

GEOGRAPHY POLICY

*St. Joseph's
Catholic
Primary School,
a Voluntary
Academy*



“Trusting in God, Creating tomorrow, helping today.”

Intent

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

We intend to provide the children with a rich curriculum that is full of substantive and disciplinary knowledge. Our Geography curriculum is powerful, transferable and sequenced to enable the children to remember and make links to previous learning. [A high quality Geography education will help pupils gain coherent knowledge of Britain and the wider world.](#)

Geography Intent

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 substantive 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. As pupils progress, their growing knowledge about the world should help them to deepen their disciplinary knowledge and their understanding of processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Policy

Through this we aim to:

- Retain and develop their natural curiosity of the world around them;
- Develop positive attitudes towards geography;
- Build up a body of substantive and disciplinary geographic knowledge and understanding relating to the program of study outlined in the National Curriculum and Curriculum Intent Documents;
- Develop their skills of geographical investigation including generating questions, planning fair tests, careful observation and interpreting and evaluating evidence, drawing maps;
- Effectively communicate geographical information through a variety of methods;
- Develop their understanding of how to work safely
- Develop and enhance the children's understanding of maps and fieldwork
- Deepen the children's understanding and knowledge of different societies and cultures
- Develop the understanding of global learning and British values.

Implementation

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Stage Curriculum and the National

Geography Policy

Curriculum. The implementation of our curriculum can be seen through our curriculum intent documents and medium term planning.

Geography - Foundation Stage

In Foundation Stage planning is based on the 'Understanding the World' strand of the Early Years Foundation Stage. Within this the children are given the opportunity to learn substantive and disciplinary knowledge including learning about life processes and cycles, looking closely at similarities, differences, patterns and change. Children will learn about features of their own immediate environment and how environments might vary from one another. They will also use photographs to compare different countries in the world and begin to develop geography skills through reading simple maps.

Planning - Foundation Stage

The EYFS framework provides a long term plan to follow by ensuring that all relevant Early Learning Goals are covered throughout the academic year. [this can also be seen in our Curriculum Intent documents](#). Medium term Topic planning is created and takes into account the individual children's learning and developmental needs. All relevant Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible.

Geography in Key Stage 1

During key stage 1, pupils investigate their local area and a contrasting area outside of the United Kingdom, finding out about the environment in both areas

Geography Policy

and the people who live there. They also name and locate the world's seven continents and five oceans as well as the four countries and capital cities of the United Kingdom. In addition to this, they begin to learn about the wider world. They carry out geographical enquiry inside and outside of the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs which incorporate simple compass points.

Geography in Key Stage 2

During key stage 2 pupils investigate a variety of places and environments at different scales in the United Kingdom and the wider world, and start to make links between different places in the world. They carry out geographical enquiry inside and outside of the classroom and in doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT. The children also identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich meridian and time zones.

History and Geography Planning

The school curriculum is designed around Imaginative Learning Projects. In each year group, there are three projects which are covered in each term throughout the year. Within the project there will be a focus in each half term on History or Geography. Each project is an enquiry based challenging project

Geography Policy

which ensures that learning is embedded. Wherever possible, links are made between learning, enabling pupils to place their learning in context and ensure learning becomes embedded in long term memory.

Within each project, there are three distinct stages of learning which actively promote children's learning and thinking.

Engage

This section of the project begins with a memorable experience, a launch day, which stimulates curiosity and enthusiasm for the new theme. During the engage lessons children's interest in the new topic is stimulated and they are encouraged to develop enquiry questions and identify possibilities for future learning. During the launch day children will discuss the catholic social teaching for the term and link this with the rights to respect in school. At the end of the engage lessons, staff ask children to identify any areas for future enquiry, thereby leading their learning. These questions will then be used to inform planning for the rest of the project.

Develop

The develop section is split into Geography and History, eight lessons of Geography and History are taught. During this, children's learning will delve more deeply into the theme as they acquire new substantive knowledge and disciplinary knowledge and skills, including map work, investigations, bias, gathering information and composing. Children will be encouraged to find the answers to the questions which they have posed during the engage week.

Throughout this section of the project, children will be taught substantive and disciplinary knowledge and provided with tasks that challenge and deepen their understanding based on prior learning.

Innovate

During this section of the Imaginative Learning Project, which lasts for 4-6 sessions, children will be provided with the opportunity to apply their skills, knowledge and understanding to real-life and imaginary contexts, showing enterprise in solving problems. Children will be encouraged to reflect upon and identify their own needs and will be enabled to take on different roles and responsibilities. At the end of each innovate pathway, the children will have answered the catholic social teaching big question and the children will have produced a high-quality product of which they are proud and demonstrates a consolidation of their learning from the topic.

Catholic social teachings (CST)

During geography, we implement the catholic social teachings throughout the topics. This is through a big question which is the focus for each subject. The big question is discussed within each lesson and is answered within the innovate lesson at the end of the topic. The big question is also answered at the beginning and end of each subject through a pre and post learning.

The purpose of the Catholic social teachings is to guide individuals and communities in promoting human dignity, social justice, and the common good. These teachings encourage reflection on moral and ethical issues, particularly in how they relate to society, the environment, and global challenges. They emphasise the principles of solidarity, stewardship of creation, care for the poor and vulnerable, and the promotion of peace and justice.

Geography Policy

In the context of geography, these teachings can help students explore topics such as environmental sustainability, global inequalities, and the interconnectedness of people and places. By integrating a "big question," students are encouraged to critically examine these issues through the lens of Catholic values, fostering a deeper understanding of their role as responsible and compassionate global citizens. The pre- and post-learning approach allows students to reflect on their growth and understanding of these values throughout the topic.

Children with Special Educational Needs

The Geography curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, based on an accurate understanding of the strengths and gaps in learning, which may exist.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher assesses this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

Assessment

Assessment can be on a continuous monitoring basis involving informal techniques such as teacher observation, questioning and small group discussions (formative assessment). Reporting to parents is done twice a year through parent's evenings and once a year through a written report. The children at the end of the summer term are also given a level, working below, working towards, working at expected or greater depth.

Ensuring that teaching is based on an accurate and precise understanding of children's prior knowledge and understanding, is integral to our teaching. At the beginning of each unit of work, teachers will assess children's prior knowledge and understanding through a pre-learning challenge. This challenge will then inform precise next steps in learning and also how children are grouped for lessons.

Impact

Our Topic curriculum has ambition for high achievement of all pupils

Geography Policy

irrespective of background and starting point.

The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress.

Progress is measured through the use of post learning challenges at the end of each unit of learning and through the use of knowledge organisers/quizzes.

These strategies support an accurate assessment of pupils' knowledge and skills, enabling staff to ascertain how learning has been embedded in long term memory and also gaps in learning.

We continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and how they feel they are progressing in their work.

Roles and Responsibilities

- To be responsible to the head teacher for the co-ordination of all the Geography work within the school.
- To be responsible to the governors in charge of overseeing the development and teaching of Geography within the school.
- To be responsible for writing and publishing a Geography policy in consultation with the head teacher, staff and governors.
- To monitor progress.
- To take responsibility for the upkeep of resources.
- To keep up to date with developments in the teaching of Geography and relate information to colleagues.
- To be responsible to the head teacher for the co-ordination of all Geography work within the school.

Geography Policy

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