Geography Policy on a Page:

Curriculum Intent:

Our Geography curriculum builds pupils' knowledge and skills sequentially and cumulatively through a carefully structured programme of learning. It provides a rich exploration of the world, developing pupils' understanding of places, environments and the relationships between people and the physical world. Pupils develop secure geographical knowledge, rich vocabulary and key disciplinary skills, including map reading, fieldwork, geographical enquiry and understanding physical and human processes. This connected approach encourages curiosity, global awareness and a lifelong interest in Geography.

Curriculum Vision:

Grounded in a consistent pedagogical approach, our Geography curriculum uses explicit instruction, retrieval practice and enquiry-based learning to develop pupils' understanding of the world. Through a carefully sequenced curriculum, pupils build geographical knowledge and skills cumulatively, exploring diverse places, environments and the relationships between people and the physical world. Pupils develop secure geographical knowledge, disciplinary skills and rich vocabulary, making meaningful connections between people, places and environments. This approach fosters curiosity, critical thinking and a lifelong interest in Geography.

Curriculum Sequencing:

Our Geography curriculum is carefully sequenced from EYFS to Year 6, building knowledge progressively and establishing strong foundations in geographical understanding.

In EYFS, children explore their immediate environment, developing an awareness of places, people and the natural world.

In KS1, pupils build on this through exploring local and contrasting environments, developing early geographical vocabulary and skills.

In KS2, pupils deepen their understanding of the world through the study of diverse places, human and physical geography, and geographical processes.

This cumulative approach develops geographical knowledge and skills, enabling pupils to make meaningful connections between people, places and environments.

Curriculum Progression:

Our Geography curriculum is carefully sequenced to ensure pupils 'know more, remember more and can do more'. From EYFS, pupils develop an understanding of their immediate environment, places and the natural world, progressing to more complex concepts such as climate, sustainability and global interconnections. Each year builds geographical knowledge through the study of diverse places, human and physical geography. Knowledge is regularly revisited and deepened through retrieval practice and active learning. Pupils progressively develop disciplinary skills, including map reading, fieldwork, geographical enquiry and interpreting geographical data, enabling them to question, investigate and think like geographers.

Joyful Readers

Reading is at the heart of our Geography curriculum, developing a love of reading through rich, meaningful texts that broaden pupils' understanding of the world.

In KS1, carefully selected texts introduce geographical concepts, explore different places and environments, and develop subject-specific vocabulary. Texts are shared, explored and discussed to deepen understanding.

Through Opening Worlds in KS2, pupils engage with geographical narratives, accounts and information texts to develop geographical knowledge and strengthen reading skills, including comprehension and analysis.

Reading is embedded throughout the curriculum, enriching vocabulary, developing global awareness and inspiring curiosity about the world.

EYFS As the Bedrock:

In EYFS, Geography is introduced through the Early Learning Goal Understanding the World, with a focus on People, Culture and Communities and The Natural World. Children begin to explore their immediate environment, different places, people and the natural world, laying the foundations for geographical understanding.

Learning is underpinned by the Characteristics of Effective Learning:

Playing and Exploring: Investigating the world through curiosity and discovery.

Active Learning: Developing persistence and enjoyment through exploring different environments.

Creating and Thinking Critically: Making observations, asking questions and noticing similarities and differences.

Learning is centred around exploring the local environment, different places and the natural world. Outlined in the EYFS Knowledge Planner, these experiences spark curiosity, develop early geographical vocabulary and skills, and prepare children for more structured learning in KS1 and beyond.

History Policy on a Page:

Strong Foundations:

Strong foundations in Geography are established through a carefully sequenced curriculum, beginning in EYFS and KS1 with key concepts such as place, space, environment and the natural world. Through engaging enquiries, pupils explore their local area, different places and contrasting environments, developing an early understanding of the world around them.

As pupils progress, geographical knowledge and skills are built cumulatively through explicit teaching, storytelling and regular retrieval practice. Pupils explore a broad range of human and physical geography, developing geographical understanding, critical thinking and enquiry skills. They grow in confidence as young geographers, equipped with rich geographical vocabulary and an appreciation of the diverse world in which they live.

Inclusive Practice - Meeting the Needs of all learners:

Our carefully planned Geography curriculum supports pupils to develop metacognitive skills and access learning at an appropriate level of challenge. Knowledge organisers support learning, deepen understanding and strengthen independent retrieval. Teaching is adapted to meet individual needs through scaffolding, additional support, pre-teaching and targeted interventions, ensuring all pupils can access and retain essential geographical knowledge.

To prioritise essential knowledge and reduce cognitive overload, our curriculum identifies the key geographical knowledge pupils need to know and remember. Carefully sequenced chapter breakdowns support cumulative learning and build secure foundations for future learning.

In line with the LDST Quality First Teacher Toolkit and the Education Endowment Foundation's (EEF) recommendations for adaptive teaching, we use explicit instruction, cognitive strategies, scaffolding, flexible grouping and appropriate technology to meet the needs of all learners, ensuring every pupil is supported and challenged to achieve their potential.

Teaching Pedagogy:

The ten teaching techniques are embedded throughout the History curriculum to ensure consistent, high-quality instruction that supports all learners. These techniques—such as explicit vocabulary teaching, structured discussion, modelling, and regular retrieval—are woven into every lesson, reinforcing key knowledge and concepts. By using these approaches systematically, teachers build pupils' confidence, deepen understanding, and support long-term retention. This shared pedagogical framework also promotes consistency across classrooms and year groups, helping pupils make meaningful connections and progress securely through the curriculum.

Developing Cultural Capital:

Educational Visits: Trips and local visits develop first-hand geographical understanding of places and environments.

Fieldwork Opportunities: Exploring local environments through observation, investigation and data collection to develop geographical enquiry skills.

Environmental Awareness: Exploring environmental issues, sustainability and the importance of caring for our local and global environments.

Enrichment Opportunities: Workshops, virtual tours and online resources broaden geographical knowledge, develop global awareness and inspire curiosity about the world.

Journey Drivers



Staff CPD:

Our Geography curriculum is adapted to meet the needs of our school community, with carefully planned resources and knowledge organisers supporting and strengthening staff subject knowledge. Consistent planning ensures teachers have the knowledge and confidence to deliver high-quality Geography lessons.

Teaching staff access relevant professional development to strengthen subject knowledge and develop geographical teaching, including map skills, fieldwork and geographical enquiry.

The Geography subject leader participates in the LDST Geography Curriculum Network, supported by School Improvement Liverpool, ensuring curriculum updates and best practice are shared with staff to support ongoing professional development and subject knowledge.

Assessment:

Assessment is consistent across all year groups, tracking progress in geographical knowledge and disciplinary skills through:

Pre and Post Assessments: Including geographical vocabulary assessments.

Retrieval Practice: Every lesson, with three activities evidenced per topic.

Exit Tasks: Practical assessment of geographical knowledge and enquiry skills.

Assessment Judgements: Emerging, expected or exceeding, using bespoke assessment statements.

Recording Progress: Class teacher assessment sheets and termly snapshots.

Monitoring and Moderation: Termly subject leader reports and moderation of judgements.