



## Curriculum Intent:

The intention of our Geography curriculum is for our children to have a curiosity and fascination about God's world, weaving together important geographical themes with place studies across the world and through interesting case studies. Beginning on a local and national scale before broadening to an understanding of carefully selected diverse places, people and resources spanning the globe, this fundamental knowledge centres around a growing locational framework that is progressively built upon through a deepening understanding of Human and Physical Geography alongside the application of key geographical concepts throughout all units.

By the end of KS2, our children will begin to appreciate the influence of both humans and movement of people, enabling them to become geographically aware of the world around them today. We strive for our children to be environmentally sustainable, 21st century citizens, that can begin to appreciate our ever-changing world—something our children will take with them for the rest of their lives.

# Geography

## Curriculum Vision:

Deepen children's understanding of the world in which we live and to be naturally curious of how things have been formed around them and how things change over time. For pupils to comprehend that Geography is a 'living' subject that deals with the world around us and the 'here and now' To know that the world is a diverse place with many opportunities for travel, beyond St Helens. To influence aspirations for travel and know our carefully selected places of study across the world, are accessible to everyone.

I have been the Geography subject champion at Parish for the past year. I am passionate about helping children explore the world around them and enjoy seeing how Geography connects with other subjects across the curriculum. This year, I have led the initial implementation of our Opening Worlds Geography curriculum, supporting staff with planning and delivery. I have also engaged with LDST network meetings to help shape and strengthen our Geography provision.



Mr Campbell-  
Subject  
Champion

## Curriculum Sequencing:

Beginning in EYFS with the study of Learning Enquiries, focussed upon our 'Local Area' before introducing 'Our Local Community', 'Life in Our Country' and 'Life in Countries Around the World', learning builds upon children's interests while laying the foundations for further study within the discipline of Geography across school.



Then from Y1—Y6, we use the National Curriculum as a basis to continue to focus on the transferrable concepts of 'change, diversity and interaction.' With an understanding of these three concepts through our bespoke planning, supplemented by use of Opening Worlds curriculum resources in KS2, children will be able to begin to understand the changing nature of the world around them.

At each stage of study, knowledge is carefully considered across all topics, building systematically on a growing understanding of locational knowledge, in addition to an understanding of human and physical geography. Skills to apply knowledge are also considered with their progression across year groups. In KS2, Geography is taught weekly to ensure retention of knowledge with the content going beyond the expectations of the National Curriculum.

Throughout school, use of Geographical substantive milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided—thus ensuring that all children truly know more and remember more.

## Pedagogical Approach:

As opposed to strategies in their own right (with the exception of Storytelling), each of our ten teaching techniques are used to support staff understanding and elicit improved pupil responses.

Pre-teach key vocabulary 	Storytelling 	High-quality teacher talk 	Choral Response (MTYT/TTYP) 	Questioning + Rephrasing  If it's worth asking, it's worth everyone answering
Secure Fluency  (Fluency = Accuracy + Speed)	Core Knowledge 	Secure pace 	Avoid guessing games 	Assessment  Quick, short burst and frequent



## Transferrable Concepts:

Transferable concepts in geography—such as place, space, scale, environment, interdependence, and change—are central to helping pupils make sense of the world and apply their knowledge across different topics and contexts. By revisiting these concepts throughout the curriculum, pupils develop a deeper, more connected understanding of geographical ideas that can be applied to new locations, case studies, and global issues. This not only strengthens their grasp of geography but also enhances their ability to think critically, make comparisons, and understand complex systems—skills that are valuable across the wider curriculum and in everyday life.

## Curriculum Progression:

Beginning in EYFS with the study of Learning Enquiries, focussed upon our 'Local Area' before introducing 'Our Local Community', 'Life in Our Country' and 'Life in Countries Around the World', learning builds upon children's interests while laying the foundations for further study within the discipline of Geography across school.

Then from Y1—Y6, we use the National Curriculum as a basis to continue to focus on the transferrable concepts of 'change, diversity and interaction.' With an understanding of these three concepts through our bespoke planning, supplemented by use of Opening Worlds curriculum resources in KS2, children will be able to begin to understand the changing nature of the world around them.

At each stage of study, knowledge is carefully considered across all topics, building systematically on a growing understanding of locational knowledge, in addition to an understanding of human and physical geography. Skills to apply knowledge are also considered with their progression across year groups. In KS2, Geography is taught weekly to ensure retention of knowledge with the content going beyond the expectations of the National Curriculum.

Throughout school, use of Geographical substantive milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided—thus ensuring that all children truly know more and remember more.

# Our Rainbow Promises in Geography:

## Resilience and Perseverance:

**Geography encourages pupils to engage with challenging concepts such as climate, global trade, and natural disasters. Through revisiting core knowledge, using precise vocabulary, and thinking critically about complex ideas, pupils learn to persevere and build resilience in their learning.**

## Articulate Learner:

**The curriculum places a strong emphasis on language development. Pupils are taught to use subject-specific vocabulary accurately and confidently, discuss geographical concepts, and explain their thinking clearly—supporting them to become articulate communicators.**

## Influence Aspirations

**Geography opens up a broad understanding of the world and introduces pupils to a wide range of global issues, places, and roles within society. This fosters ambition and helps children see how their learning connects to future opportunities and careers.**

## Nurture Curiosity

**N – Nurture curiosity: Geography is driven by questions—about people, places, and the environment. Pupils are encouraged to explore, investigate, and ask thoughtful questions, helping to nurture a sense of curiosity and wonder about the world.**

## British and Christian Values

**British and Christian Values: The curriculum helps children understand themes such as stewardship, responsibility, diversity, and respect for others and the environment. Case studies often explore different cultures and communities, promoting empathy and values rooted in both British and Christian traditions.**

## Opportunities to Build on Knowledge and Skills

**Carefully sequenced lessons ensure pupils gain deep, lasting knowledge alongside practical skills such as map reading, fieldwork, and critical thinking. Each unit builds on previous learning, enabling pupils to make meaningful connections and grow in confidence.**

## Wellbeing and Health

**Through topics like human–environment interaction, sustainability, and global citizenship, pupils reflect on the impact of geographical issues on people's lives and wellbeing. Outdoor learning and fieldwork also support physical and mental health by encouraging active engagement with the world around them.**



# Inclusive Practice in Geography:

## EYFS as the Bedrock of Learning:

**ELG – Understanding the world.**

**People, Culture and Communities – The Discipline of Geography.**

**Characteristics of Effective Learning.**

**1.) Engagement – Playing and Exploring.**

**2.) Motivation – Active Learning.**

**3.) Thinking – Creative and Critical Thinking.**

**Focus on 3 learning enquiries: 'Our Local Area', 'Life in Our Country' and 'Life in Countries Around the World'. Detail provided within EYFS knowledge planner.**

## Meeting the needs of all learners:

**Our curriculum design allows children to improve their own metacognition and access the lesson at their level. Children are encouraged to deepen their own understanding with use of adaptive teaching techniques to ensure that all children are able to access the learning.**

**Pupils are given additional support within lessons dependent on their individual needs. Pre-teaching and interventions also take place to support the retention of 'Geographical Milestones' for all learners. The 'milestone knowledge' is the pre-determined essential knowledge that children require to progress to the next stage of their learning.**

## Strong Foundations:

**Our geography curriculum lays strong foundations by introducing children to the knowledge, vocabulary, and ways of thinking that help them make sense of the world around them. In the early years, children begin to explore place, patterns, and simple maps through high-quality talk, stories, and hands-on experiences, helping them build the language and concepts they'll need later. As pupils move through the curriculum, content is carefully sequenced so that knowledge is revisited and deepened over time. This structured, cumulative approach supports secure understanding, long-term retention, and increasing confidence in using geographical knowledge to think and talk about the world.**



# Wider Curriculum Considerations in Geography:

## Developing Cultural Capital:

**Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.**

**Through our Geography Curriculum we build cultural capital with:**

**Fieldwork opportunities within the local area and beyond.**

**Use of a wide range of high-quality maps to identify places in the world and understand their physical and human geography (including the impact humans have had).**

**Linking learning of other cultures and languages to their geographical location.**

## Personal Development:

**Our geography and history curriculum plays a powerful role in pupils' personal development by broadening their horizons and deepening their understanding of the world and their place within it. Through rich, knowledge-based teaching, children encounter diverse cultures, belief systems, and historical perspectives, helping them to develop empathy, respect, and a strong moral awareness. Carefully chosen content encourages thoughtful reflection on issues such as justice, sustainability, identity, and human impact, nurturing socially responsible, outward-looking individuals. High-quality texts, structured discussion, and meaningful vocabulary support pupils to express themselves confidently and engage with the world beyond the classroom.**

## Staff CPD:

**Collaborative approach to planning across the partnership.**

**LDST networking on Geography curriculum including with 'School Improvement Liverpool' curriculum updates..**

**Opening Worlds Curriculum training for all staff.  
EYFS Geography Training with David Weatherly.  
Ongoing coaching cycles to develop teaching and learning pedagogy.**

**A**

## Assessment:

**A=Ongoing formative assessment throughout all levels supported by ten teaching techniques.**

**Retrieval based learning techniques every lesson with three formally evidenced per topic.**

**Synoptic task as the end of each unit alongside a mid-topic quiz.  
Report generated termly by subject leader with opportunities for collaboration and moderation of judgements. Also subject monitoring and next steps provided.**

