St Aidan's
Church of England Primary Academy
A member of CTDARI

'Fulfilling potential and growing in God.'

Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

Our Vision

At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.

'I came that they may have life and live it to the full' John 10.10

Geography Policy
2025 26

Curriculum Vision Statement

St Aidan's CE Primary Academy is committed to providing a high-quality Geography education for all learners, including our SEND and EAL children. Our curriculum is carefully planned to inspire pupil's curiosity and fascination about the world and its people. It is designed to provide our pupils with the knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of Earth's key physical and human processes. It will also provide the opportunity for students to experience places significant to them in line with the diverse mix of nationality and places of origin.

Policy Aims

- To provide a structured framework to support the scheme of learning created alongside teaching staff, allowing for progression and continuity across the school.
- To allow purpose and management of the geography taught and learned by all learners across the school.
- To ensure consistency across the school in how and when geography is being taught.

What is the intent of the Geography Curriculum?

'Understanding the world around us, making sense of the way it is interrelated and considering how it might change in the future' Scoffhan, S. (2010)

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Pupils will study their local area, and contrast localities within the United Kingdom and other parts of the world.

Geography helps our pupils to gain a greater understanding of the ways of life and cultures of people in other places, including the diverse needs of our school, society and wider community. The study of the local area forms an important part of the geography taught at our school. Enjoyable activities are planned to build upon the pupil's knowledge and understanding of the local area to provide rich experiences for children within our care.

A St Aidan's Geography progression document is at the heart of the curriculum intent, ensuring key disciplinary and substantive knowledge is progressive throughout the school.

Through our teaching of geography we aim to:

- Create a knowledge and word rich curriculum
- stimulate the pupil's interest in and curiosity about their surroundings
- create and foster a sense of wonder about the world
- inspire a sense of responsibility for the environments and people of the world we live in
- develop pupil's competence in specific geographical skills
- increase pupil's knowledge and awareness of the world
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making.

We hope that pupils will increase their knowledge and understanding of the changing world and will want to look after the Earth and its resources. We hope that they will begin to develop respect and concern for, and an interest in, people throughout the world regardless of culture, race and religion.

Knowledge Maps

The purpose of our knowledge map is to present essential knowledge, clear diagrams, explanations, key vocabulary, alongside widgets, and key terms on one document. Knowledge maps give children and teachers the composite and components for each unit of work.

Teachers use knowledge maps to set clear expectations of what every pupil should learn and remember in the long term and to give a clear indication of what information is the key knowledge in lessons. This is the essential knowledge that all learners must be taught and must be able to recall at the end of each unit and over time.

Pupils use knowledge maps to: retrieve prior knowledge and quiz themselves in lessons. Over the course of the year, these will be available on Google classrooms (RE to begin with) where pupils can use them at home; to practise spelling key vocabulary; to further research communities, events and processes most relevant to the unit and as a way to trigger prior learning.

Vocabulary

At St Aidans we acknowledge some of our children have little exposure to the subject specific vocabulary needed to engage, progress and recall geographical concepts and skills. As a result of this, key vocabulary for each unit will be identified in planning to ensure clear progression throughout the school. This vocabulary will be included on the knowledge maps, supported by a widget or image for children to embed and hook onto links. Definitions will be explored over the unit and children will include this on their knowledge maps for reference. Vocabulary, widgets and definitions, will be displayed onto the working wall.

EYFS and Primary School Programme of Study

'identify clearly enough the knowledge that children need to learn during Reception'

Strong foundations in the first year of school (Gov.uk)

In the Foundation Stage the children are provided with a curriculum which takes full account of what knowledge we want the children to leave with so they are best equipped to continue their academic learning. Opportunities are provided inline with the Early Years Foundation Stage Curriculum 'Understanding the World'. These are clearly considered and planned so that children gain the foundations needed to achieve their full potential in KS1, KS2 and onwards.

By the end of Early Years, children will have had the opportunity to:

- People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Explains some similarities and differences between life in this country and life in other countries, drawing on their experiences from stories, non fiction text and - when appropriate maps.

- The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.

Bryom J, quite rightly argues that the early years non statutory curriculum prepares children for Key Stage 1 and beyond.

By the end of Key Stage 1, children will have had the opportunity to:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.

Pupils should be taught;

Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of Key Stage 2 children will have had the opportunity to:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

It is essential that a broad range of teaching and learning strategies should be involved in understanding geographical knowledge, skills and concepts. For more information, please

see teaching and learning policy. Wherever and whenever possible the children should be given experience in the local and more distant environment, ensuring progression of skills and areas studied. Visitors should be invited into school if appropriate.

How is the Geography Curriculum Implemented?

Teaching, learning and geographical enquiry has been planned in line with the curriculum overview which was produced as a result from working alongside experienced consultants and it takes into full account Rosenshine's Key Principles. The subject will be taught discretely twice a year, in a period of nine to ten weeks blocks. This has been a revision to our previous curriculum offer based on feedback from staff members and pupil voice. The intention behind this shift is to allow for greater depth and coverage of the skills and knowledge to be taught and also allow greater retention of key learning and facts.

Where appropriate, the substantive knowledge and disciplinary knowledge the children are to acquire is set out on a yearly basis. The substantive knowledge to be gained is set out as the key knowledge for each unit. The focus on disciplinary knowledge enables children to think, speak and write like geographers.

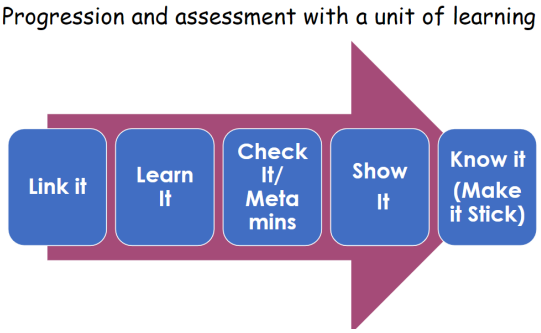
We believe fieldwork and educational visits help to promote learning in all aspects of geography and we aim to incorporate it in all areas of the curriculum.

EYFS

In the early years children develop the foundations to this subject which will carry them through the remainder of their education. They begin to develop a sense of geographical language and explore the meaning of different vocabulary through their own experiences at home, school and in books they read. Resources will include fiction and non-fiction books, globes and atlases for the children to explore.

Golden Threads

Over the coming academic year, consideration will be given to threading knowledge across different domains. For example, the use of 'settlements' as a 'golden thread' in our planned geography curriculum enables children to better understand how settlements have impacted our world and continue to impact our lives today. These will be further defined and embedded as the year progresses and the current curriculum is embedded.



Pedagogy

The Geography Curriculum follows a pedagogical process referred to as; 'link it, learn it, check it, show it, know it ' system and is demonstrated in the model below. This is displayed in all classrooms and referred to by teachers and pupils alike. In this way, the curriculum is highly focused on children's prior knowledge, making links and connections

to support the schema in the brain and ensures enough time is built in for children to retrieve information beyond the point of learning.

Link It

Within the St Aidan's Geography curriculum, the learning sequences have been set out progressively so that children consistently build on their prior knowledge. Each subject begins with a pre-topic script, (see appendix 1) which links knowledge to previous learning within a different unit, year group or different subject, where appropriate. This script is then followed by completing the prior knowledge section on the blank knowledge map. Children can recall any significant personal experiences or any prior learning they have experienced they may have which links to this unit and learning. The purpose of this is to assess the children's knowledge and understanding before the unit of work begins.

Learn It

The designed curriculum uses the 'composite and component' model, which links to the latest research from the Education Endowment Foundation (EEF). This new learning is presented to pupils in small chunks to prevent cognitive overload and sequenced appropriately to maximise the impact on long term retention.

Effective modelling will be given to learners by teaching staff with planned time for guided and independent practice. It will allow children exposure to a range of resources, including maps, atlases and globes. Start with an activity to focus on BEING a geographer. Use talk for learning to comprehend new concepts and vocabulary. New Vocabulary will be explored through the use of speaking frames, My Turn Your Turn techniques and a wide range of Voice21 activities as detailed in the unit overviews.

Check It

Checkpoints are throughout lessons and evidenced on knowledge maps to ensure that pupils have understood the current learning. Check its meta-minutes will be a quick five to ten minute session in learning. Teachers will engage in marking in the moment and provide instant feedback to pupils, ensuring they pick up on pupils who are 'falling behind'. When possible, staff will provide rapid intervention for those pupils that need it to ensure further misconceptions do not develop and that all children 'Keep up'. Use of retention assessments will help staff gain a picture of any gaps that may be occurring.

How do we know if the St Aidan's geography curriculum has had the desired impact?

Show It

A 'Show it' will come at the end of the unit and refer to the knowledge map that the children have created. This can be done in a range of different ways over the course of the year, at the teacher's discretion. They could include; a podcast, a news report, a song or rap, a poster, a debate or a whole class consciousness alley activity. It can have a focus on an oracy outcome where appropriate, which are detailed in the unit overview. This will also incorporate some parental involvement, where they are invited into school to view what their children have learnt, giving a meaningful outcome to the children's learning.

Know It

'pupils know more and remember more' Education Inspection Framework

The ‘know it’ stage of the methodology encourages children to revisit learning after they have finished the unit with a key focus on substantive and disciplinary knowledge. EEF research argues that assessing children too close to the point of teaching can sometimes be misleading, especially when checking sticky knowledge. In light of this research, our ‘know it’ can be later in the same academic year or later in the key stage. This is to ensure that the knowledge the children have has been retained and allows the teacher the opportunity to identify gaps and assess children to ascertain if they are working at age related expectations. This is where the progression maps, which are at the heart of the curriculum intent, are used to check to see if children have the knowledge and skills expected for their age.

Feedback

Teachers will follow the school’s Feedback policy for formative assessment and feedback. Parents are informed of their child’s progress throughout the year through parent’s evenings and via annual reports sent home in the summer term.

Developing Spiritually through the Geography Curriculum

Geography fosters children's spirituality by creating a sense of **awe and wonder** about the world. It helps them develop a deeper understanding of their place in the universe and their interconnectedness with people and environments near and far. 🌍

Key Ways Geography Develops Spirituality

1. Fostering a Sense of Awe and Wonder

Our geography curriculum encourages children to be curious and fascinated by the world in which we live in. By studying natural phenomena like volcanoes(Y3), mountains (Y4), earthquakes (Y3) and rainforests (Y6), children can feel a sense of **awe and wonder** at the beauty, power, and complexity of Earth's physical features. Carefully planned opportunities for seeing satellite images of Earth from space can also evoke a profound sense of how special and fragile our planet is.

- **Example:** Our lessons on the Amazon rainforest include a range of different sources, like vibrant photos, listening to animal sounds, and discussing the incredible biodiversity. This helps children appreciate the beauty and intricate balance of the natural world.

2. Cultivating a Sense of Place and Belonging

Geography helps children understand their personal connection to their local environment and community. Exploring their neighborhood, mapping familiar places, and learning about its history helps them develop a strong **sense of place**. This sense of belonging extends as they learn about other places and people, realizing that they are part of a larger global community.

- **Example:** In key stage 2 the children take on a fieldwork study looking at their local community and comparing this to a local village nearby. This enables children to feel more connected to their immediate surroundings.

3. Validating children's identity in the world

By asking children to share places, pictures, images and share cultures and practices from their own country or heritage, you are affirming that their home and background are just as important and valid as anyone else's. This is crucial for building self-esteem and a sense of belonging.

- **Example**: All children are provided with an opportunity to validate their identity share stories and photos of their favorite places, especially if these places are not Britain, which reinforces their personal relationship with their environment.

4. Encouraging Stewardship and Empathy

By studying human-environment interactions, children learn about the impact of human actions on the planet. Geography teaches them about global issues like climate change, pollution, and the fair distribution of resources. This promotes a sense of **stewardship** and a moral responsibility to care for the Earth and its inhabitants. It also fosters **empathy** as they learn about the lives and challenges of people in different parts of the world.

- **Example:** A lesson on fairtrade can lead to discussions about how their personal choices can . This can inspire them to take action, like buying a fairtrade product and being more environmentally responsible.

5. Promoting Reflection and Creativity

Geography is not just about memorizing facts; it's about asking big questions. It encourages children to reflect on their experiences and think creatively about solutions to global and local challenges. Through activities like designing a sustainable city, creating a travel journal, or writing a persuasive letter to a leader, children can use their imagination and express their newfound understanding of the world.

- **Example:** All the curriculum is planned as an enquiry curriculum where children are encouraged to answer throughout the lesson. All children are actively encouraged to ask and answer questions.

WAGOL's

Please see non-negotiables sheet handed out in staff training in September 2024 using link below:
https://docs.google.com/document/d/12oNZpQmx0v1eVFvRAHcQpq_vLZCNXmE-AgEyEUvh9Hw/edit?tab=t.0

Please see WAGOLL powerpoint produced by curriculum lead;
https://docs.google.com/presentation/d/1gkAdww6ESo3dDjkTo_e-riNHuwqeZtvi/edit?rtpof=true

Role of the subject leader

The Geography Subject Leader will:

- scrutinise planning and books
- audit resources on a regular basis
- examine CPD needs and provide support where appropriate, including coaching staff, delivery of staff meetings and training
- support ECT's and members of staff in planning and resourcing Geography lessons
- observe lessons and model exemplar lessons
- write and implement the geography action plan
- speak to pupil's, staff, governors and parents about geography teaching and learning
- share knowledge and good practice with other schools within the MAT
- ensure engagement in current research and relevant associations to improve leadership skills and subject knowledge

Review

This policy was written by the geography subject leader in September 2025 and is based on the school's understanding of the geography national curriculum, the needs of our pupil's, parents and our local community. Advice and support has been provided by school advisors, ex HMI and consultants in order for our curriculum to be of the highest standards for all our pupils. It will be reviewed by the subject leader who will collect and collate the experiences and ideas of colleagues and pupils.

Appendix One - Example of Link it Starter Script

Starter script:

1. As a geographer, we will be learning about fair trade.

2. This is building on previous learning in ____

Year 1 where you looked at the different seasons.
Year 3 where you looked at food from around the world.
Year 4 where you learnt about your environment and the effect pollution has on it.
Year 5 Greece and Blackpool

3. Some of the key vocabulary you will have come across before is environment, route, key, ordnance survey, symbol, grid reference, aerial photographs, issues, pollution, waste, recycling, compost, litter, rubbish, land use, conserve, sustain, urban, rural

4. Can anyone think of any other learning this could link with? Can anyone remember any enquiries you have carried out? Visits or visitors?

5. Does anyone have any personal knowledge that links with this topic?

6. Think about metacognition, which skills are we going to use to help us? knowledge map, hypothesis, enquiry, prediction, investigation, researching, recording/ communication, conclusion/ deduction, team work, display