they have on the world and its people and that they have a responsibility to care for it. It should promote the skills, knowledge and understanding and respect necessary to become responsible citizens on a local, national, and global scale.

We base our teaching of Geography on:-

- a) Foundation Stage Early Years Curriculum
- b) The Primary National Curriculum
- c) The Essentials Curriculum Milestones
- d) Focus Geography Resources

## **Implementation**

Geography at Aston is taught throughout the year, so that children can achieve depth in their learning. The substantive knowledge, disciplinary knowledge (skills), and vocabulary of each area of investigation is identified to ensure progression through each year group in school. At the beginning of each area of investigation, children can convey what they know already as well as what they would like to find out. This informs the programme of study and ensures that

planned lessons are relevant and consider children's different starting points. Consideration is given to how deeper learning will be taught, learnt, and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

In addition to using the Geography National Curriculum across school, we use the Geography Essentials Curriculum Companion, which enables milestones to be used to assist and support teacher assessment. In the Geography Companions, each year group will begin to increase their understanding of key concepts of areas of investigations by exploring the basic, advancing, and deep areas of learning, ensuring progression occurs across all year groups. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for, and utilised. In addition, we have started to use Focus Education Geography to support teachers in their planning and implementation of the geography curriculum.

## **Teaching and Learning Overview**

Our whole school approach to geography teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education History Programme of Study for Key Stage 1 and 2.

We teach geography in the Foundation 2 class as an integral part of the topic work covered during the year. In the Foundation 2 class, we relate the geographical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Curriculum. Geography makes a significant contribution to the EYFS objectives of developing a child's knowledge and understanding of the world through activities such as:

- Simple maps, both imaginary and based on real places (e.g., a route to the garden centre, a map of the school field);
- Provide paper and pencils near to sand, water, small world to encourage development of simple maps (e.g., treasure maps);
- During walks around the local environment or en-route to a visit, encourage children to observe and discuss features of their environment.
- Provide photographs of local environment and visits for further discussion.
- Compare natural and man-made features, discuss likes and dislikes; Encourage children to take care of their environment within school i.e. designing and caring for a garden, not dropping litter on the playground; Develop awareness of other countries through use of multi-cultural resources such as toys, music and stories (e.g. Handa's Surprise);

- Class bear taken on visits by children and staff. Photographs are taken of bear in different locations. Diary of bears activities are recorded.

## **Key Stages 1 and 2**

We plan geography using Substantive Knowledge, Disciplinary Knowledge and Vocabulary Progression Documents, which draws on ideas and aims set in the Primary National Curriculum. In addition, we use the Essential Curriculum Companions and Focus Education to support and assess learning. We teach geography as a series of lessons where a particular skill or skills and concepts are developed over time. We have acquired the use of DigiMaps to further support the teaching and learning of mapping skills in addition to having access to maps digitally as we progress into a technology-driven age.

Pupils develop knowledge about the world, the United Kingdom (UK) and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will be taught the substantive knowledge, disciplinary knowledge (skills), vocabulary and understanding through the following areas of study:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

## **Implementation**

Geography is taught in a whole-class setting by the class teacher.

Teachers plan geography using our progression documents, which is based on the National Curriculum, coupled with Focus Education geography resources to support our teaching of geography. In addition, we use the Essential Curriculum milestones to further support and assess learning. We teach geography as a series of lessons where a particular skill or skills and concepts are developed. Each class has a timetabled lesson of at least one hour per week.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

## **Assessment**

Geography learning is enjoyed by teachers and pupils across school. Our geography curriculum is well thought out and is planned to demonstrate progression. We focus on progression of substantive knowledge, disciplinary knowledge (skills) and discreet vocabulary progression, to form part of the units of work. Teachers have high expectations and children use technical

vocabulary accurately using their knowledge organisers. Pupils are expected to know, apply and understand the skills and processes specified.

We measure the impact of our curriculum through assessment, recording and monitoring. Children become more confident in analysing their work and giving their opinion on their own and other pupils work. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children are involved in peer and self-assessment through lessons. All children in school can speak confidently about their geography work and their skills.

We recognise the fact that in all classes there are children of varied abilities, and we seek to provide suitable learning opportunities for *all* children by matching the challenge of the task to the ability of the child. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of all children. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

We achieve this by:

- Using learning objectives and milestones to support and develop progress in geography through focused objectives and outcomes; so that the child understands what they are learning to do and equally child and teacher understand what the outcome of that learning will be;
- Setting common tasks which are open-ended and can have a variety of responses;
- Grouping children to allow discussion between various abilities. This will allow partner/group talk to be a driving force behind creating their own interpretation of the past;
- Using classroom assistants to support individuals or groups.

Assessment of geography is carried out by making teacher judgements as staff observe pupils during each lesson and using Proof of Progress Tasks (POP Tasks), taken from the Essentials Companions to record the progress made by children against the Essential milestones for their lessons. All year groups gather evidence of work towards the key skills in each year group, for a sample of pupils. This builds a basis for shared moderation, ensuring that work and expectations in each year group are pitched accurately.

A cycle of monitoring and evaluation feeds into the 'What?' (policy), 'So what?' (collection of evaluation of evidence through pupil interview, lesson observation, the process of artistic endeavours etc.) and 'Now what?' (action planning, including ongoing continuous professional development).

**Reviewed September 2022 by JH**  
**To be reviewed September 2023 by JH**