



ST.MARY'S RC
PRIMARY SCHOOL

WE PRAY, PLAY & RESPECT ALL

GEOGRAPHY POLICY

Policy purpose and vision

At St. Mary's, geography will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for geography which are set out in the National Curriculum.

Our geography curriculum is carefully planned around clear end points. These end points have been devised by the Geography Coordinators and are linked to the National Curriculum and the geography of our local area. Teachers use these end points to ensure that learning is purposeful, progressive and builds pupils' geographical knowledge and skills over time.

1 · Inclusion

Inclusive entitlement and curriculum adaptation

10. To ensure that all pupils can access and make progress within the geography curriculum through appropriate adaptation, support and challenge.

9. The curriculum is designed to include all children. Teachers adapt work, resources, activities and expected outcomes where appropriate to suit the needs of all pupils in the class. Appropriate support and challenge are provided so that all pupils can access the geography curriculum and make progress.

All pupils, regardless of ability or individual need, will be supported to access the geography curriculum and make progress. Teachers will adapt learning appropriately to ensure that pupils are included, supported and challenged.

2 · Curriculum and Teaching

Curriculum aims and breadth

1. To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.

2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.

3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them.

4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.

5. To enable children to understand how the Earth's features are shaped, and change over time.

6. To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time.

7. To develop the geographical skills needed to collect and analyse information gathered through first-hand experiences of the environment and to carry out geographical enquiries.

8. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs, and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
9. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Curriculum continuity and progression

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places.
2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
4. We use the National Curriculum as the basis for our planning in Geography. The National Curriculum programme of study will be adapted to suit our local context and make it relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.
5. Geography lessons are planned around clearly identified end points. These end points have been devised by the Geography Coordinators and are linked to the National Curriculum and the geography of our local area.
6. Teachers use the end points to identify the key knowledge, vocabulary and geographical skills that pupils need to acquire during each unit of learning. Lessons are planned to build progressively towards these end points.

Everyday teaching and learning

3. Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
7. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and, where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
8. Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science, and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.

Assessment and responsive teaching

10. Assessment is completed half termly. Staff assess their children against the agreed end points for that half term. Children complete a half-termly assessment, and teachers use this alongside their professional judgement and evidence from pupils' work to assess whether children are Working Towards (WT), Expected (EXP) or Greater Depth (GD).
11. Assessment judgements are recorded on an in-school spreadsheet tracker. This enables teachers and subject leaders to monitor pupils' progress against the agreed end points and identify areas for further teaching, support or challenge.

12. Every term, teachers complete an assessment on Sonar to ensure that assessment information is recorded consistently across the school.

3 · Achievement

Expected outcomes

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment.

Pupils will develop a secure understanding of places, people, environments and geographical processes. They will increasingly understand the interaction between physical and human processes and how landscapes and environments are formed and changed.

Pupils will develop the geographical skills needed to investigate the world around them, including collecting and analysing information, using maps and other geographical sources, carrying out fieldwork and communicating geographical information in a variety of ways.

Pupils will develop a strong understanding of their local area and how it connects to the wider region, nation and world.

Assessment against clearly defined end points will enable teachers to identify pupils' knowledge, understanding and geographical skills and ensure that future teaching is responsive to their needs.

Geography will be linked with other subjects and will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils.

Roles and responsibilities

14. The Geography Coordinators use monitoring and assessment information to identify strengths and areas for development within the subject and to inform future curriculum planning, staff support and subject development.

Monitoring and review

13. Geography monitoring takes place regularly throughout the academic year through termly book looks, pupil interviews, lesson drop-ins and learning walks. Monitoring is used to evaluate the quality of teaching and learning, pupils' understanding and progression, the implementation of the curriculum and the impact of the agreed end points.

Regular monitoring through termly book looks, pupil interviews, lesson drop-ins and learning walks will ensure that the geography curriculum is implemented effectively and that pupils' geographical knowledge and skills develop progressively.

Revised and adopted by the Governing Body

Date 1 September 2026

Review Date 1 September 2029