



The most important thing about **Geography** is knowing about our world

We explore

We recognise our rights and responsibilities

We develop a sense of place

We compare

And we develop skills to communicate geographical information in different ways

But the most important thing about **Geography** is knowing about our world



**Our Christian vision:  
'The journey to life in all its fullness'**

This policy will be reviewed every two years by the Geography subject leader and shared with all stakeholders.

Date: October 2023

To be reviewed:

October 2025

**Our vision for Geography at Ashton Keynes Primary School:**

The teaching and learning of Geography should aim to help pupils make sense of their surroundings and of the wider world. It should provoke questions and answers about the natural and human-influenced worlds and use a variety of skills to allow pupils to develop their own perspectives and views.

Termly topics give scope for cross curricular work to develop investigative skills and understanding of place and the environment worldwide. It is also hoped that the Geography curriculum at AKPS will inform and nurture understanding in pupils so they are better prepared to consider environmental and cultural issues later in their lives.

Geography forms links with other curricular areas, which inspire pupils to consider their own place in the world, their values, and their rights and responsibilities to other people and the environment. Where appropriate, links to Global Advocacy are made to empower children to become active global citizens.

**Our impact:**

We have a range of ways to find out what the children know. At the beginning of each topic taught, children complete a Cold Task where they are asked to answer a 'Big Question' on the topic to identify and address any misconceptions. From this Cold Task, we tailor our teaching based on what the children already know and still need to discover. We also choose 'Experts' (KS2) and 'Detectives' (KS1) based on their responses to the Big Question and these children are given the opportunity to research their area and present to the class as a lesson starter.

The children are also introduced to their 'Focus Five' vocabulary. These become non-negotiable spellings for the duration of the topic and learning is then pinned to these five words to allow children to make connections and know more, remember more.

At the end of a topic the children then answer the same 'Big Question' as a HOT task to enable both the teacher and the child to see the progress made. We observe children during independent activities to see their understanding of what has been taught and ask questions to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

Monitoring in Geography includes regular book looks, lesson observations and/or learning walks, providing opportunities for pupil voice and analysing data. We do this in order to ensure correct curriculum coverage, share good practice, encourage a high quality of teaching and learning as well as ascertaining children's attitudes to learning. This information is then used to inform further curriculum developments and provision is adapted accordingly.

## **Our implementation:**

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- 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.

## **Geography National Curriculum**

### **Children in Key Stage 1 should be taught:**

Pupils should develop an awareness of their locality and the geographical features of where they live including the location of the UK in the world. They will develop an understanding of the world and the location of continents, seas and oceans on a world map. The children will begin to understand about how weather and climate can be measured and how human actions can affect this. They will discover where some animals are naturally located in the wild. They will begin to understand where food is produced and how it gets to them. They will study features of a different continent of the world each year in terms of its location, climate and diversity of culture. Their fieldwork opportunities will be based in their locality.

### **Children in Key Stage 2 should be taught:**

Children in the KS2 will develop the work they have accessed in KS1 and be expected to build upon their geographical understanding and vocabulary. They will study the water cycle; the physical geography of mountains, volcanoes, earthquakes and climate change. They will look for similarities and differences between their own locality and other contrasting localities (coastal & mountainous) during their annual residential field trips. They will study that statutory elements of the KS2 national curriculum and develop research skills whilst studying a different continent of the world each year.

## **Assessment**

At AK, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children

as soon as possible, and marking work will be guided by the school's Marking Policy. Attainment is assessed summatively at the end of each unit of work against the requirements of the National Curriculum. This is reported to the next teacher. Pupils achievements in the subject are reported to parents on the end of year report.

**Evidence of pupils' attainment will come from:**

- Cold and Hot assessments
- Observation of children at work, individually or in groups.
- Questioning and listening to pupils.
- Assessing written work.

**Differentiation for pupils will be planned in terms of:**

- Star Challenge
- learning objectives
- tasks set
- teaching methods used
- resources