

God wants me to be the best me I can be



St Joseph's Roman Catholic Primary School

Geography Policy

Jesus is the Centre of our lives

Mission statement

- Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;
- We encourage and develop love and respect for each other and for our world;
- We strive to promote and deepen our Catholic faith through prayer, work and play;
- We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential

Gospel Values underpinning our curriculum

Love, friendship, respect, truth, hope and forgiveness.

Curriculum Intent

Our geography curriculum aims to inspire every child's curiosity and fascination about the world and its people. From Early Years to the end of Key Stage 2, pupils develop a strong understanding of their local area, the wider United Kingdom, and the world beyond. We are committed to ensuring that geography is fully accessible to all children, regardless of ability, background, or need so that every pupil can develop a lifelong love of exploring places and understanding the connections between people and environments.

In the Early Years, children begin by exploring their immediate surroundings—home, school, and community—through sensory play, stories, and outdoor learning. Activities are carefully adapted to meet individual needs, allowing all children to participate, communicate, and develop geographical understanding at their own pace. As pupils move through Key Stages 1 and 2, learning is structured progressively so that knowledge builds year on year, with lessons adapted to provide appropriate support and challenge for every learner.

Fieldwork and practical experiences are central to our curriculum, encouraging all children to engage with and take pride in their local environment. Through accessible activities such as local walks, map work, and enquiry-based projects, pupils develop their skills in observation, questioning, and problem solving.

By the end of Key Stage 2, all children will be responsible global citizens who understand their place in the world, appreciate its diversity, and are motivated to care for both their local community and our shared planet.

Aims of the curriculum

The national curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to support:

- **Map and Fieldwork Skills:** Use a range of maps, atlases, and digital tools confidently; create and interpret sketch maps, symbols, and keys.
- **Locational Knowledge:** Identify continents, countries, and key physical and human features of the UK and the wider world using latitude, longitude, and compass directions.
- **Geographical Enquiry:** Ask and answer geographical questions, collect and analyse data and draw conclusions from fieldwork evidence.

- **Place Knowledge:** Compare and contrast localities in the UK and around the world, understanding similarities, differences, and connections between places.
- **Understanding Human and Physical Geography:** Describe and explain natural processes (such as rivers, mountains, and climate) and human influences (such as land use and settlement).
- **Communication and Vocabulary:** Present findings clearly using appropriate geographical vocabulary, maps, charts and digital media.

Subject Content

Refer to the Geography progression document.

Roles and responsibilities

Megan Park (Geography lead) is responsible, in consultation with the Headteacher and in co-operation with colleagues and governors, for the development, planning and delivery of Geography throughout the school.

Inclusion

It is the responsibility of all teachers and support staff to ensure that all pupils irrespective of gender, ability, ethnicity, and social circumstance, have access to the Geographical curriculum and make the greatest progress possible. Pupils will have exposure to places, cultures, a range of people and experiences from around the world.

Curriculum Implementation

Development of curriculum

The curriculum has been custom tailored to provide coverage of key geographical areas and to ensure skills progression is evidenced throughout school. Our school has adopted the 'Collins Connected Primary Geography' scheme which has been mapped out for our mixed-age classes. This is also supplemented by Local Area units supported by Lancashire planning documents.

Planning

Planning is based on the scheme and utilises long term curriculum mapping of skills and shorter unit based plans. We use a variety of resources and stimuli for supplementing the teaching of Geography.

Sequencing of learning

See the St Joseph's Curriculum Overview document.

Formative Assessment

Teachers will assess children's geography skills by using the Unit Overviews which children have ownership of. These are 'title' pages used to initialise learning and monitor progress and understanding against the key learning questions. These will ultimately answer an over-arching questions which has driven the unit. Children will also identify prior learning from previous key stages to help them with their new topic.

Health and Safety

All activities both in school and out of school visits will be risk assessed in line with the educational visits policy and general school risk assessment.

Development of subject specific vocabulary

Teachers will use the vocabulary from the geography progression document throughout the year and then this will follow the children through school so a bank of well established terms and phrases will be embedded.

Professional Development of staff and Use of Resources

Subject leader regularly attends subject leader network meetings and shares messages and resources with staff. Staff have access to topic resource boxes from the resource room and also can supplement this with loan boxes from the Lancashire loan box service and take part in educational visits.

Monitoring of the implementation

Monitoring will take place in the form of pupil triangulation and findings will be shared with the SLT.

Curriculum Impact

Use of feedback to improve learning outcomes Feedback is in line with the marking and feedback policy.

Assessment: Summative and formative (including standards and moderation/work scrutiny)

Data will be collected via an Excel spreadsheet that will detail whether the children have achieved their age-related expectations based on the answers to the driver questions.

Observation

This can take part in a range of forms such as lesson drop ins, learning walks and team teaching.

Monitoring and evaluation (in regards to the policy)

Megan Park September 2025. Review date: Autumn Term 2026.

Other relevant policies: RE, Art, Design and Technology, History, Computing, Science