

Aston Rowant C†E Primary School

WHAT HISTORY LOOKS LIKE AT ASTON ROWANT

**Growing together, rooted in God, having fullness of life.
Colossians 2:1-7**



Vision: Aston Rowant community will be courageous life-long learners, who are rooted in God, living our Christian values and enjoying life in all its fullness.

Mission: Growing together and inspiring one another through our Christian values and a broad enriched curriculum.

G	GRATITUDE
R	RESILIENCE
O	OUTREACH
W	WONDER
T	TRUST
H	HARMONY

Grateful Our attitude to learning shows that we appreciate the breadth of opportunities that we have to learn inside and outside of the classroom with our resources and surroundings.

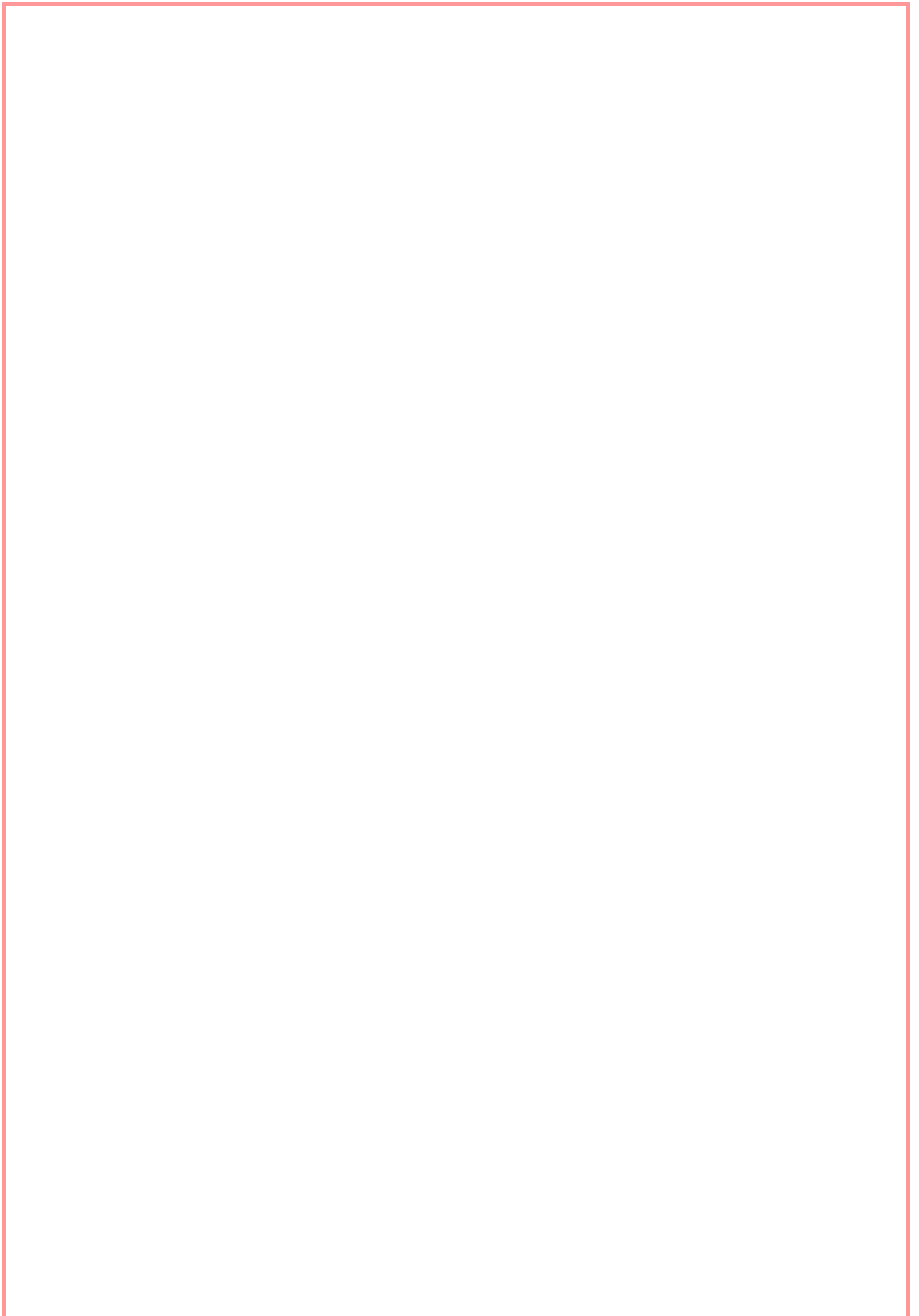
Resilient We cultivate a growth mindset from the perspective of building courage, encourage failure by modelling it and showing how to reframe events in a positive light, so children are willing to try new things whilst embracing failure and the opportunities it brings. Let the children learn to have control over their own actions, including trying again if they don't succeed.

Outreach Children will leave Aston Rowant C†E Primary School with an enthusiasm and thirst for learning that continues for the next stage of education and enables the children to live life to its fullness.

Wonder We generate curiosity and wonder about what we teach and allow it to take hold into something that becomes a passion for lifelong learning for all of our children. We openly involve them in their learning by meeting them where they are and then showing them where they can go exploring their interests, expanding upon their ideas, and engaging them in meaningful dialogue which encourages them to fully engage with owning and developing their own learning.

Trust We will develop our children into independent learners to empower them to take control of their own learning – both inside the classroom. Teachers trust that our pedagogical approach cultivates independent habits of mind in the children we teach and the children themselves trust their foundation and values to explore the truths of the world for themselves.

Harmonious The whole school team will grow together, sharing our knowledge, understanding and experience. We will question, encourage and support one another on our learning journey.



INTENT, IMPLEMENTATION AND IMPACT

Geography at Aston Rowant School is structured to enable our children to demonstrate **wonder** in their approach to learning, to be **resilient** in their attitude to learning, to be empowered to work **harmoniously** with **gratitude** for all the opportunities we have, to understand and **trust** the impact their learning has had on them so far and be inspired to **reach out** and keep learning. Geography's intent is to equip children with knowledge about the world, including physical and human landscapes, and develop geographical skills. Implementation involves teaching geography through various methods, including fieldwork, map work, and data analysis. The impact is assessed through student progress, measured by their ability to apply geographical knowledge and skills to analyse information and form opinions.

Intent:

Knowledge Acquisition: Geography education aims to develop children's understanding of the world's physical and human landscapes, including geographical features, processes, and spatial patterns.

Skill Development: Children learn to use maps, analyze data, conduct fieldwork, and communicate geographical information effectively.

Transferable Skills: Geography skills, such as critical thinking and problem-solving, are transferable to other subjects and real-life situations.

Cultural Understanding: Geography fosters an appreciation for diverse cultures and environments, promoting global awareness and citizenship.

Implementation:

Curriculum Planning: Geography curricula are designed to align with national standards and address specific learning objectives for each year group.

Teaching Approaches: Geography is taught through various methods, including:

- **Classroom-based learning:** Lectures, discussions, and research.
- **Fieldwork:** Experiences in the local environment to observe, collect data, and conduct investigations.
- **Mapwork:** Developing map reading and analysis skills.
- **Data analysis:** Interpreting and presenting geographical data.
- **Curricular Links:** Geography lessons are often connected to other subjects, such as history, science, and literacy, to enhance learning.

Differentiated Instruction: Lessons are tailored to meet the needs of diverse learners, ensuring all children are challenged and supported.

Impact:

Progress Measurement: Student progress is assessed through various methods, including:

- **Formative assessments:** Ongoing assessments to monitor learning and provide feedback.
- **Summative assessments:** End-of-topic or end-of-year tests to evaluate overall understanding.
- **Pupil voice:** Gathering student feedback to understand their learning experiences and understanding

Knowledge and Skills Development: The impact of geography education is measured by:

Knowledge retention: Children demonstrate an understanding of geographical concepts and information.

Skill application: Children can effectively use geographical skills to analyse information and solve problems.

Critical thinking: Children can form their own opinions and engage in geographical discussions.

GRATITUDE



Geography at our school plays a key role in developing pupils' sense of **gratitude** by helping them understand and appreciate the world around them. Through learning about physical and human environments, pupils develop a strong sense of place and an awareness of how geography shapes people's lives, both locally and globally.

Pupils explore their **local environment**, building pride and appreciation for what they have in their immediate surroundings, including natural spaces, community features and local resources. Alongside this, they study places beyond Oxfordshire and the United Kingdom, enabling them to compare different locations, lifestyles and environments. This encourages pupils to recognise similarities and differences and to value the opportunities available to them.

Geography lessons promote curiosity, reflection and thoughtful discussion. Pupils use maps, images, texts and fieldwork to explore places they may only encounter through media, as well as, where possible, through first-hand experiences such as visits or visitors. Teachers encourage pupils to reflect on how access to resources, climate and location can affect people's daily lives, fostering empathy and thankfulness.

Pupils demonstrate Gratitude through positive attitudes towards their local area, respectful behaviour during fieldwork and thoughtful reflections when comparing their lives with those of others around the world. Older pupils are increasingly able to articulate appreciation for education, clean environments and community, while younger pupils express gratitude through simple observations and care for their surroundings.

As a result, pupils develop a strong sense of belonging, respect for the environment and an appreciation of diversity. Geography supports pupils' personal development by helping them become reflective, respectful and informed individuals who value the world they live in and their place within it.

“My favourite bit is walking to Five Ways and paddling in the water.”
Chloe, Year 4

RESILIENCE



Geography at our school actively develops pupils' resilience by equipping them with the skills needed to investigate, interpret and make sense of the world. Through geographical enquiry, pupils learn to persevere, adapt their thinking and respond positively to challenge as they work with increasingly complex information and unfamiliar contexts.

Pupils use a wide range of geographical tools and techniques, including ICT, world maps, atlases, globes, compass directions, aerial photographs, plans and fieldwork. These skills require focus, accuracy and determination, particularly when pupils are learning to read maps, follow directions or collect and record data in real-world settings. Mistakes are viewed as part of the learning process, helping pupils to develop confidence and resilience.

Geography lessons foster critical thinking and problem-solving as pupils analyse data, interpret evidence and draw conclusions. Pupils are encouraged to ask questions, test ideas and refine their understanding when faced with new or challenging information. Over time, they become more confident in tackling complex tasks independently and collaboratively.

The study of maps, charts and spatial data also supports the development of spatial reasoning skills. Pupils learn to understand relationships between places, features and environments, helping them to visualise space and make sense of how the world is organised. These transferable skills support learning across the curriculum and prepare pupils for future pathways, including careers such as architecture, engineering and urban planning.

As a result, pupils show increased perseverance, confidence and independence in their learning. They approach geographical challenges positively, demonstrate improved problem-solving skills and are willing to reflect, adapt and try again. Geography makes a strong contribution to pupils' personal development by helping them become resilient learners who are well equipped to face challenge both in school and beyond.

"I find maps hard but my friends help me and I am a bit better at it."

Oscar, Year 2

OUTREACH



Geography at our school supports the value of Outreach by helping pupils understand their place in the world and their responsibility towards others. Through learning about their local environment, their country and the wider world, pupils develop an awareness of how places are connected and how actions in one location can impact others.

P

pupils learn about a wide range of landscapes, climates, cultures and societies, enabling them to appreciate diversity and develop respect for different ways of life. Geography helps pupils to make sense of global patterns and relationships, supporting them in understanding how people, environments and resources are interconnected.

Through the study of global issues such as climate change, migration and resource management, pupils begin to understand the challenges faced by communities around the world. These learning opportunities encourage pupils to think beyond their immediate experience and consider how they can contribute positively as responsible global citizens.

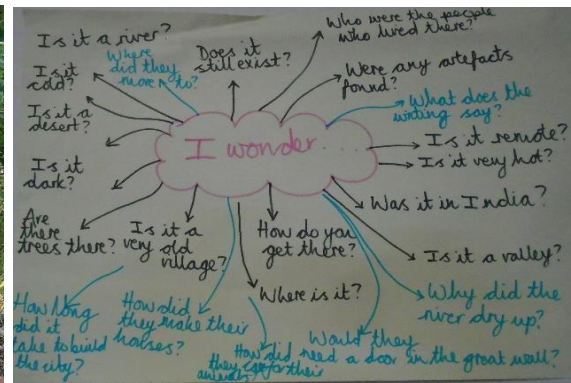
Geography also encourages courageous advocacy and engagement. Pupils are supported to discuss real-world issues thoughtfully, share viewpoints respectfully and consider solutions to global challenges such as inequality, poverty and environmental sustainability. Lessons provide opportunities to develop key skills including communication, teamwork and problem-solving, which are essential for effective citizenship.

As a result, pupils demonstrate growing awareness of the wider world and a willingness to engage with issues that extend beyond their local community. They show empathy, curiosity and a developing sense of responsibility towards people and places. Geography makes a strong contribution to pupils' personal development by encouraging them to look outward, understand global challenges and recognise their role in creating a more sustainable and equitable world.

"I liked learning about the people as well as the places."

Ezra, Year 3

WONDER



Geography at our school nurtures a strong sense of Wonder by helping pupils make sense of the world around them and inspiring curiosity about places, people and environments. Through geographical learning, pupils develop fascination with the natural and human world and are encouraged to ask questions, explore and discover.

Pupils learn about a wide range of places, landscapes and phenomena, from their local area to the wider world. Geography helps pupils understand patterns such as weather, seasons and landforms, sparking interest in how the world works and why places are the way they are. This sense of discovery motivates pupils to engage deeply with their learning.

Lessons are designed to be active and engaging, incorporating hands-on experiences such as fieldwork, mapping, enquiry-based learning and the use of images, videos and data. These approaches help pupils to visualise and explore places they may never have visited, while also deepening their understanding of their own locality. Geography is presented as a subject that is exciting, relevant and meaningful.

Pupils demonstrate Wonder through curiosity, thoughtful questioning and enthusiasm for learning about the world. They show excitement when discovering new places, cultures and environments, and are keen to share their learning and ideas. Geography often inspires pupils to take action, whether through caring for their local environment or showing interest in global issues.

As a result, pupils develop a lasting curiosity about the world and a positive attitude towards learning. They are engaged, motivated and eager to explore beyond their immediate experience. Geography makes a strong contribution to pupils' personal development by fostering a sense of wonder that encourages lifelong interest in the world and their place within it.

"I love exploring other places all around the world. There are some pretty cool places on earth!" Florence Year 2

TRUST



At Aston Rowant, Geography plays an important role in fostering Trust by encouraging pupils to explore the world with confidence, curiosity and integrity. Pupils are supported to develop trust in themselves as learners, in the evidence they gather, and in the processes they use to reach conclusions. Geography promotes the courage to explore, reflect and form independent, informed viewpoints.

Through geographical enquiry, pupils learn to question, investigate and evaluate information. They are encouraged to trust reliable sources, use evidence accurately and reflect critically on what they discover. As pupils compare places, environments and societies, they learn to consider different perspectives and to justify their ideas respectfully.

Geography also helps pupils understand the interconnectedness of regions and societies in an increasingly globalised world. By exploring how people, places and environments are linked, pupils develop trust in collaboration and shared responsibility. They learn that global challenges require collective action and thoughtful decision-making.

Through learning about the natural environment and conservation, pupils begin to understand the importance of stewardship and care for the world. Geography supports pupils in developing trust that their actions, however small, can contribute positively to environmental sustainability. This nurtures a sense of responsibility and confidence in their role as future citizens.

As a result, pupils become more confident, reflective and thoughtful learners. They demonstrate trust in their own reasoning, engage respectfully with differing viewpoints and show growing confidence in tackling complex ideas. Geography makes a strong contribution to pupils' personal development by helping them become informed, courageous and trustworthy individuals, well prepared for the challenges of the future.

“We are linked with a school in South Africa. We did a project about Zero Hunger. We designed and built rafts for food.”

Edmund, Year 6

HARMONIOUS



Geography at our school promotes Harmony by encouraging pupils to work collaboratively, listen respectfully and value the contributions of others. Through shared enquiry and teamwork, pupils learn that deeper understanding is achieved when people work together and consider different viewpoints.

Geography lessons regularly provide opportunities for collaborative learning. Pupils work together on group research projects to investigate physical and human features of different regions, sharing responsibility and combining ideas to present their findings. These experiences help pupils develop mutual respect, cooperation and a sense of shared purpose.

Pupils also work collaboratively on map-making and interpretation, developing spatial awareness and data analysis skills while learning to negotiate, explain and justify their thinking. Fieldwork investigations further strengthen harmony, as pupils plan enquiries, collect data and draw conclusions together, learning to support one another and work effectively as a team.

Geography encourages discussion and debate, allowing pupils to explore geographical issues thoughtfully and respectfully. Team-based discussions help pupils develop communication skills, consider different perspectives and understand that differing opinions can coexist positively. Creative projects, such as building models, producing presentations or performing plays linked to geographical themes, further strengthen collaboration and shared achievement.

As a result, pupils demonstrate positive relationships, effective teamwork and respectful communication. They value collaboration and understand the importance of working together to solve problems and deepen learning. Geography makes a strong contribution to pupils' personal development by fostering harmony, cooperation and a sense of collective responsibility within the classroom and beyond.

“Working together is the best bit about Geography.”

Jacob Year 4

