

# CREATE Federation

Taddington, Peak Dale and Dove Holes Primary School

## Geography Assessment Rationale

Integrating Academic Mastery with Attitudes to Learning (A2L)

### Curriculum Philosophy: The “Distilled” Approach

Our Geography curriculum aims to provoke and provide answers to questions about the natural and human aspects of the world. To ensure effective assessment, our vast curriculum—from local field-work to global physical processes—is distilled into **Key Knowledge and Skill Endpoints**. These represent the “crucial knowledge” required to navigate our progressive curriculum. These are underpinned by detailed Learning Overviews and Knowledge Organisers provided at the start of each block. Full curriculum overviews are available on the school website for parents wishing to see the complete scope of study.

### The A2L “Litmus Test”

We utilise the **Attitude to Learning (A2L) criteria (Levels 1-10)** as a “litmus test” for achievement. High A2L scores indicate a child is absorbing the broader geographical curriculum content. Conversely, an **A2L Barrier** identifies a high potential for gaps to form in geographical knowledge and skills, such as difficulty in interpreting maps or understanding interdependent physical processes.

### Phase-Specific Support at Home

To address specific barriers to attaining geographical knowledge, parents can utilise the following targeted strategies.

#### **Phase 1: Pre-school & Reception (The Local Observer)**

- **Behaviour (Regulation):** Practice “Stillness” while listening to the sounds of nature outside. Can they focus on what they hear for 2 minutes?
- **Active Voice:** Describe your street as you walk: “I can see a red door, I can feel the wind.” Ask them to name one feature of their home.
- **Ownership:** Let them choose an item from the “natural world” (a leaf, a stone) to describe using their senses.
- **Fixed Mindset:** When reading stories, ask: “How is the place in this book different from where we live?”
- **Safety Net:** Encourage them to explore the garden or park independently—physical confidence builds geographical curiosity.

#### **Phase 2: Year 1 & Year 2 (The Global Explorer)**

- **Behaviour:** Visit a town or city; practice “Quiet Observation” of human features (shops, roads) vs. physical features (parks, hills).
- **Active Voice:** Ask: “If we travelled to a Hot area of the world, what would we need to pack? Why?”
- **Ownership:** Help them identify the city, town, and country they live in on a simple map or globe.
- **Fixed Mindset:** If they confuse a continent with a country, use a “Map Search” to find the answer together.
- **Safety Net:** Set a “2-minute solo challenge” to draw a simple map of their bedroom or the walk to school.

#### **Phase 3: Year 3 & Year 4 (The Rainforest & Region Critic)**

- **Behaviour:** Discuss “Human Impact” (e.g., “Why do we recycle?”) to prepare for studying the Yanomami people and rainforests.

- **Active Voice:** Debate at dinner: "Would you rather live in a hot desert or a cold tundra? Give three geographical reasons."
- **Ownership:** Ensure they check their Knowledge Organiser for key vocab like 'Biome' or 'Vegetation Belt' every week.
- **Fixed Mindset:** Celebrate "Mapping Mistakes"—discuss why a scale or a compass point was tricky and how to fix it.

- **Safety Net:** Ask them to find a continent or ocean on Google Earth before you point it out to them.

#### **Phase 4: Year 5 & Year 6 (The Technical Geographer)**

- **Behaviour:** Discuss news about physical processes (earthquakes/volcanoes); model listening to different views on environmental regions.
- **Active Voice:** Encourage synthesis: "Explain how the water cycle works in three sentences using technical vocabulary."
- **Ownership:** Have them lead the navigation on a walk using a map or compass. Ask: "What is our 4-figure grid reference?"
- **Fixed Mindset:** Challenge them to compare a region of the UK with North America using both a map and a data source.
- **Safety Net:** Encourage "Self-Governing" research—can they prepare a 1-minute talk on the Earth's layers independently?

## Integrated Geography Progress & A2L Barrier Map

Level / Year	Assessment Endpoints	Behaviour & Respect	Active Voice Barrier	Ownership Barrier	Fixed Mind-set Barrier	Safety Net Barrier
<b>L1-4</b> (EYFS)	<ul style="list-style-type: none"> <li>Know type of house.</li> <li>Name local features.</li> <li>Describe the natural world.</li> </ul>	Impulsivity stops focus needed to observe the natural world.	Lack of talk stops explaining their place in the world.	Lack of confidence stops exploration of the local area.	Failure to ask questions about stories limits world view.	Quitting when difficult stops simple map drawing.
<b>L5-6</b> (Y1-Y2)	<ul style="list-style-type: none"> <li>Locate continents/oceans.</li> <li>Contrast UK with non-European.</li> <li>Identify hot/cold areas.</li> </ul>	Distractions lead to missing key details of global locations.	Reminders needed to contribute to discussions on climate.	Disorganised work leads to fragmented mapping skills.	Inability to describe visited places in own words.	Waiting for scaffolds prevents independent fieldwork.
<b>L7-8</b> (Y3-Y4)	<ul style="list-style-type: none"> <li>Study Yanomami / Rainforest.</li> <li>Map skills (OS / Field-work).</li> <li>Locate biomes/vegetation.</li> </ul>	Lack of resilience stops "cause & effect" analysis of biomes.	Failing to initiate dialogue limits abstract concepts like GIS.	Only "mostly equipped" prevents extension map tasks.	Ignoring mistakes prevents accurate grid references.	Relying on peers stops independent enquiry in fieldwork.
<b>L9-10</b> (Y5-Y6)	<ul style="list-style-type: none"> <li>Physical processes (Volcanoes).</li> <li>Latitude / Longitude.</li> <li>Comparison of UK/EU/NA.</li> </ul>	Disruption stops synthesis of complex physical processes.	Passive participation stops deep analysis of environments.	Lack of detail leads to low-quality geographical reports.	Avoiding "why" prevents mastering spatial variation.	Waiting for resources stops self-governing navigation.

*Note: Identification of an A2L barrier suggests potential gaps in geographical knowledge. Learning overviews are available for detailed coverage.*