



## Geography Policy

**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 2025

To be reviewed:

October 2027

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

**Our Intent**



**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**

The teaching and learning of Geography aims to enable pupils to understand their immediate surroundings and the wider world. It encourages curiosity by promoting enquiry into both natural and human environments, and develops key geographical skills, including observation, investigation, interpretation, and critical thinking. Through this, pupils form informed perspectives about the world around them.

Geography is delivered through termly topics that support cross-curricular learning and provide opportunities to develop investigative skills and a secure understanding of place, space, and environmental processes at local, national, and global scales. The curriculum is designed to build pupils' knowledge progressively and to deepen their awareness of environmental and cultural issues.

The Geography curriculum at AKPS fosters an understanding of pupils' place in the world and supports them in reflecting on their values, as well as their rights and responsibilities to others and the environment. Links with other curriculum areas strengthen this understanding and promote meaningful connections in learning. Opportunities for global citizenship and advocacy are embedded to empower pupils to become informed, responsible, and active participants in society.

Sustainability is a core principle within the Geography curriculum. Pupils are taught to understand the impact of their choices and actions on both local and global environments, and are equipped with the knowledge and skills needed to live sustainably within their communities and beyond.

### **Our implementation**

The National Curriculum is structured into year groups and organised around key geographical themes to ensure that pupils revisit core concepts and progressively embed their understanding. This approach supports the development of a secure knowledge of place, as well as an understanding of how humans interact with and influence the environment.

The Geography curriculum is organised around the following key areas:

- Locational Knowledge
- Place Knowledge
- Weather and Climate
- Physical Geography (including physical features and processes)
- Fieldwork and Geographical Skills

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**

The three- star challenge – which is used in all subjects and lessons - is a key assessment tool providing an immediate indication of a child’s knowledge and understanding. It allows teachers to identify common misconceptions, strengths and next steps for individuals and the whole class.

We have a range of ways to find out what the children know. In Early Years children are assessed using the Development Matters descriptors for Understanding the World (The Natural World). Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements termly. Regular assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

From Year 1 onwards we know the children are making progress in Geography because we regularly revisit prior learning including the Focus 5 vocabulary. We observe and question children during whole class group and independent activities to check their understanding of concepts and skills. Questioning is used to further deepen their understanding and thinking skills.

Each unit of learning is structured around a set of key vocabulary known as the Focus Five. These words act as anchors for core knowledge and understanding within each topic. Teachers explicitly introduce and revisit the Focus Five throughout the unit, using them to reinforce key concepts and assess pupils’ grasp of their meanings and application. Questioning is used strategically at the beginning and end of each lesson to activate prior knowledge, check understanding, and make links between lessons. This ongoing formative assessment enables teachers to identify misconceptions and ensure cumulative learning. Each unit concludes with an end-of-unit quiz that draws together the Focus Five and wider knowledge, providing a clear picture of pupils’ retained understanding and progress over time.

Where appropriate an extended piece of writing is a tool that is used to assess the children’s knowledge and understanding.

**Monitoring**

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 geography. This information is then used to inform further curriculum developments and provision is adapted accordingly.