St Francis Xavier Catholic Primary School

Geography Policy

Date written	October 2026
To be reviewed by:	September 2027

Intent

At St Francis Xavier, it is our intention that Geography is taught through half-termly and termly topics designed to ignite pupils' love of learning. This enables teachers to create cross curricular links, giving meaningful context for the learning. Geography is important within our school; we seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. We especially want the children to draw on the experiences of our diverse school community to explore various places, people and communities in the United Kingdom and around the world. We also want children to be knowledgeable of their local area and explore this through topics and getting out into the local environment around school. As they continue on their journey through Geography, we aim to explore the relationship between the Earth and its people stimulating curiosity and imagination relating this to current world affairs where appropriate.

Implementation

Below, are statements for how Geography is delivered in Saint Francis Xavier.

- Geography is taught throughout the year in half-termly or termly topics which are designed to ignite curiosity about the local area and wider world.
- Fieldwork is incorporated throughout the school year giving children practical experiences of using key geography skills within their local area.
- Geography is taught through a vocabulary rich curriculum allowing children opportunities to learn new terminology and imbed this within their long term memory which will be evident within their work and classroom discussion.
- As children progress through school they are provided with opportunities to develop their knowledge on their local area and wider world which ultimately develops their cultural capital.
- Where possible we draw on knowledge from our diverse school community to enhance learning.

Impact

Children have at least 1 term of geography focused topics in which children will study Geography for at least 2 hours per week. Children will have a good geographical knowledge about the world we live in and will be able to discuss their understanding using subject specific language confidently. By the time our children leave the school, they will be confident and curious geographers who have a diverse understanding of our world and communities.

Expectations

When teaching a Geography topic at least 2 hours' worth of lessons should be evident within the weekly timetable, taught by the class teacher where possible. All children are to be engaged and part of the lessons and a clear sequencing of lessons will be evident within books.

The structure of a Geography lesson follows guidance from the Mastery Curriculum Plus.

It is expected that the following items are evident in Geography lessons:

- Knowledge organisers and unit assessments to be stuck in topic books at the start of each topic.
- High expectations of vocabulary. For example, children to be encouraged to speak in full sentences and use correct terminology within their answers and classroom discussions. High level of vocabulary to be modelled by all staff using correct terminology at all times.

 Vocabulary to be on displays using images to support understanding

- Clear skills and outcomes in all sessions to be presented over a double page spread using a variety of presentation devices. For example leaflets, water cycle spinner and written work.
- Learning objectives to be stuck in the books each lesson along with core knowledge and vocabulary taught in the lesson.
- Children to be aware of the learning journey to understand what they have learnt previously and what they will learn.
- Engagement of all pupils
- Questioning
- A love of learning
- Developing curiosity about the world around them.
- Where appropriate children to have practical experiences. For example, children to use physical maps and compasses to explore school grounds and further afield.

The National Curriculum

EYFS

Within the EYFS Statutory framework geography skills are evident throughout Understanding the World.
These skills form the basis of knowledge which is then built on throughout the school.

People, Culture and Communities
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical

geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational Knowledge

- Name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and

Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Responsibilities of the Geography co-ordinator

The co-ordinator will be responsible for:
- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the Geography Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending any relevant courses and cascading relevant information.
- The ordering, storage and inventory of Geography resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

Equal Opportunities

All children must have equal access to similar activities and be encouraged to develop to their maximum potential regardless of race, gender, class and physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum.

Monitoring & Evaluation

The Geography co-ordinator will monitor the delivery of Geography within the school informally and through lesson observations. These will take place within the school's identified programme of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development and identify areas for CPD.

Assessment

Teachers will use O Track to show assessment of skills, knowledge and understanding, which will be completed by the end of each topic. Teachers should then use this to guide their teaching and identify any gaps in learning.