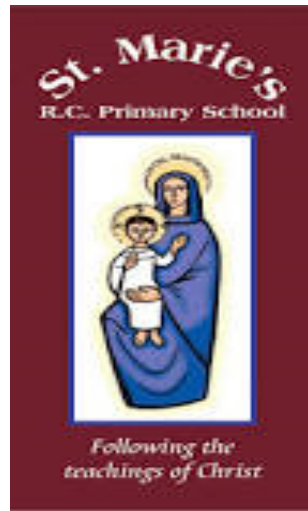
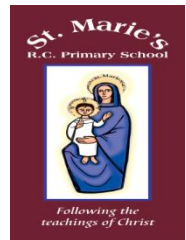




Geography Policy



Reviewed and Revised April 2026



Our Vision

St Marie's is proud to be a Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hands and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith.
- Recognise and value each child as a loved and unique child of God.
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community.
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Our Intent for Geography

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At St. Marie's RC Primary School children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it and the incredibly important role they have in protecting it. The Geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At St. Marie's RC Primary School our intent, when teaching Geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Aims

- To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.
- To raise awareness of other environments through stories, visits, photographs, ICT and artefacts.
- To develop geographical skills through fieldwork, observations and a range of maps.
- To be able to describe and compare places near and far using geographical vocabulary.
- To appreciate both the human and physical characteristics of places.
- To extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world.
- To increase their awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences.
- To research local, national and global issues using resources which include ICT and form opinions for debate.
- To develop an awareness of their responsibilities as Global Citizens.

Objectives

Early Years Foundation Stage

Understanding the World – People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

Understanding the World – The Natural World ELG

Children at the expected level of development will

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stages 1 and 2

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location Knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography

- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

We strive to develop children's enquiry skills through the use of questioning and by setting the children tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson.

A variety of approaches will be used to cater for different learning styles, visual, auditory and kinaesthetic. These will include:

- Stories
- Maps, atlases, globes, online maps
- Classroom displays
- Role play and drama
- Use of photographs
- Computing
- Educational visits
- Fieldwork

Planning

At St. Marie's RC Primary School, we teach the National Curriculum 2014 Programmes of Study for Key Stage 1 and Key Stage 2.

Nursery and Reception follow the EYFS Curriculum.

Geography is planned in three phases (long-term, medium-term and short-term).

The LONG-TERM PLAN maps the Geography topics studied during each key stage. We teach the knowledge, skills and understanding set out in the National Curriculum of 2014 through the corresponding programme of study.

MEDIUM-TERM PLANNING is outlined in the school unit plans. It is a working document which outlines the main teaching objectives for each half term. It is developed from the National Curriculum of 2014 and takes into consideration the needs of our pupils. These plans are completed by the Geography Co-ordinator.

SHORT-TERM PLANNING is carried out weekly, by the class teacher. These plans include the learning objectives for the lesson, an outline of the lesson, including adaptations, the resources required and the key vocabulary. The lessons are planned using a common planning format.

Cross Curricular Links

Geography is taught through topics. Each half term there is an overarching topic, which very much stem from either the Geography or History Curriculum, with texts linking to and enhancing each topic. Therefore, Geography is an integral part of the Curriculum here at St. Marie's RC Primary School, with the whole of our Curriculum based around it. There are firm links with most other areas of the Curriculum, particularly, English, Art, D&T, History and Science. Other subjects, such as R.E., Maths, P.E., Computing, Music, MFL are taught more discretely, although teachers endeavour to find opportunities to link these subjects to their half termly topic.

Teaching and Learning

Geography teaching focuses on enabling children to understand the world around them and helps children to develop their enquiry skills. Whenever possible we provide children with first hand experiences and use a range of resources to ensure children are actively engaged in their learning. Geography work should be enquiry based and children should have access to a range of resources and be provided with learning experiences in and outside of the classroom, including fieldwork studies out on location.

Early Years Foundation Stage

We teach Geography in the Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are part of the EYFS of the National Curriculum, we relate the Geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. In the EYFS Profile 2021, there are now very specific Geography ELG, within the Understanding the World area, now exclusively called People, Culture and Communities and The Natural World.

Geography and Computing

Computing is used in various ways to support the teaching of Geography, which include:

- Using the Internet to research
- Word processing
- Television / films
- Online streaming services e.g. iPlayer, Netflix, Prime, YouTube etc.
- Audio and visual aids
- Digital cameras
- iPads / laptops
- VR experiences
- Online and digital maps
- OS maps of the school and the local area
- Google Earth / satellite images

Resources

All Geography resources are stored centrally in the cupboard near After 3s. Resources are audited and stored in clearly labelled topic boxes, with a box for each topic taught across the school.

New resources are purchased after consultation with staff.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes. Assessment and recording begin in Foundation Stage and continue throughout the school.

FORMATIVE ASSESSMENTS are part of every lesson. Teachers use these assessments to highlight areas of concern, brief support staff and modify teaching and learning activities to improve pupil attainment.

SUMMATIVE ASSESSMENTS are compiled at the end of a unit, a half term or a year. Objectives are highlighted on assessment grids for all children and these are updated regularly, after each topic.

Both types of assessment are used when identifying the level of attainment for each child.

Reporting on a child's progress in Geography is a statutory requirement. An annual report relating to their child's progress in Geography will be sent to parents.

Special Education Needs and Disabilities

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The statutory inclusion statement outlines how teachers can adapt and modify as necessary to provide all pupils with relevant and appropriately challenging work at each Key Stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of Geography, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events around the world. The Geography co-ordinator will liaise with the SENCO to ensure that the children with SEND achieve their full potential in Geography lessons and activities.

Home School Links

Partnership with parents is a key part of our school ethos. We encourage all of our parents to play an active role in their child's education and recognise the importance they play in this. We have excellent dialogue with our parents. They:

- Attend twice yearly parent's evenings
- Have the opportunity to look at the children's books
- Receive written annual reports, with accurate assessments

In addition, we have an open door policy, where parents can discuss any concerns with teachers and we actively encourage them to help at home with their homework.

Fieldwork

Fieldwork is an important and vital part of the Geography curriculum. It is always advisable to base learning on first hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

Educational Visits

Educational visits to places of geographical value will be used to support the pupils work in Geography. We will also invite visitors into school to carry out geographical workshops and activities with the children. This may be based on a particular topic for a particular class, or a whole school event. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities.

Roles and Responsibilities

The Geography co-ordinators role is to:

- Prepare and review policy documents, curriculum plans and schemes of work for the Geography
- Encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in Geography
- Help colleagues develop their subject expertise and organise and monitor their professional development
- Collect, evaluate and inform staff of all resources
- Ensure standard formats for assessment and monitoring are being used
- Provide annual subject action plans including costings and priorities which help inform the school development plan
- Organise and advise on the contribution of Geography to other curriculum areas including cross curricular
- Help with the monitoring and evaluation of the effectiveness of Geography within the school

The class teacher's role is to:

- Ensure coverage of Geography for their Year Group / Key Stage.
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum.
- Plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

Elizabeth Hodgson
Geography Co-ordinator

Reviewed: April 2026