



St. Joseph's Catholic Primary School

## Geography

September 2026

*At St. Joseph's, we live love and learn by the example of Jesus.*

### Our curriculum intent

At St Joseph's we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want children to enjoy and love learning about geography and for pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.

### The National Curriculum for Geography

#### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school and an enquiry-based approach to learning.

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Aspiring for excellence for all, together as a catholic community.*



Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. We place oracy at the heart of geography lessons. Children develop confidence in speaking and listening by discussing geographical ideas, using subject-specific vocabulary, explaining their thinking, and justifying their views through purposeful discussion and enquiry. Pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them along

At St Joseph's, we ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

### Impact

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Children should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

### Programme of Study

#### EYFS

- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

#### Year 1 & 2 (KS1)

- Locating and recognising local features, drawing and following simple maps of the school.
- Weather – Studying the UK countries and cities. Looking at the four seasons and associated weather. Investigating the UK's hot and cold places using weather maps.
- Shanghai – recognising continents, oceans and countries outside the UK with a focus on China.



- Hot and cold places – learning about climate zones and mapping out hot and cold places globally. Comparing North and South Poles and Kenya. Learn compass points and seven continents.
- Our World – Identify features and characteristics of the uk, naming the oceans and locating them on a world map.
- Coastal living – using atlases to locate oceans and continents of the world. Revisit countries, cities and surrounding seas of the UK.

#### Year 3 & 4 (Lower KS2)

- Volcanoes – Learning about tectonic plates, how mountains are formed, types of volcanoes and types of earthquakes.
- Antarctica – learning about latitude and longitude and links to climate and features of the polar region. Children study Shackleton's expedition before planning their own.
- Settlements – Exploring settlements, urban and rural, human and physical features in the local area comparing their local area and New Deli.
- Rainforests – Links between Bios and climate, looking at the Amazon Rainforest.
- Food imports – Looking at fair trade and food imports from around the world.
- Rivers – Exploring the water cycle, name and map major rivers in the uk and globally.

#### Year 5 & 6 (Upper KS2)

- The Alps – Discovering the climate of mountain ranges, identifying human and physical features that attract tourists and investigating tourism in the local area.
- Oceans – Exploring the significance of our oceans, learning how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging the marine environment.
- Desert – Recapping Biomes and focusing on hot desert Biomes and their characteristics. Children map the largest global deserts. Learn about the Mojave Desert.
- Population – Looking at global population distribution and why certain areas are more populated than others. Factors that influence birth and death rates and migration.
- Energy – Learning about war time zones while exploring natural resources and energy found in the United States and the United Kingdom. Learning about renewable and non-renewable energy sources and the impacts these have.



- Field work enquiry- planning and carrying out their own independent enquiry in the local area.

### **Assessment and Recording**

At St Joseph's we record our work in our Geography Books.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

We assess using 'Assessment questions and quizzes' before and after each topic is taught.

Teachers use adaptive teaching where children are provided with a variety of scaffolds to ensure progression throughout the subject. Through this, teachers can see children's level of understanding. Teachers also monitor the children's understanding by 'helicoptering' correcting any misconceptions straight away in the lesson and then by 'conferencing' in the next lesson any children who did not understand the learning question. Children also assess their own learning by self-marking and reflecting on their work.

### **Inclusion**

All children are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability. At St Joseph's we aim to meet the needs of all our children by providing a variety of teaching and learning styles and adapted opportunities and scaffolds appropriate to the children. We do this through our adapted teaching ensuring children receive challenging and enriching opportunities at every level.

### **Monitoring**

Geography is monitored through establishing a secure profile of the subject and ensuring that the resources are sufficient and appropriate. The Subject Leader will monitor books, planning and the teaching of geography and ensures that progression of key geographical skills throughout the school is effectively planned for. The Subject Leader will assist colleagues to identify key skills to be taught, within a particular unit, and how to assess this learning. The Subject Leader will assist colleagues in the planning and delivering of lessons.

### **Resources**

Existing, geographical resources are stored centrally in the Humanities Resource. We keep these in a central store. The library contains a good supply of geographical topic books to support children's individual research. We also use the Essex Loan box Scheme to hire artefacts and books to support specific units of study.



Class teachers are encouraged to have a topic board and table for each of the geography topics where work, books and other artefacts are displayed and easily accessible for children.

### Review

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

Review Date: July 2027