



**Our Lady
& St. Edward's**
Catholic Primary School

Our Lady And St Edward's Catholic Primary School

Geography Policy

September 2025

Intent

Geography is a valued part of the curriculum at Our Lady and St Edward's Primary School as it provides a means of exploring, appreciating, and developing our knowledge and understanding of the world in which we live and how it has evolved.

Our school policy is developed in accordance with the National Curriculum for Geography and the Early Years Foundation Stage (EYFS) Curriculum for Understanding the World. Throughout this policy, the term 'Geography' includes the knowledge and understanding elements of the EYFS curriculum alongside the National Curriculum for Geography at Key Stages 1 and 2.

Geography explores the relationship between the Earth and its people. It helps children name and understand places using subject-specific vocabulary and provokes and answers questions about the natural and human world. We are fortunate to be located on a peninsula with easy access to the beach, river, and other manmade and natural environments.

Geography stimulates curiosity and imagination. We aim to build upon a child's 'personal geography' by developing geographical skills, understanding, and knowledge through the study of both human and physical geography. It connects natural and social sciences and helps children tackle issues about the environment. Pupils will deepen their understanding of how geography shapes lives and impacts the world around us.

Geography can help pupils understand how and why places change and how these changes affect people. It encourages an understanding of spatial relationships, location, and connections between places. Moreover, geography promotes equality and helps challenge racism, sexism, and all forms of discrimination by fostering global awareness and understanding.

The National Curriculum states: "A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives."

Aims

- Develop contextual knowledge of the location of globally significant places—both terrestrial and marine—including their physical and human characteristics.

- Understand processes that give rise to key geographical features, how they are interdependent, and how they bring about spatial variation and change over time.
- Be competent in geographical skills including data collection, analysis, and fieldwork.
- Interpret a range of geographical sources including maps, diagrams, globes, aerial photographs, and GIS.
- Communicate geographical information effectively through maps, numerical and quantitative skills, and extended writing.

Implementation

National Curriculum and EYFS

Geography in the National Curriculum sets out programmes of study including: Locational Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork. These are adapted across EYFS, Key Stage 1, and Key Stage 2.

Foundation Stage

The Early Learning Goal for Understanding the World includes "People, Culture and Communities" and "The Natural World." Development Matters (2021) encourages children to make sense of their physical world and their community. Our setting supports this through indoor and outdoor experiences that foster exploration and first-hand learning, rooted in exposing pupils to a rich geographical vocabulary.

Key Stage 1

Pupils develop knowledge of the world, the UK, and their locality. They begin to use basic geographical vocabulary and skills, including first-hand observation, to enhance local awareness.

Key Stage 2

Pupils extend their knowledge to include the wider world, including Europe, North and South America. They focus on significant human and physical features and develop locational and place knowledge.

Teachers adapt the curriculum to meet the needs of all pupils, ensuring access and challenge for all. Geography is taught as a foundation subject and is mapped to ensure a progression from local to global learning experiences. Field trips are incorporated into each year group's long-term plan.

Oddizzi Planning Pathway

We use Oddizzi's planning pathway to structure long-term planning. This includes three Geography-led schemes per year, each with 6–8 lessons. Oddizzi ensures full National Curriculum coverage, supports vocabulary development, and enhances mapwork, particularly at Key Stage 2. It aligns with the 2019 Ofsted framework.

Teaching and Learning

Classroom practice in geography includes:

- Investigating real places and themes across varied scales.

- Understanding physical and environmental geography, patterns, and processes.
- Conducting geographical enquiries using skills and techniques, analysing evidence, and drawing conclusions.
- Using maps, fieldwork tools, ICT, and other sources (e.g. photographs, newspapers, visitors).
- Clear learning objectives and feedback to guide pupil progress.

Curriculum Planning

Geography is mapped across all key stages to ensure coverage of the National Curriculum and EYFS framework. Each year group (Year 1-6) uses knowledge organisers detailing key vocabulary and content.

Planning is reviewed regularly by senior leaders, teachers, and pupils to ensure progression and balance. Geography may link with PSHE to explore current events and global issues, supporting topics such as Positive Contribution and Keeping Safe.

Use of Language

Pupils are taught to express ideas clearly, both orally and in writing. They learn technical vocabulary and use language to show cause, chronology, exploration, hypothesis, and comparison.

Use of ICT

ICT supports learning in geography through the use of iPads, online research, and data tools. Pupils use Digimaps for Schools, which provides Ordnance Survey mapping tools suited to all key stages. ICT enhances spatial awareness and data analysis.

Education for Sustainable Development

Geography plays a key role in promoting sustainable development by exploring:

- Interdependence
- Resource use
- Global development
- Quality of life
- Cultural and environmental diversity

Local Environment and Community Involvement

Our school grounds include garden and edible spaces that pupils help maintain. Local fieldwork includes visits to Birkenhead Park and New Brighton. Community links include partnerships with local businesses and services to support geographical learning.

Assessment

Assessment in Geography is integral to teaching and learning. At Our Lady and St Edward's, assessment is primarily conducted through pupils **answering an overarching enquiry**

question at the end of each unit. This allows children to demonstrate their key learning and understanding of the topic in a meaningful context.

Teachers use this evidence to inform their judgements on pupil progress and attainment. Additional assessment strategies include end of topic quizzes and formative observations during lessons.

- In the **EYFS**, assessment is based on observations, interactions, and pupils' engagement with the Understanding the World area of learning.
- From **Year 1 onwards**, progress in Geography is formally reported to parents in the end-of-year reports.

Assessment outcomes are used to celebrate achievement, identify next steps in learning, and inform future planning to ensure progression and coverage across all year groups.

Resources

Our geography resources include:

- Atlases and maps for all key stages
- Local area information files
- Measuring tools, compasses, and weather instruments
- Digital tools such as Oddizzi and Digimaps

Impact

Geography at Our Lady and St Edward's is evaluated through lesson observations, pupil interviews, learning walks, and work scrutiny. Pupils develop:

- A broad and balanced understanding of the subject
- Secure knowledge in locational, place, human, and physical geography
- Critical thinking and enquiry skills
- A deepening appreciation of their local area and its global connections

Through a rich variety of learning experiences, pupils become confident geographers, prepared to engage with the world around them.