



Ashton West End Primary Academy

Geography Policy

Vision:

In our multicultural and eco- friendly school, we celebrate differences and encourage mutual respect. We support each other and our community to work together and take pride in the things we do. We demonstrate perseverance, inclusion and respect. Everyone is welcome!

Mission Statement:

**‘Today I am proud of my school,
tomorrow my school will be proud of me.’**

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
 - joint/team planning
 - discussion with colleagues, subject coordinators and SLT
 - Staff training at school
 - Team teaching lessons
 - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next view date: July 2026)

Aims and Objectives:

The National curriculum aims for Geography are:

- 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

Pupils 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

Teaching and Learning:

At our school we use a wide variety of teaching and learning styles in our Geography lessons. Our principle aim is develop children's knowledge, skills and understanding. Some of this is carried out through whole class learning, whereas sometimes, we engage the children in an enquiry-based research activity. Children in school are encouraged to ask lots of questions about a topic and then discover the answers to them as learning progresses. In lessons children have the opportunity to use a variety of information including data, maps, video, written information and images of geographical topics. Computing is used in Geography lessons to discover new data and information to enhance their learning. Children are expected to work both independently, in pairs and sometimes in small groups to carry out their learning. Learning in this lesson is as practical as possible using real geographical equipment to enhance their understanding. We recognise that in all classes, children have a wide range of geographical abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Curriculum Planning:

We recognise that Geography is a foundation subject in the National Curriculum. The school uses the National Curriculum scheme of work for Geography as the basis for its curriculum planning. Our long-term school overview shows the coverage of the geography units for each year group. Using the national curriculum, subject leaders have created schemes of work to ensure coverage and to support teachers when creating medium term plans. These documents are intended to be used by staff to

create learning opportunities to support children from a range of abilities. Our curriculum for Geography is a knowledge based one where each year group has specific knowledge which they are taught during the academic year.

EYFS:

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

We teach Geography in reception classes as an integral part of the topic work covered during the year using the EYFS curriculum, specifically the section in the framework entitled 'Understanding the World'. Geography makes a significant contribution to developing a child's knowledge and understanding of the world, e.g. through investigating what people do to help us, what different buildings are called and a basic understanding of where we are in the world. The areas in EYFS support this through role play, reading and construction activities.

Contribution to the other curriculum areas:

English

Our Geography curriculum makes a positive contribution to the teaching of English in our school because it allows our children to develop and apply their skills in reading, writing, speaking and listening. Wherever possible, our texts taught in Literacy link to the theme for that term/half term. In topic lessons, children have the opportunity to apply their literacy skills, such as through oral presentations, reports and letters.

Maths

Our Geography curriculum contributes to children's understanding in many ways. We teach children how to represent objects with maps; they study space, scale and distance, and learn how to use grid references. Children are also taught how to take temperature, record data in a variety of different graphs and then analyse the results. Our Geography curriculum also enables children to apply ordering skills to data collected about a variety of topics across KS1 and KS2.

PSHE and Citizenship

Geography contributes to the teaching of personal, social and health education and citizenship. The subject of Geography lends itself to raising matters of global importance. For example, children look at the effects of deforestation, climate change and volcanoes on the human population and on the physical environment itself. We also investigate the effect that humans are having on the planet, both positive and negative.

Art and D&T

The Geography curriculum links to the teaching of Art and D&T as they can be used in observational drawings of a variety of geographical features across the KS1 and KS2 curriculum. Wherever possible this like of learning is encouraged to study and understand a variety of geographical phenomena.

Computing

Our Geography curriculum links Computing skills integrally using video, data collection in tables and web searching for appropriate information to enhance learning. A key skill taught through Geography here is the choice for a website which is of use but also appropriate and reliable. This is applied in different ways across the year groups with structured searches and teacher directed information collection. Computing skills are also used to create graphs to analyse data.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. At Ashton West End Primary Academy, all children are involved in humanities lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the humanities curriculum. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Assessment for learning:

At Ashton West End Primary Academy, we believe that assessment is vital when forming an understanding of children's progress in Geography from a teacher's point of view. The majority of assessment takes place during lessons/activities and is recorded by the teacher and placed on the evaluation part of the short term planning. During each carefully crafted lesson, teachers ask well thought out questions and provide opportunities for pupils to discuss their ideas, work independently and collaboratively, showcase their knowledge of a geographical concept and display their skills. Teachers are therefore provided an opportunity to monitor and assess pupils understanding whilst they work. When books are marked, further assessment of the progress children have made is gathered in order to plan for the next stage of learning and tailor lesson content/resources appropriately for each child. Teachers use the information gathered to determine whether pupils have reached the expected standard of learning for each particular lesson. As the topics for Geography progress and each term comes to a close, teachers formally assess each pupil using Insight to specifically state whether a pupil is 'working towards,' 'at expected level' or 'working above' expected level. From this, percentages for each year group are generated, highlighted and discussed with the senior leadership team.

Resources:

An overview of the resources available include:

1. Atlases suitable for KS1, LKS2 and UKS2.
2. Photo packs which are suitable for topics taught across the curriculum both after the implementation of the 2014 curriculum and after.
3. Practical resources for field work e.g. compasses.
4. Geographical books which include fiction and non-fiction books.
5. OS maps and local area maps, including books and games to practise mapping skills.

Resources for Geography are kept in a specific cupboard outside 6H's classroom and are available for all to use when needed for quality first teaching. Some resources are kept in the Geography subject leader's classroom for collection when needed by other staff and others which are year group specific are kept in the cupboards of the teachers they will be used by.

Roles and responsibilities:

The governing board: The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Principal: The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The subject leader:

The role of the subject leader is to support staff with curriculum content, carrying out team teaching where possible to further skills of the teacher situated in the year group. Another role of the subject leader is to carry out monitoring actions to ensure the delivery of a high-quality curriculum and providing high quality resources to enable an excellent standard of teaching. Another role of the subject leader is to attend training courses to keep on top of new developments and feed-back these changes to staff in order to continually develop the subject.

Monitoring and review:

The subject leader will undertake the monitoring of long-term plans to ensure that all the objectives from the Geography National Curriculum for KS1 and KS2 are being covered. Scrutiny of work will enable the subject leader to assess the coverage of said objectives and also the standard of learning which is being produced. Additionally, lesson observations and lesson drop ins will be undertaken to further ensure the high-quality delivery of objectives. This will also make sure that planning is being implemented in the classroom as noted.