



ST JOSEPH'S RC PRIMARY SCHOOL
BACUP

GEOGRAPHY

Curriculum Subject Policy

“Jesus is the Centre of our lives”

God wants me to be the best me I can be

Our Mission

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.

2026–2027

Policy information

Document control	Details
Policy title	Geography Policy
Subject leader	Megan Lacey
Review date	Autumn term 2028
Audience	Staff, governors, families and other stakeholders

1. Purpose and scope

This policy sets out St Joseph's approach to geography from the Early Years Foundation Stage to the end of Key Stage 2. It applies to all staff involved in planning, teaching, supporting, leading and monitoring geography and should be read alongside the school curriculum overview and geography progression document.

2. Catholic life, mission and Gospel values

Geography helps pupils recognise the dignity of every person, wonder at creation and understand our shared responsibility for people and planet. Love, friendship, respect, truth, hope and forgiveness underpin learning about communities, diversity, interdependence, sustainability and stewardship.

3. Curriculum intent

Our geography curriculum inspires curiosity and fascination about the world and its people. From the Early Years to Year 6, pupils build secure knowledge of their locality, the United Kingdom and the wider world, while developing the geographical skills needed to investigate places, patterns, processes and relationships.

Learning is ambitious and accessible for every child. Knowledge and vocabulary build deliberately over time; teachers adapt teaching to remove barriers while retaining high expectations. Fieldwork, maps and enquiry enable pupils to observe, question, gather evidence, interpret information and communicate reasoned conclusions.

By the end of Key Stage 2, pupils should understand their place in the world, appreciate its diversity and act as informed, responsible global citizens who care for their community and our shared planet.

4. Curriculum aims and entitlement

- Develop secure locational and place knowledge, including significant physical and human features.
- Understand key physical and human processes, their interdependence and how places change over time.
- Use maps, atlases, globes, aerial images and appropriate digital mapping confidently.
- Undertake fieldwork, gather and analyse geographical information, and draw evidence-informed conclusions.
- Compare places and explain similarities, differences and connections at local, national and global scales.

- Use precise geographical vocabulary and communicate findings through maps, diagrams, data, writing and discussion.

5. Curriculum content, progression and sequencing

The geography progression document defines the knowledge, skills and vocabulary to be learned. Long-term curriculum mapping ensures appropriate coverage and progression across mixed-age classes. Unit plans identify prior learning, intended outcomes, key questions, vocabulary, assessment opportunities and meaningful links to other subjects.

The school uses Collins Connected Primary Geography as a principal resource, mapped to St Joseph's curriculum and supplemented by local-area units and Lancashire planning materials. Published resources support, rather than replace, teachers' professional knowledge of pupils and the agreed curriculum.

6. Curriculum implementation

- Teachers make the purpose and geographical focus of learning clear and connect new content to prior knowledge.
- Accurate explanation, modelling, questioning, retrieval and guided practice support pupils to remember and apply knowledge.
- Maps, images, texts, data and artefacts are selected for accuracy, accessibility and breadth of representation.
- Enquiry is purposeful: pupils ask questions, examine evidence, identify patterns and justify conclusions.
- Local geography and fieldwork provide first-hand experiences and a meaningful foundation for comparison with contrasting places.
- Teachers address misconceptions promptly and adapt explanations, resources and support in response to assessment.

7. Early Years Foundation Stage

Children develop early geographical understanding through the EYFS curriculum, especially by exploring their immediate environment, observing seasonal and environmental change, using positional language, talking about familiar places and encountering communities and environments through stories, play, visitors and outdoor learning. Adults build vocabulary and help children notice, compare, question and represent what they experience.

8. Inclusion, SEND and equality

Every pupil is entitled to participate meaningfully and make strong progress. Teachers identify potential barriers and use responsive adaptations such as pre-teaching vocabulary, carefully chosen visuals and concrete resources, supported talk, accessible recording methods, chunked tasks and additional modelling. Adaptation does not reduce curriculum ambition, and pupils who grasp concepts rapidly receive purposeful depth and challenge.

Places, cultures and communities are represented respectfully and accurately. Teaching challenges stereotypes, values diverse perspectives and enables pupils to see both themselves and others within the curriculum.

9. Literacy, oracy, reading and vocabulary

Teachers explicitly teach and revisit the vocabulary identified in the progression document. Pupils hear and use precise geographical language through structured discussion, explanation, questioning, reading and writing. Appropriate texts, maps, diagrams, labels, captions, data and extended responses help pupils interpret sources and communicate geographical thinking clearly.

10. Assessment and feedback

Assessment is closely aligned with the intended curriculum and is proportionate and useful. Teachers check prior knowledge, vocabulary and misconceptions; use questioning, discussion, observation, fieldwork, maps and pupils' work to assess learning during units; and evaluate how securely pupils meet intended outcomes at suitable points.

Unit overviews and enquiry questions may be used to help pupils connect prior learning, identify key learning and reflect on progress. Teacher judgements are recorded through the school's agreed system and moderated where helpful. Assessment information informs subsequent teaching and curriculum review. Feedback follows the school's feedback policy.

11. Fieldwork, enrichment and global citizenship

Fieldwork is a planned and progressive element of geography. Pupils undertake local walks, observe and measure, use maps and compasses, collect and present data, and evaluate evidence. Visits, visitors and local partnerships deepen knowledge and widen experience. Learning about sustainability, environmental change and interconnected communities supports informed and hopeful global citizenship.

12. Resources, digital technology and health and safety

Staff use maps, atlases, globes, fieldwork equipment, topic resources and appropriate digital tools. The subject leader supports access to resources, including Lancashire loan services where suitable. Digital content is checked for accuracy, age-appropriateness and safe use.

Classroom activities, fieldwork and visits are planned and risk assessed in line with the school's health and safety and educational visits procedures. Safeguarding, supervision, accessibility, weather, travel and site-specific hazards are considered before activities take place.

13. Roles and responsibilities

- The geography subject leader develops curriculum coherence, supports staff, oversees resources, monitors provision and standards, identifies professional development and reports findings and priorities to senior leaders and governors.
- Class teachers plan and teach the agreed curriculum, adapt responsively, assess learning, maintain safe practice and contribute to evaluation and improvement.
- Support staff work with teachers to promote access, independence, subject vocabulary and participation.
- Senior leaders and governors provide strategic oversight, appropriate challenge, resources and accountability.

14. Professional development

The subject leader keeps subject knowledge and practice current through professional reading, networks and relevant training, and shares key messages and resources with colleagues. Staff development needs are identified through dialogue and monitoring and addressed through coaching, modelling, collaborative planning or training.

15. Monitoring, evaluation and impact

The subject leader and senior leaders evaluate curriculum implementation and impact through a proportionate range of evidence, which may include curriculum and planning review, pupil voice, work scrutiny, assessment information, learning walks and professional dialogue. No single source is used in isolation. Findings are shared with relevant leaders and governors and lead to clear actions, support and review.

Impact is evident when pupils remember and connect important geographical knowledge, use vocabulary and geographical tools accurately, undertake increasingly independent enquiry and fieldwork, explain patterns and processes, and demonstrate curiosity, respect and care for people and environments.

16. Related documents

- School curriculum overview
- Geography progression document and long-term plan
- SEND policy and equality information and objectives
- Safeguarding and online safety policies

17. Approval and review

This policy will be reviewed by the geography subject leader and senior leadership team, approved through the school's agreed governance process and reviewed by the date shown in the document-control table, or sooner if curriculum or statutory requirements change.