

For with God, everything is possible (Matthew 19:26)



Geography



#EverythingIsPossible



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Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

In our geography curriculum, we ensure that children recognise and [respect the uniqueness and diversity of people and cultures all around the world](#). They are [exposed to a myriad of different countries to develop an understanding of the wider world](#), and they know it is there for them to explore. For with God, anything is possible.



The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

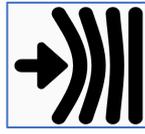
We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

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Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNnowledge

Our five Crown Principles drive our Geography curriculum.

Rationale for our Geography Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children relish challenges that being a geographer can bring. We ensure that **children experience challenges in all Geography disciplines, within the 4 strands of geography:** locational knowledge, place knowledge, environmental, human and physical and map skills and fieldwork.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination in geography. The children will overcome adversity through certain topics such as **natural disasters and environmental issues**. **Field work** is an essential part of each year group's learning and children must show resilience when collecting, analysing and communicating their geographical data. We strive to ensure children are resilient and determined to look after and respect the world they live in.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. Through careful planning, we invite visitors into school who have careers in geography to inspire the children. We are passionate about global citizenship and give ample opportunities for children to communicate with their friends around the world. **"Geography is learnt through the soles of our feet"** is our key phrase and we ensure every child experiences fieldwork each year.

Wellbeing

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At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. In geography, we ensure children appreciate the big concepts of environmental impact, sustainable development, cultural awareness and cultural diversity. Our geography curriculum ensures children have **an appreciation of the world around them and feel a sense of place as well as feeling a sense of connectedness to their friends around the world**. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

knowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in geography is **crafted by our curriculum leader and geography subject leader** to ensure that all pupils achieve secure subjective and disciplinary knowledge in geography. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.

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Being a Queen's Park Geographer

"Geography is learned through the soles of our feet"



"We are a small part of a big, wide world"



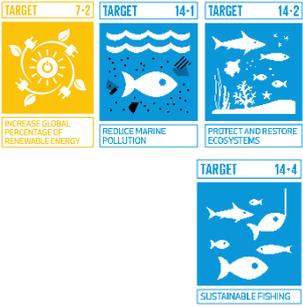
Being a geographer means that disciplinary and substantive knowledge complement each other harmoniously. Geography disciplines such as reading maps to automaticity, interpreting a range of sources of geographical information are high profile within our geography curriculum. Through disciplinary literacy, all children read like geographers: reading data, reading maps and using quality non-fiction texts. Reading is the 'beating heart' of our geography curriculum.



Intent

Geography Long Term Plan

Queen's Park Crown Curriculum			
All our planning is based on our key principles and intent for our curriculum			
Year Group	Challenge Resilience Opportunities Wellbeing Knowledge		
	Autumn	Spring	Summer
NC Geography strand	Map Skills and Fieldwork	Location and Place Knowledge	Human and Physical
EYFS	<p>Through an 'explosion of experiences', our youngest geographers are exposed to the foundations of their geography learning. Carefully planned geography knowledge, skills and experiences are provided for our children. Throughout the year, the children will explore key geographical concepts, such as seasonal change, map work and begin to explore different people, both real and fictional, and cultures from around the world. The foundations of geography learning in EYFS is linked to Year 1 and beyond.</p>		
Year One	<p>What is in my local area?</p> <p>Queen's Park to Cambridge Road</p>	<p>Where do I live?</p> <p>UK and Surrounding Seas</p>	<p>Why can't you build a snowman at the equator?</p> <p>Hot and Cold Places</p> 

<p>Year Two</p>	<p>What is in my local area? Queen's Park to Taylor Park (Explore H/P features in park)</p>	<p>How is St Helens different to...? Comparative Study Queen's Park and Arise School in Tanzania.</p> 	<p>What is the highest mountain in the world? Mountains</p> 
<p>Year Three</p>	<p>What is in my local area? Queen's Park and the Surrounding area</p>	<p>How does Merseyside different to...? Comparative Study Merseyside and Wiltshire</p>	<p>What is the longest river in the world? Mountains/Rivers Part 2 of Map and Field work – Trip to Liverpool</p> 
<p>Year Four</p>	<p>Where is Chester, and what is it like? A tourist guide to Chester</p>	<p>How is the North West different to...? Comparative Study NW region of UK and Lazio regio of Italy Part 2 of Map and Field work – trip to Chester</p>	<p>What makes the world angry? Earthquakes and Volcanoes</p> 
<p>Year Five</p>	<p>Where is our nearest coastline, what is it like, and how has it changed?</p>	<p>Who has the greatest lakes? Comparative Study</p>	<p>Where is our nearest coastline, what is it like, and how has it changed?</p>

	A Coastal Study	The Great Lakes of North America and The Lake District	Changes to a coast/town over time.
			
Year Six	Why is the East Lancs Road a lifeline to St Helens? A Local Study	Human and Physical	Location and Place Knowledge
		Why was Liverpool significant in WW2?	Is South America the same all over? South America 

Geography is taught three times throughout the year with a key focus on one of the geography strands.

Links to sustainability have been made throughout the curriculum to give each of the topics context, and purpose for learning.

Climate Education & Sustainability

Our Geography curriculum is designed to cultivate students' understanding of sustainability and their role as responsible global citizens. Our long-term plan integrates environmental, social, and economic dimensions of sustainability across all key stages, ensuring students develop a critical awareness of contemporary geographical issues, including climate change, resource management, urbanisation and biodiversity.

We have linked our curriculum with the United Nations' Sustainable Development Goals which provide our curriculum with context and purpose.

Our staff make explicit links to these goals during Geography lessons.



Progression in Geography

Progression documents

Our progression documents have been created by the Curriculum Leader and Geography Subject Leader to ensure clear progress in the 4 strands of geography we focus on at Queen’s Park: map skills and field work, locational knowledge, place knowledge and human and physical geography.

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS – Year 6.

<i>Progression of knowledge, vocabulary, skills and suggested assessment outcomes</i>				
Locational and place knowledge	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
EYFS – My World Your World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences and similarities they have seen from stories and photos. Recognise some environments that are different to the one in which they live 	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>Map</p> <p><u>Where</u></p> <p>Place</p> <p>town</p>	<ul style="list-style-type: none"> Exploring countries on our class globe. Talk about the holidays we have been on and how they are different from where we live. Building different structures in the construction area based on <u>buildings from</u> around the world. 	Children can demonstrate key knowledge, vocabulary and skills within provision when working with an adult
Year 1 – Where do I live?	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> I live in St Helens and I know my address. (Revise from previous work) St Helens is in the county of Merseyside and in the country of England. The 4 countries of the UK are England, Scotland, Wales and Northern Ireland. The seas that surround the United Kingdom are The English Channel, North Sea, Irish Sea, Celtic Sea. I know the capital of England is London. I know the capital of Sootland is Edinburgh. I know the capital of Wales is Cardiff. 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>London (proper noun)</p> <p>Edinburgh (proper noun)</p> <p>Cardiff (proper noun)</p> <p>Belfast (proper noun)</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>address, country, capital, sea, county,</p> <p>house, street, road, town, city, county, country, terraced house, semi-detached, detached, England, Ireland.</p>	<ul style="list-style-type: none"> I can explain where I live and tell someone my <u>address</u> (Recap) I can name and locate the four countries of the United Kingdom and locate them on a map. (Including capital cities) I can name the seas that surround the United Kingdom. 	Children can locate the countries in the UK and can locate the capital cities.

Together, we believe, achieve and enjoy

Above is a snapshot of the progression document. See progression documents on website for full details.

Oracy at Queen's Park

Oracy is a fundamental pillar of our curriculum and underpins all learning. We recognise that strong communication and language skills are essential foundations for pupils' success across the curriculum and in later life. From the earliest years, children are taught to listen attentively, speak clearly, and express their ideas with confidence, using a rich and ambitious vocabulary.

Our curriculum places a strong emphasis on developing oracy through structured talk, discussion, and purposeful opportunities to articulate thinking. By embedding high-quality talk across all subjects, we enable pupils to deepen understanding, build knowledge, and make connections in their learning. Strong foundations in oracy support pupils' reading and writing development, enhance engagement, and ensure all children, including those who may experience language barriers, can access the full curriculum.

As a result, pupils become confident communicators who can explain their thinking, collaborate effectively with others, and engage thoughtfully with the world around them.

Vocabulary

Vocabulary is V.I.T.A.L in Geography

Valued

We value vocabulary in [Geography](#) and in everything we do.

Identified

[Geographical vocabulary](#) is identified by the [geography subject leader](#) and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for [key geographical vocabulary](#) and the [geography medium term plans](#) include additional vocabulary to be taught.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment [outcomes in geography](#).

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, [children revisit and relearn key geographical vocabulary](#).

Early Years Foundation Stage

Through an **'explosion of experiences'**, our youngest geographers are exposed to the foundations of their geography learning. Carefully planned geography knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our geography curriculum in EYFS. Geographical vocabulary is planned for. Staff are role models in demonstrating geographical vocabulary and this is further enhanced in our excellent provision. The foundations of geography learning in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their geographical knowledge, skills and vocabulary. The curriculum leader and geography subject leader have created a meaningful, sequential learning journey through geography. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation

Pedagogy



Both our staff and children are enthusiastic about geography. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the geography they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our Geography curriculum, therefore lessons are scaffolded where appropriate in order to meet the needs of all our children.

Inclusion through adaptive teaching

Both our staff and children are enthusiastic about Geography. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the Geography they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

At Queen's Park, we implement an adaptive teaching approach to ensure that all learners engage in meaningful, challenging, and achievable learning experiences. Our strategy is informed by the Education Endowment Foundation (EEF) research on adaptive teaching, emphasising high expectations, scaffolded support, and responsive adjustments to meet the needs of all pupils. We ensure effective, early identification of any additional barriers to learning, inclusive of but not restricted to Special Educational Needs, Pupil Premium and EAL. Adaptive teaching is essential to our quality first teaching offer as part of our graduated response.

Our Approach: 80% Proactive, 20% Reactive

We recognise that effective adaptive teaching is most successful when it is intentionally planned in advance (proactive) while also allowing for real-time adjustments (reactive) based on pupil responses and progress. Our model ensures:

80% Proactive Adaptive Teaching: Teachers anticipate and plan for diverse learning needs by designing lessons that provide challenge while being accessible to all. This includes the following:

- o Carefully structured tasks that encourage all learners to think hard but remain achievable with time, effort, and support.
- o Scaffolded instruction, including modelling, worked examples, and guided practice.
- o Strategic use of questioning to check understanding and deepen learning.
- o Use of visuals and concrete resources to support learning.
- o Scaffolded tasks that enable all children to access the curriculum without lowering expectations.
- o Planned opportunities for retrieval throughout the curriculum and where appropriate planned opportunities for pre-teach of new learning.
- o Use of accessibility features on iPads to support learning tasks or use of ICT to provide further scaffolding.
- o Where necessary, a modified curriculum to ensure full curriculum entitlement for children who are working below the age-related expectations as identified on the SEND register.

20% Reactive Adaptive Teaching: Teachers remain responsive during lessons, adapting in the moment to ensure all learners stay engaged and make progress. This includes:

- o Making in-the-moment adjustments, such as providing additional explanations, breaking down tasks further, or offering immediate feedback.
- o Using formative assessment strategies to identify and address misconceptions as they arise.

- o Adjusting levels of support, such as peer collaboration, teacher intervention, or additional scaffolding, based on pupil responses.

Digital Strategy

For with God, everything is possible: Empowering Learners for a Global Future.

At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.



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Our pedagogy around adaptive teaching is based on our Crown Curriculum principles:

Challenge

We ensure that all learners engage in thinking hard about their learning while accessing tasks that are achievable with time, effort, and support. We do not lower expectations or simplify content unnecessarily; instead, we provide the right scaffolds and strategies to enable all pupils to meet ambitious learning goals.

Resilience

We ensure that all learners develop the ability to embrace mistakes as part of learning and take ownership of their progress. We recognize that resilience is not just a personal trait but a skill that can be developed through carefully structured learning experiences.

Opportunities

Our adaptive teaching strategy is designed to provide every learner with opportunities to succeed and raise their aspirations. We believe that every child, regardless of their starting point, should have access to a rich, challenging, and supportive curriculum that enables them to achieve success now and in their futures.

Wellbeing

Our adaptive teaching strategy is designed not only to support academic success but also to prioritize pupil wellbeing. We recognize that effective learning happens when children feel safe, valued, and supported and our approach ensures that every pupil can engage with challenge and make progress without feeling overwhelmed. By embedding wellbeing into our teaching practices, we create a learning environment where all children thrive and feel personal success.

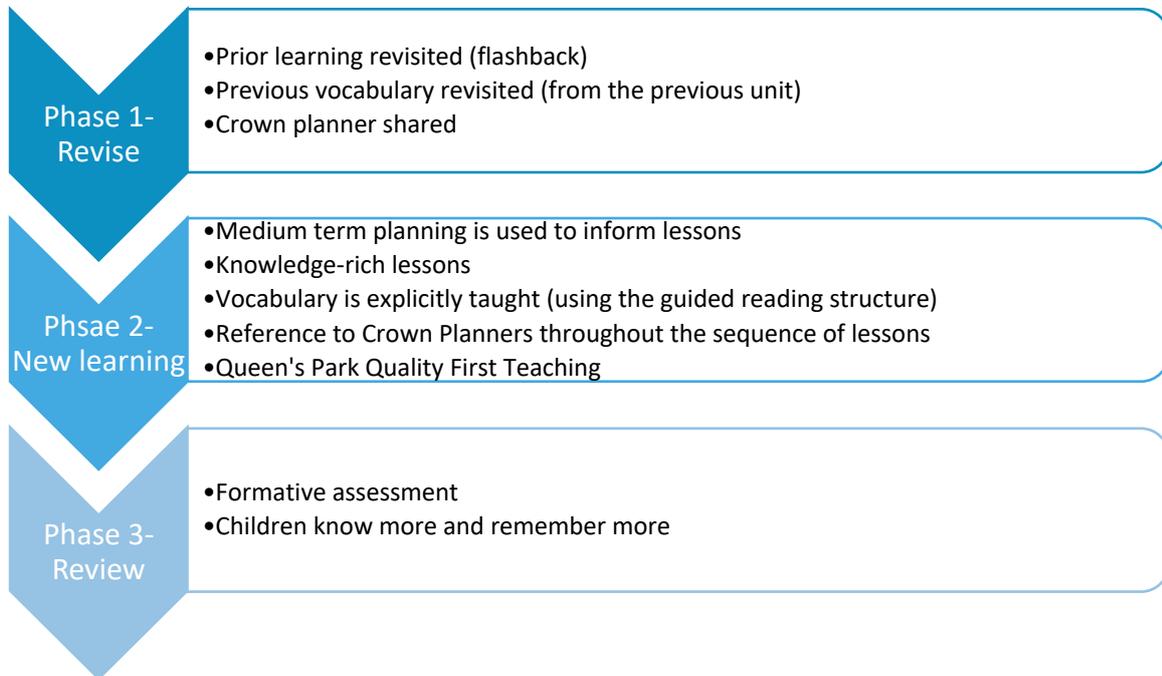
knowledge

Our adaptive teaching strategy prioritises learning through knowledge acquisition. By tailoring instruction to meet diverse learners' needs, we facilitate deeper engagement with the curriculum

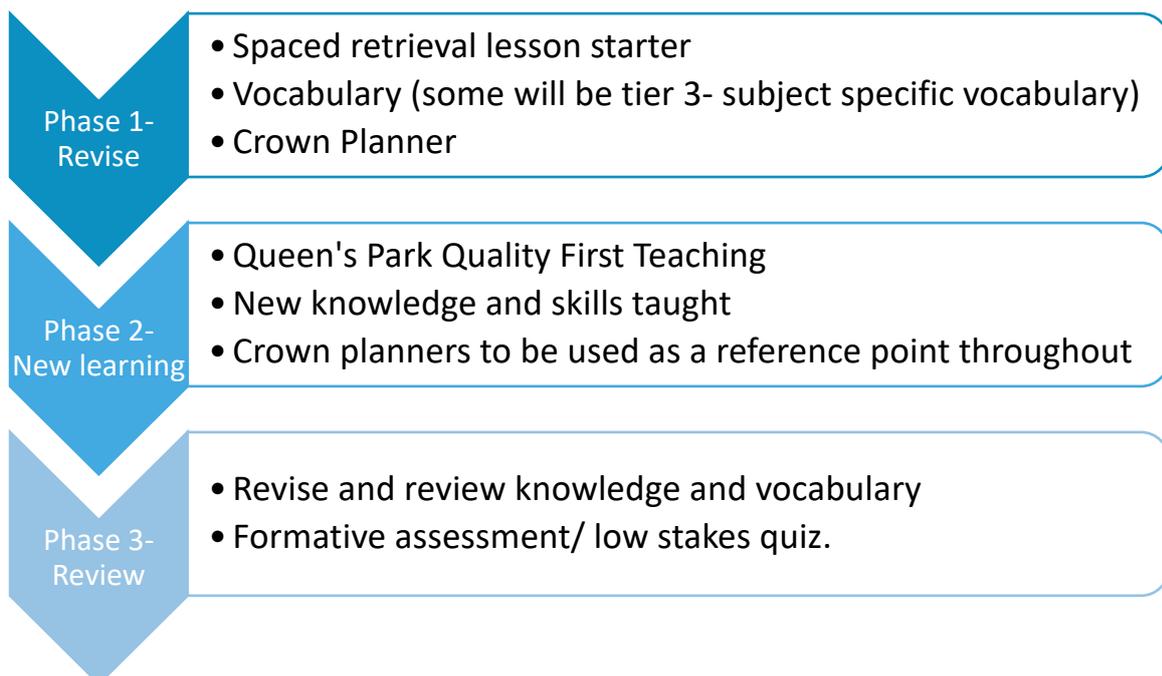
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Lesson Structure

The **sequence of lessons** across geography follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.



Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

Crown Planner - Year One: Human & Physical – Hot & Cold Places

<p>Why can't we build a snowman in the summer? Why can't a penguin live near the equator?</p> <p>Key vocabulary:</p>		 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know that the equator is an imaginary line that runs round the centre of the earth. I know that it is very hot by the equator and it is very hot at the equator all year round. I know the equator divides the Earth into north and south hemispheres. I know the U.K. is in the northern hemisphere. I know the North Pole is the northernmost place on earth and it is always very cold there. I know the South Pole is the southernmost place on earth and it is always very cold there. I know that a desert can be cold too. Not all deserts are covered in sand. I know the largest hot desert in the world is the Sahara and largest cold desert is Antarctica.
<p>North Pole n-or-th p-ow-l</p>			
<p>South Pole s-ou-th p-ow-l</p>			
<p>Equator ee-qu-ay-t-or</p>			
<p>Northern Hemisphere n-or-th-n h-e-m-i-s-f-ee-r</p> <p>Southern Hemisphere s-u-th-r-n h-e-m-i-s-f-ee-r</p>			

Crown Planner - Year Five Geography Map Skills & Field Work

<p>Oh I do like to be beside the seaside! (Part 1)</p> <p>Key vocabulary:</p>		 <p>Can you locate the coastal towns on the map of the UK as you learn them?</p>	<p>Key Knowledge:</p> <ol style="list-style-type: none"> I know Scarborough is in the county of North Yorkshire I know that Formby is in the county of Merseyside I know that Penzance is in the county of Cornwall I know that Dover is in the county of Kent I know 8 points of a compass I know how to use 6 figure grid references <p>Year 5 OS symbols for this unit of work:</p> <p>Shingle, Mud flats, National Trust, Camping and Caravan Site, Coniferous wood and Normal Tidal Limit</p>
<p>coast (noun) c-ow-s-t</p>	<p>The coast is the land along a sea. The boundary of a coast, where land meets water, is called the coastline. Waves, tides and currents help create coastlines.</p>		
<p>county (singular) counties (plural) (noun) c-ow-n-t-ee</p>	<p>A county is a region which has its own local government.</p>		
<p>Grid references (6 figures) g-r-i-d r-e-f-er-e-n-s-e-s</p>	<p>A grid of squares helps the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in a northerly direction.</p>		
<p>8 compass points 8 c-u-m-p-u-ss p-oy-n-t-s</p>			

Impact

We understand that we may not see the true impact of our [geography](#) curriculum on our children as our [geography curriculum](#) is just the beginning of a lifetime of learning.

Our well-constructed and well-taught [geography curriculum](#) leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our [geography curriculum](#). Through disciplinary literacy in [geography lessons](#), the impact of reading on the children's [geographical learning is paramount](#).

The impact of Queen's Park [geography](#) curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate