



Geography Policy on a Page:



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.



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.



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.



Curriculum Progression:

See Knowledge Planner



Reading as the Beating Heart

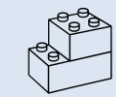
Incorporation of Reading within every Geography lesson as 'the beating heart.' Throughout our Geography lessons, storytelling is used to illustrate key ideas, explain key concepts and build schema. This is fundamental to the development of new knowledge. while engaging all pupils from the outset. Staff sharing and modelling their own relationship with the knowledge through storytelling and use of reading booklets ensures that reading remains at the 'beating heart' of our Geography Curriculum.

Geographical Reading Spine, including core and supporting texts alongside progressive sets of atlases across KS1.

Use of Opening World booklets across KS2.

Wider reading around the subject with books and literature from the schools library service.

Vital vocabulary (mapped out to have a mixture of tier 2 and tier 3 vocabulary) in all units of work.



EYFS As the Bedrock:

ELG – Understanding the world.

People, Culture and Communities – The Discipline of Geography.

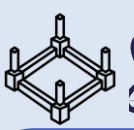
Characteristics of Effective Learning.

- 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.



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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.



Inclusive Practice - 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.



Teaching Pedagogy:

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



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.**



Rainbow Promises:

Our geography curriculum, including Opening Worlds, supports the RAINBOW curriculum drivers by fostering resilience through challenging concepts, promoting articulate communication through rich vocabulary, and inspiring aspirations by connecting learning to the wider world. It nurtures curiosity through enquiry-led learning, supports British and Christian values by exploring diverse cultures and global responsibilities, and offers structured opportunities to develop key knowledge and skills. Additionally, it contributes to wellbeing by encouraging reflection on human-environment relationships and through learning experiences..



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.



Assessment:

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.