

St. Clare's **Catholic Primary School**

Geography Policy



Member of staff responsible: Mrs Rebecca Bridgeman
Date policy written: June 2026
Date approved by the full Governing body: June 2026
Date to be reviewed: June 2028

The Intent of our Geography Curriculum

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

At St Clare's, we aim to deliver a high-quality geography curriculum that inspires pupils' curiosity and fascination about the world and its people. Geography equips pupils with knowledge about diverse places, people, resources and environments, alongside a deep understanding of Earth's key physical and human processes.

We intend for all pupils to:

- Develop secure locational, place and environmental knowledge
- Understand the interaction between human and physical processes
- Gain the skills needed to interpret, analyse and communicate geographical information
- Become curious, reflective and informed global citizens

Our curriculum is designed to ensure pupils build knowledge progressively so they know more, remember more and can do more over time.

We place a strong emphasis on: geographical enquiry and critical thinking, fieldwork and real-world learning, oracy and communication skills and inclusion and ambition for all learners, including those with SEND. We also ensure our curriculum reflects emerging national priorities, including: climate change and sustainability education, stronger oracy and communication skills and inclusive teaching approaches for all learners.

Through a well-sequenced, inclusive and engaging curriculum, we ensure that geography is ambitious for all learners, knowledge-rich and skills-focused, rooted in enquiry and real-world understanding & supportive of strong communication and oracy skills.

Implementation

Curriculum Structure and Progression

Our geography curriculum is carefully sequenced and structured to build both **substantive knowledge (what pupils know)** and **disciplinary knowledge (how pupils think as geographers)**.

Key concepts underpinning teaching include:

- Locational and Place knowledge
- Human and Physical Geography
- Mapping
- Fieldwork
- Enquiry and Investigation

Learning is divided into small, manageable steps, with opportunities for revisiting prior knowledge to secure long-term understanding.

Teaching and Learning of Geography (EYFS – Year 6)

Geography at St Clare's is taught progressively from the Early Years Foundation Stage (EYFS) through to Year 6, enabling pupils to develop knowledge, skills, and understanding of the world, its people, places, and environments.

Early Years Foundation Stage (EYFS)

Geography is taught within the 'Understanding the World' area of learning. Pupils begin to explore their immediate environment, including the school and local area, similarities and differences between places, objects, and materials & basic concepts of weather, seasons, and the natural world.

Learning is practical, play-based, and exploratory, with a strong focus on first-hand experiences (e.g. local walks, outdoor learning), talk, observation, and questioning & building early vocabulary related to place and environment.

Key Stage 1 (Years 1–2)

Pupils develop foundational geographical knowledge and skills through studying the local area and a contrasting non-UK location, understanding simple maps, atlases, and globes, identifying the four countries of the UK and surrounding seas & exploring basic human and physical features (e.g. rivers, houses, weather).

Teaching emphasises practical fieldwork (e.g. school grounds, local surveys), simple mapping and directional language & developing curiosity about the wider world.

Lower Key Stage 2 (Years 3–4)

Pupils build on prior learning by studying regions of the UK, Europe, and the wider world, understanding key physical processes (e.g. rivers, mountains, earthquakes), investigating human geography (e.g. settlements, land use, trade) & beginning to use more advanced mapping skills, including grid references.

Teaching focuses on enquiry-based learning and geographical questioning, comparing places and environments & increasing use of geographical vocabulary and data.

Upper Key Stage 2 (Years 5–6)

Pupils develop deeper geographical understanding and critical thinking through studying a range of global regions, including North and South America, exploring complex physical processes (e.g. climate zones, biomes, water cycle), understanding global issues such as sustainability, climate change, and resource use & using Ordnance Survey maps, digital mapping, and fieldwork data.

Teaching emphasises analytical and evaluative skills, independent enquiry and research & drawing conclusions and presenting geographical findings.

Progression and Approach

Across all year groups Geography is taught through a progressive, knowledge-rich curriculum, pupils revisit and build upon prior learning to deepen understanding. Key geographical concepts (Locational and Place knowledge, Human and Physical Geography, Mapping, Fieldwork & Enquiry and Investigation) are revisited throughout.

Fieldwork and outdoor learning are integral to the curriculum and cross-curricular links are made where appropriate, particularly with science, history, and literacy. Our approach ensures that pupils leave primary school with a secure understanding of geographical concepts, a curiosity about the world, and the skills to investigate it critically

Developing Geographical Skills (“Working as a Geographer”)

Pupils are explicitly taught how to think and work as geographers. This includes:

- Asking questions and conducting enquiries
- Collecting, analysing and presenting data
- Using maps, atlases, globes and digital tools (GIS)
- Interpreting patterns and relationships
- Comparing locations and drawing conclusions
- Making informed judgements about environmental issues

This aligns with current curriculum developments emphasising enquiry, fieldwork, spatial reasoning and use of evidence.

Fieldwork is a vital element of our curriculum and is embedded across all year groups, ensuring pupils gain practical, first-hand experience.

Oracy Across the Curriculum

Geography provides meaningful opportunities to develop pupils’ **speaking and listening skills**.

Pupils will be encouraged to use **subject-specific vocabulary** accurately, take part in discussions, debates and presentations, explain and justify their thinking using evidence & engage in structured talk activities (e.g. think-pair-share, group enquiry)

Cross-Curricular Links

Geography is planned to make purposeful connections with other subjects while maintaining disciplinary integrity:

- English: non-fiction writing, persuasive texts, reports, reading for research
- Mathematics: data handling, statistics, scale, coordinates
- Science: climate, natural processes, habitats and environmental change
- History: settlement, migration, land use change
- Computing: research skills, digital mapping and data presentation
- PSHE: global citizenship, sustainability, environmental responsibility
- Art/DT: map-making, landscapes, models

These links enhance understanding while avoiding geography becoming overly diluted within topic-based learning.

Adaptive Teaching and SEND Provision

We are committed to ensuring that all pupils access the full geography curriculum through **high-quality adaptive teaching**.

Core Principles

All pupils work towards the same ambitious curriculum goals, teachers adapt teaching to remove barriers, not reduce expectations & learning is broken down into clear, structured steps

Adaptive Strategies & Inclusive Practice

Teachers use a range of approaches to support all learners scaffolding, instructional strategies, pre-teaching and vocabulary support, multi-sensory and visual approaches & flexible teaching approaches.

We follow a graduated approach (assess, plan, do, review) to identify and support pupils' needs. Provision may include breaking learning into smaller steps, providing additional time and repetition, offering alternative ways to record (oral, visual or digital) & reducing cognitive load where appropriate. Our aim is to ensure all pupils can fully participate, achieve and develop independence by removing barriers to learning.

Impact

The impact of our geography curriculum is that pupils:

- Develop secure, connected knowledge of the world
- Understand key geographical concepts such as place, scale and interconnection
- Demonstrate strong enquiry, fieldwork and mapping skills
- Communicate geographical ideas clearly through both speech and writing
- Use subject-specific vocabulary confidently and accurately
- Show awareness of global issues, including climate change and sustainability

Pupils leave our school as confident, articulate and knowledgeable geographers, equipped with the skills to understand and engage with the world around them.

Ongoing Development

We continuously review and refine our geography curriculum in line with Ofsted's subject guidance on high-quality geography education, The Curriculum and Assessment Review (2025) and upcoming changes to be introduced from September 2028 & Best practice in inclusion, adaptive teaching and subject pedagogy.