



Learn and Grow Together in Christ

St. Mary's RC Primary School

Geography Policy

2025-2026

Reviewed by M. Moriarty - December 2025

Agreed by Governing Board - December 2025

Policy will be reviewed by September 2026

Geography Policy 2025-2026

Our Mission

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ

Curriculum Intent

At St Mary's, Geography helps to provoke and answer questions about the natural and human world, encouraging children to develop a greater understanding of their world and their responsibilities within it. Geography is an investigative subject that develops concepts, knowledge and skills, feeding a child's natural curiosity. Our curriculum is coherently sequenced to build knowledge and skills progressively from EYFS to Year 6, ensuring ambition and preparation for the next stage of education. We seek to inspire curiosity and fascination about the world and its people, promote understanding of diverse places, and ensure awareness of sustainability and human impact.

Aims and Objectives

- Gain knowledge and understanding of places locally and globally
- Respect and understanding of other cultures
- Develop map and graphic skills
- Understand environmental issues and sustainability
- Foster global citizenship
- Build enquiry, ICT, and presentation skills

Implementation

Our curriculum aligns with the

- National Curriculum,
- SEND Code of Practice,
- Equality Act 2010, and
- EYFS framework.

Geography and history are taught on an alternating basis: one subject is delivered weekly for approximately half a term, followed by the other. This ensures sustained focus and progression in both subjects across the academic year. Lessons include statutory fieldwork, enquiry-based activities, and cross-curricular links with English, Maths, PSHE, and ICT. Teachers adapt lessons for SEND/EAL using scaffolding, targeted questioning, and differentiated resources.

Cultural Capital

Our geography curriculum enriches cultural capital by exposing pupils to diverse global perspectives and current issues, fostering respect and positive citizenship.

Assessment

Teacher assessment is ongoing and includes observation, discussion, marking, self- and peer-assessment. Unit-end evaluations inform planning and subject monitoring.

Monitoring & Evaluation

The subject leader monitors planning, teaching, and outcomes termly, feeding into the school improvement cycle. Evidence includes planning scrutiny, lesson observations, and pupil voice.

Roles and Responsibilities

Role of the Subject Leader

Monitoring and Review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject.
- gives the head teacher, curriculum lead and the Governing Body an annual summary report in which the geography lead will highlight the strengths and weaknesses in geography and indicate areas for further improvement on a subject action plan.
- collect evidence of the children's work, planning and display work and to observe geography lessons across the school.

Resources

We are currently in the process of updating resources in our school, to enable quality teaching of all the geography units in our sequence of learning. We keep these resources in a central store. We also keep a collection of geography equipment, which the children use to gather weather data, and a set of atlases for both key stages.

We use library loans to ensure that we have a good supply of geography topic books, as well as access to the internet to support the children's individual research.

Role of the Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons, combining whole-class teaching with enquiry-based research activities. Children use maps, statistics, graphs, pictures, and ICT to enhance learning. Role-play, discussions, and problem-solving activities are integral. Wherever possible, pupils engage in real geographical activities, such as investigating local environmental issues.

Linked Policies

- SEND,
- Assessment,
- Behaviour,
- Marking and Feedback
- Pupil Premium.

Policy Review

This policy will be reviewed in September 2026