



Loving minds ♥ hearts ♥ hands.

GEOGRAPHY POLICY 2025-2026

Article 28: You have the right to education.

Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Approved by:
Headteacher

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Following review
due by: 1.9.26

In light of the mission statement, the National curriculum, the SMSC policy and the assessment policy, the staff and governors at St. Ambrose have set down the following policy.

Curriculum Intent

At St Ambrose, through the teaching of geography, children will use their understanding of the world that we live in to develop aspirations to be future world changers. We follow the National Curriculum and have designed a sequential, progressive curriculum which is ambitious and accessible for all learners. In looking at Geography from a local perspective, the children understand the world around them and their place within it. As they move through the school, they begin to understand the impact of humans on society and develop their own sense of awareness on a larger scale, revealing Christ and developing in the children they want to make change for the better.

Through Catholic Social Teaching, each subject matter carefully develops a child's knowledge to deepen their understanding and create critical thinkers. The children will be self-aware of the world around them and the impact of change and advocate for greater social justice where there is inequality or negative change. Through the use of high-quality texts and the use of abstract Geographic terms, the children will develop their vocabulary ranges which will be transferable across all subjects. Their understanding of geography will lend itself to highly confident and independent learners who can infer and deduce a greater deal of information and disseminate it in a range of ways.

Children will critically analyse the geography they see around them and the diversity of natural and human environments. Their understanding of processes and conditions and their impact on the world develops critical thinking and analysis, which can be used in a range of subjects to boost independence and confidence across the curriculum

Children can explore the importance of learning about the environment around them, the skills used for navigation and the importance of understanding it in a rapidly changing world. This develops the strengths and interests of the children and gives relevance to the subject as they move through their learning. In looking at the conditions and processes of human and physical geography, children will develop an understanding of the environment and learn to respect it as their common home. Children will come across cultural diversity and become aware of the lives of others in a diverse world, developing tolerance and respect for people of different countries and communities and understanding we are all united as one human race. It provides children with the cultural capital they need to succeed in life.

Principle: Transformation of self into transformation of society.

Curriculum Implementation

The curriculum is carefully planned, sequenced, connected and implemented to ensure progression in knowledge, skills and understanding. The planning model we use is a collaborative approach where staff plan together with the SMT before the start of every topic. This model ensures that teachers have a good knowledge of the subjects they teach. They know what the children have learnt before and what they will be learning in the future. High quality teaching is planned for and delivered to:

- Engage children in their learning and provide memorable first-hand experiences.
- Develop local, national and global multi-cultural awareness.
- Provide effective enrichment opportunities to increase the cultural capital of our children.

The long-term overviews can be found on each class web page.

Geography is taught in Autumn 2, Spring 2 and Summer 2.

In Geography, units of work are planned which show clear progression in skills, knowledge and understanding across a phase building towards cumulatively sufficient knowledge and skills for future learning. Mapwork skills are taught explicitly in Autumn 2 so that the skills can be used when the children are learning locational, physical and human geography in Spring 2 and Summer 2. Fieldwork and enrichment opportunities are planned for in every year group.

Staff respond to local, national and global events in the news and encourage the children to ask questions and critically think about the information they are presented with. The curriculum helps young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'. They learn about the importance of rights by looking at the way others do not have the same rights as them, either through poverty, disease or natural disasters. Teachers plan for children to use transferrable reading and writing skills in their Geography learning. This writing is then celebrated throughout school on displays.

Curriculum Impact

The impact of our curriculum can be seen and heard when you talk with our children about their experiences and the changes in our community and society they have influenced. The high-quality learning which is produced in their books which demonstrates the progress the children make from their starting points to their end points and this is celebrated through outstanding learning environments. The aim is that children are ready for their next stage in learning whether that be the next term, the next phase or next Key Stage. Through geography the children will develop a good understanding of the world and their impact on it.