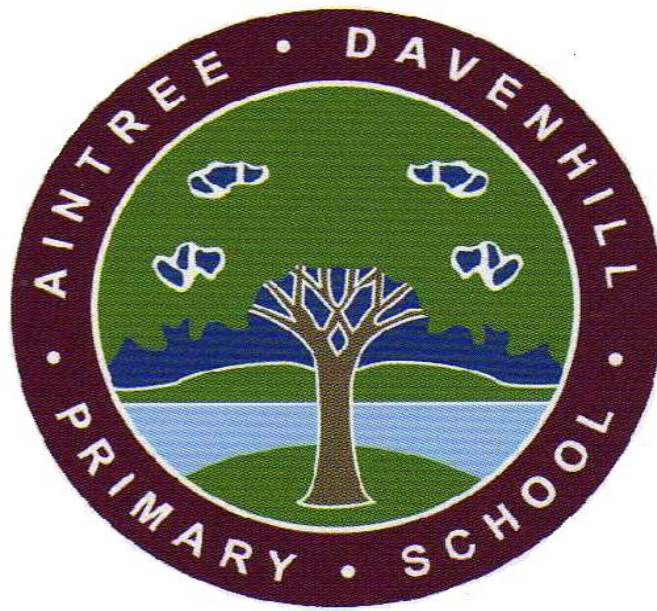


Aintree Davenhill Primary School



Geography Policy

Approved by the Headteacher

July 2026

Review Date July 2027

Aintree Davenhill Geography Policy

Geography Curriculum Intent

At Aintree Davenhill Primary School, we believe that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As our pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Our school motto is **Excellence and Enjoyment** meaning that we want children to enjoy geography and have a positive attitude to the subject. Our vision is also for our pupils to achieve excellence in geography and in every aspect of school life. We believe that successful learning enables children to develop the confidence to meet the challenge of new work.

Through the teaching of geography, we aim to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, IT and presenting conclusions in the most appropriate way.

Geography Curriculum Implementation

In implementing the National Curriculum, we recognise a commitment to the following:

- 1) Developing children's locational knowledge of the UK as well as countries in Europe and beyond.
- 2) Developing place knowledge by looking at specific areas of the UK and other countries.
- 3) Children will be taught to compare and contrast aspects of localities with one another, such as trade, tourism and climate.
- 4) Children will develop an understanding of the physical and human geography within the localities they study.
- 5) Children will become more confident and competent with using geographical terminology to describe their findings.
- 6) Children will apply their geographical skills through a variety of fieldwork activities, such as walks around the local area and trips to localities covered by the curriculum.
- 7) Children will revisit prior learning in every session, ensuring children develop a

rich knowledge base that they will be able to draw on in the future.

Within our units of work, much use is made of the local area of Aintree and the natural geographical features of Sefton including its coastlines, rivers, canals, countryside and towns.

Review and Retrieval

At Aintree Davenhill, we want the children to ultimately know more and remember more across all subjects. It is crucial that learning is embedded into the children's long-term memory. In order to do this, we make use of weekly review and retrieval activities at the start of every geography lesson. These may take the form of a multiple-choice quiz, 'speak like an expert' activity or another activity of the teacher's choice. These activities may have some focus on the previous week's learning but may also focus on prior learning from previous topics taught. This may include reviewing learning from previous year groups. The use of regular review and retrieval activities in geography will improve the children's recall and their ability to transfer knowledge to new concepts and new situations. Teachers are expected to be explicitly aware of the links within the topics that they teach in geography to be able to build upon prior knowledge effectively. We also make use of flashcards to introduce the key vocabulary in each lesson. These flashcards are displayed in class and revisited regularly to ensure that children are confident with the meaning of these words and can also explain these meanings to others.

Planning

The geography curriculum across the school has been planned in such a way that children will be revisiting and building on their geographical knowledge throughout their school life. Key concepts and themes are revised frequently leading to a knowledge rich curriculum.

In each year group, teachers work together to develop their long, medium and short term plans for geography.

At the planning stage, teachers identify the possibilities for using geography across the curriculum and also identify opportunities to develop children's speaking and listening skills and understanding of geographical vocabulary.

Short term planning is done on a weekly basis using the agreed format. Consideration is given to what the pupils have already been taught in order to build on the concepts, knowledge and skills they have acquired.

Each lesson will begin with a retrieval task, drawing on what children have been taught previously, including any links with work completed in earlier year groups. The main activity is planned for different ability groups with extension and support activities for higher and lower ability groups and shows lesson objectives, key vocabulary and resources to be used. Where a child is unable to access the work planned for the lower ability group, teachers use additional assessment information together with a SEND Support Plan to develop fourth level planning.

Teaching and Classroom Organisation

Effective teaching involves:

- High expectations and clear objectives conveyed to the children
- Well-structured lessons and a suitable pace
- A variety of retrieval activities to revisit prior learning
- Use of correct geographical vocabulary
- Use of Geographical Association subscription – an online resource that offers support and resources for planning
- Use of our school's 'digimaps' subscription – an online bank of maps that children and staff can use to teach and develop locational knowledge and understanding
- Effective differentiation and questioning in whole class work to involve all children and make informal assessments of their progress
- Manageable differentiated group work
- Challenge for all children
- Well organised group work so the teacher can teach without interruption
- Opportunities for enquiry and discussion within groups
- Fieldwork activities where children can apply their learning, make observations and draw conclusions
- Use of regular Oracy based activities, throughout all units of work, to enable children to explain their learning, in an age appropriate manner.

Assessment and Record Keeping

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Retrieval tasks completed by pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Oracy activities
- Use of Geographical Association subscription – an online resource that offers support and resources for assessment
- Completion of feedback slides by teacher, to be shared at start of each lesson

At the end of each half term, teachers will group children based on whether they are emerging, meeting or exceeding expectations in geography. These groups will be passed to the geography coordinator who will then compile assessment data for the subject.

Teacher assessments will be shared with parents during parents' evenings and will be included on individual end-of-year reports.

Special Needs/Equal Opportunities

The Warnock report, 1981 Education Act and national curriculum documents stress that each pupil is an individual who may have special educational needs. It is the duty of every school to provide for these needs and equally the needs of the gifted child must not be overlooked.

Teachers aim to include all pupils with SEND fully in geography lessons.

Materials, equipment and furniture are adapted to meet their particular needs so that they can work alongside their peers. Children with SEND usually work on the objectives for their year with differentiated tasks.

For a pupil with severe or complex difficulties, additional assessment information together with a Support Plan is used to develop fourth level planning.

Teachers use the framework to identify suitable objectives to be incorporated into Support Plans.

We allow equal access to the geography curriculum to all pupils regardless of gender, home or cultural background.

Impact of the Geography Curriculum

Monitoring and Evaluation

The geography curriculum is monitored by the Head teacher, the Geography Subject Leader along with the Curriculum Team and the Leadership Team through:

- Observation of lessons – feedback to teachers
- Monitoring the planning of the geography curriculum
- Looking at work in the children's books and talking to children
- Curricular targets and targets set for the school
- Resources being used
- Talking to pupils and staff

The Geography Subject Leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for geography for the School Improvement Plan.

Geography Policy – Revised June 2026

N. Martin – Geography Subject Leader