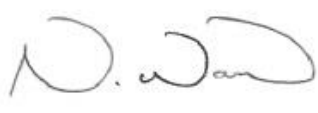




Geography Policy

Last Reviewed Date: September 2026

Headteacher:		Date:	24/09/2026
Subject Leader:	Louis Jordan	Date:	23.09.26
Subject Leader:			23.09.26

Date of Next Review: September 2027

Subject Leader: Louis Jordan **Subject Leader:** Laura Wing

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1. The Nature of Geography

The nature of Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places, and environments local to the pupils, as well as further afield. It nurtures a fascination of simple maps, natural and manmade features, as well as fostering a range of investigative and problem-solving skills. Opportunities to collect and compare natural items in an accessible and motivating way, offers pupils immersive and practical first-hand experiences. It enables pupils to acquire knowledge about the environment and to begin to consider sustainability, care and respect. Geography builds on the natural curiosity often demonstrated by young people in the world around them. It aims to create fascination about different societies and cultures and people's roles within them, instilling tolerance and respect. In anticipation, the teaching of Geography will inspire new ways of thinking and reinforce a lifelong desire to learn and discover.

2. The School Policy and National Curriculum

The Geography policy meets the requirements of the National Curriculum statutory programme of study (updated Sept 2014), through an appropriately differentiated scheme of work. Geography teaching across the school ensures every pupil has access to the programmes of study at their key stage. However, within this programme of study, the teacher will differentiate the tasks, skills and knowledge to meet each pupil's individual needs.

We have opportunities for outdoor learning, with adaptable topics and activities, which meet the pupil's needs whether learning in school or at home. A range of Nature Detectives (Woodland Trust) activities accessible through our school website for use at home, can also be incorporated into lessons within The Dell. Upper school pupils can also access the allotment in the village.

Within the EYFS curriculum, pupils experience and develop their understanding and interactions of the world around them, so it makes sense to them. Understanding the World is one of the four Specific Areas of the EYFS framework, and this is in turn sub-divided into three categories: Past and Present, People, Culture and Communities, The Natural World (January 2024). At Amwell View School, pupils in the Early Years explore different outdoor learning environments, each lending itself to a differentiated learning experience. Pupils engage in water play, sand play, gardening and the nature activities in the undercover play area adjoining the classroom.

Across all Key-stages, pupils access The Dell as an outdoor learning environment. Pupils learn to dig and transport soil and collections of natural items, using trowels and wheelbarrows, to the mud kitchen for mixing, pouring and measuring. With support, pupils explore their senses at the herb garden or share a story in the outdoor environment. With support, pupils explore natural items in the tuff tray and sweep leaves on the decking area, before heading inside the hut to explore matching activities, threading and taking a closer look at nature and items collected, using magnifying glasses.

Pupils with PMLD access immersive sensory stories and massage routines, repeated to develop memory, anticipation, redirection of attention, and to evoke responses to indicate likes and dislikes. Pupils develop an early awareness that they can influence others through



smiles, reaching or eye contact, and using technology such as switches and the Eye Gaze to communicate or effect change.

The Geography curriculum develops as pupils move through the school. In Key Stage 1 pupils learn through hands-on creative experiences. Key Stage 2 topics encourage pupils to begin to think about the wider world and natural features. Pupils' awareness of natural features and knowledge of how to explore areas safely develops through Key Stage 3. By Key Stage 4, pupils begin to explore how we interact with our environment and how our actions can have a lasting impact. Exploring uses of land, as well as learning more about where they live and fundamental British values allows pupils in Key stage 5 to further develop their Geography subject knowledge.

The Post-16 curriculum encourages pupils to extend their understanding of environmental issues such as recycling and waste, considering how they can influence positive change at local level. Pupils learn Environmental Maintenance, during which they undertake duties such as clearing walkways and tidying areas of The Dell and the woodland area at Tonwell, the allotment and visiting 'Mudlarks' to maintain environments in the local community. Pupils also plant and maintain creative flowerbeds as they learn how to care for their environment for the benefit of themselves and others. The older pupils within school have close links to the village and wider community, so visits to the charity shop or donation bins present opportunities to learn and apply valuable life lessons, such as road safety.

The National Curriculum programme of study (statutory KS1-3) states 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. Teaching should equip pupils 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'. (Published September 2013).

At Amwell View School, we take aspects of the Geography National Curriculum and adapt them to meet the needs of each individual pupil and below sets out a breakdown of this approach.

3. Delivery of the curriculum

Flexibility when delivering the curriculum, enables teachers to adapt to the learning styles and abilities of each individual pupil, meeting the needs of pupils' with a diagnosis of Autism, PMLD and SLD. Modes of delivery may include:

- Visual presentation
- Practical experience
- Modelling
- A range of communication media – signs, symbols, augmentative tools, objects of reference
- Auditory presentation
- Kinaesthetic presentation
- Multi-sensory experience
- Investigative play
- Songs and rhymes
- Audio visual resources



- Multimedia/IT resources.
- The use of the wider community
- Extra-curricular clubs and activities e.g. Mudlarks

4. Staffing and Resources

The geography co-ordinators are Laura Wing and Louis Jordan. The class teacher is responsible for planning and delivery of geography within the class group.

Some limited resources are located in each classroom. Additional and specific resources are stored in labelled boxes in the resources area and The Dell. Further resources requested to the Geography co-ordinators.

5. Cross Curricular Approach

Geography is a discreet humanities subject, often alternating half-termly with History, it is also a part of daily life and integral to most learning experiences within school. Geography has particular links with Science, Maths, and English. Opportunities for cross-curricular links as part of our annual whole school focus week, means pupils are immersed in the culture and experiences of a focus country or concept, often in combination with other subjects such as Design Technology.

6. Assessment

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July).

Teachers plan termly objectives across the curriculum subjects to meet the needs of the individual based on their Education, Health and Care plans (EHCP). These objectives are then embedded into half termly lesson plans where the curriculum is delivered.. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

A reflective annotation is written on priority objective sheets to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill and time frame.

Teachers complete formative evidence of pupil progress termly. This provides pupil progress data highlighting how many priority objectives were set and achieved. This enables the teacher and SLT to analyse the quality of the objective and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress.

As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.



As a result of the data gathered, teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. Data collected offers consideration to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following Routes for Learning has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.

7. Pupils' Presentation and Recording

Pupil's learning presented through:

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements recorded and celebrated using:

- Tapestry
- EHCP reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies



8. Review Procedures

Reviewing of this policy is by the co-ordinator, annually or earlier if necessary.