

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



GEOGRAPHY POLICY

Reviewed: September 2025

To be reviewed: September 2027

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GEOGRAPHY AT ST JOSEPH'S

This Geography Policy aims to outline our comprehensive approach to teaching Geography at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of Geography concepts, foster a positive attitude towards learning, and achieve their full potential in Geography.

VISION STATEMENT

At St. Joseph's, we hope that Geography will help to inspire our children with a curiosity about the world which will remain with them throughout their lives. We understand that it has never been more important for children to have a global understanding of our world, including sustainability and climate, and the peoples and cultures that inhabit it. Through this understanding we also hope to instil in children a sense of environmental responsibility and encourage them to appreciate environmental issues both locally and in wider contexts. We aim to develop the children's interest in a variety of physical and human environments by expanding their horizons out of the local community.

INTENT

At St Joseph's, the intent of our Geography curriculum is to inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to provide a high-quality Geography education that equips children with a deep understanding of diverse places, people, resources, and natural and human environments, as well as a strong foundation in geographical knowledge and skills. Our curriculum is designed to build progressively from the local to the global, encouraging children to make meaningful connections between their own lives and the wider world. Through engaging, inquiry-based learning, we nurture pupils' understanding of key geographical concepts such as place, space, scale, and sustainability. We are committed to fostering responsible global citizens who are aware of environmental challenges and who develop the skills to investigate and think critically about the world around them.

IMPLEMENTATION

At our school, Geography is taught through a carefully sequenced and progressive curriculum that builds on prior knowledge and deepens understanding over time. Each unit is designed to develop pupils' locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork in line with the National Curriculum. Lessons are planned to be engaging, inclusive, and enquiry-based, encouraging children to ask questions, investigate, and draw conclusions about the world around them. We make effective use of a range of resources, including maps, atlases, digital technology, and outdoor learning opportunities, to bring Geography to life. Fieldwork is an essential part of our curriculum, allowing pupils to apply their learning in real-world contexts, such as studying

local environments or comparing different regions. Cross-curricular links with subjects such as Science, History, and English further enrich learning and help pupils make meaningful connections across the curriculum.

IMPACT

The impact of our Geography curriculum is that children leave our school with a secure understanding of the world around them and the interdependence of people, places, and environments. They are able to confidently use geographical vocabulary, read and interpret maps, and apply fieldwork skills to investigate real-world issues. Through regular retrieval practice, assessment, and meaningful learning experiences, pupils retain key knowledge and demonstrate curiosity and enthusiasm for Geography. Our curriculum supports the development of informed, responsible, and environmentally aware citizens who appreciate the importance of sustainable living and global cooperation. By the end of Key Stage 2, children are well-prepared for the next stage of their education, with a strong foundation in geographical knowledge and the critical thinking skills needed to understand and engage with the world around them.

ASSESSMENT

Assessment in Geography is used to monitor pupils' understanding, track progress, and inform future teaching. Both formative and summative assessments are employed throughout the year. Formative assessment occurs regularly through activities such as questioning, class discussions, and marking of written work, allowing teachers to identify misconceptions and adjust their teaching accordingly. Summative assessments, such as end-of-topic quizzes, written tasks, or projects, provide a more formal measure of pupils' knowledge and skills, including their ability to use geographical vocabulary, interpret maps, and explain physical and human processes. These assessment strategies ensure that learning objectives are met and support pupils in becoming more confident and independent learners in Geography. Children's attainment from each year group is then placed in our own in house tracking system

RETRIEVAL

At St Joseph's, retrieval practice is used in Geography to help pupils consolidate and retain key knowledge over time. As well as looking back at previous related units before embarking on a new one, teachers often begin lessons with short quizzes or activities that prompt students to recall previously taught content, such as naming continents, identifying countries on a map, or recalling key physical features like rivers and mountains. These tasks are designed to strengthen memory and improve long-term understanding by encouraging pupils to retrieve information without relying on notes or prompts.

PLANNING

In our school we plan Geography as a discrete subject supplemented by Oak Academy. Oak Academy enhances geography teaching by offering accessible, high-quality resources that align with the national curriculum and promote pupil engagement and understanding. We follow a 2-year cycle, as we have mixed age classes, to ensure that all children cover all

elements of the Geography curriculum; as well as special themed days and activities when the whole school takes part in special activities such as Forest School. Learning activities are sequenced to ensure progression and continuity throughout the school.

CONTINUOUS IMPROVEMENT

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.