



Geography Curriculum Policy

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Our Vision

At St Peter's our vision is something that motivates and inspires us and keeps us focused on where we want to go as a school. It's a vision for everyone in the school: the children, staff, parents and governors. It is underpinned by the Bible verse 'All things are possible.' Mark 9:23.

Introduction

At St Peter's we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Peter's enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

Our curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Improving the children's geographical understanding of the world will support their dreams and aspirations for the future. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and making them realise that all things are possible.

The National Curriculum

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

- Develop knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world.

- Are competent in the use of geographical skills such as fieldwork, map reading and data analysis.
- The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography, the children learn a range of skills, concepts, attitudes and methods of working.

Aims

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence.

Through their growing knowledge and understanding of human geography, children gain an appreciation of:

- life in different societies,
- helping to develop a sense of other cultures and
- how nations rely on each other.

Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The learning intention for each lesson is informed by the National Curriculum (2014) and children are guided towards this within each lesson using success criteria.

Teaching and learning in geography are supported by a wealth of resources, including specific online platforms. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle in Geography. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know' strategy throughout a unit, alongside specific and measurable LFs (Learning Foci) for each lesson with child and teacher review of the agreed success criteria.
- Double Page Spreads that are added to each week with relevant facts and information.
- Spaced retrieval exercises that recall and recap previous learning.

Planning and Resources

Key knowledge is meticulously planned over a 2 Year Cycle and taught through sequenced lessons. Geographical enquiry skills are developed across each topic, and these are recorded on the 'Knowledge Organiser' Document. These are also explicitly outlined on each topic overview, which make links to the National Curriculum. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

The planning of Geography focuses on 3 key concepts:

Patterns			Places			Location		
Change 	Impact 	Connectivity 	Identity 	Diversity 	Characteristics 	Scale 	Direction 	Local/Global 

Geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains a supply of geography topic books to support children's individual research. Children can also use ICT resources, remotely enabling parents to become involved in their child's learning. Planning is achieved collaboratively with phase class teachers and plans are saved electronically for ease of access.

Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the **Early Learning Goals** objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils investigate:

- Pilning & Bristol, Continents & Oceans (Poles and Equators), Jamaica – Kingston (Cycle A)
- The United Kingdom, Modern London and Continents & Oceans (Cycle B)

Lower Key Stage 2

During Lower Key Stage 2, pupils investigate:

- Italy and Counties & Cities of the UK (Cycle A)
- Rivers & Water Cycles and Countries and Cities of Europe (Cycle B)

Upper Key Stage 2

During Lower Key Stage 2, pupils investigate:

- Local Study around Bristol and Greece (Cycle A)
- Mexico, Bristol & the Slave Trade and Natural Disasters (Cycle B)

St Peters Geography Key Concept Outline

Dream, Believe, Achieve
KSI - Geography Concept Progression



	Key Concepts	Patterns			Places			Location		
		Change 	Impact 	Connectivity 	Identity 	Diversity 	Characteristics 	Scale 	Direction 	Local/Global
Cycle B	United Kingdom 				✓	✓		✓	✓	✓
	Modern London 	✓		✓		✓				✓
	Continents and oceans 		✓				✓			✓
Cycle A	Pilning and Bristol 	✓		✓	✓	✓		✓	✓	✓
	Continents and Oceans- Poles and Equator 		✓				✓	✓	✓	✓
	Jamaica- Kingston 			✓	✓	✓	✓			✓

Dream, Believe, Achieve
Lower KS2 - Geography Concept Progression



	Key Concepts	Patterns			Places			Location		
		Change 	Impact 	Connectivity 	Identity 	Diversity 	Characteristics 	Scale 	Direction 	Local/Global
Cycle B	Rivers and the Water Cycle 	✓	✓	✓			✓		✓	✓
	Countries and Cities of Europe 			✓	✓	✓		✓		✓
Cycle A	Italy 	✓			✓		✓		✓	✓
	Countries and Cities of the UK 			✓	✓	✓			✓	✓

Dream, Believe, Achieve
Upper KS2 - Geography Concept Progression



	Key Concepts	Patterns			Places			Location		
		Change 	Impact 	Connectivity 	Identity 	Diversity 	Characteristics 	Scale 	Direction 	Local/Global
Cycle B	Mexico 	✓		✓	✓	✓	✓	✓	✓	✓
	Bristol & the Slave Trade 	✓	✓	✓						✓
	Natural Disasters 	✓	✓	✓			✓	✓	✓	✓
Cycle A	Local Study around Bristol 	✓			✓	✓	✓	✓	✓	✓
	Greece 	✓			✓			✓	✓	✓

Policy Agreed:

At a meeting of the Quality of Education committee held on 19 June 2025.

Next Review: May 2028

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>