



St. Paul's Catholic Junior School
Geography Curriculum and Teaching Policy
October 2025

*'Learning from the example of Jesus, our school will
be a place where everyone feels loved,
valued and encouraged to be and do the best they
can.'*

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Intent

There are several key concepts which drive the Geography curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our Geography Curriculum uses the National Programme of Study and content as its basis, whilst promoting our key values of kindness, resilience and respect. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. Our approach to Geography is knowledge rich, covering the objectives of the National Curriculum, equipping them with knowledge about diverse places, people, resources and natural and human environments and instilling in our pupils a curiosity and fascination about the world. At St. Paul's, through quality first teaching, we apply a progressive model of geography teaching, through which children develop an understanding of the complexity of our planet, the process of change,

the diversity of societies and relationships between them and the natural world, as well as their own identity and the challenges of their time. We are committed to promoting and reinforcing the relevance and benefits of Geography in education. Our aim is to develop our students' Geographical understanding whilst supporting pupils to gain a coherent knowledge and understanding of the past, present and future of the natural/physical world. Fieldwork is also progressively taught, in alignment with Ofsted's 2021 Geography Research Review, which emphasised the importance of fieldwork in deepening disciplinary knowledge.

We also aim to deliver a 'humanity rich' Geography curriculum, which encourages students to find ways to use and apply their learning to make a positive difference in the world. Geography has never been more important in helping us to understand our rapidly changing world. It makes a vital contribution to our knowledge of the environmental and social challenges facing us and how we should tackle them. Sustainability in particular runs as a central thread through all topics. Geography contributes to pupils' cultural capital by building a broad knowledge of diverse places, cultures and global issues. Sustainability and climate change are key threads which are explored, developing pupils' understanding of themselves as responsible citizens. We believe that the teaching of geographical skills, where the children ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement can be used both now and in their adult futures to enable them make a difference in the world.

In line with our Curriculum Policy and following the pedagogy of 'Heathcote's Continuum of Engagement', we seek for children to be actively invested in their learning, encouraging a 'botheredness' mindset which promotes both the retention and application of their knowledge, skills and understanding in making a positive difference to their own lives, their community and the wider world.

3. ORACY

Oracy runs as a thread through our lessons. Sessions are 'talk' and vocabulary rich to help counter any communication deficit and also to provide a bedrock upon which written Geography can be built.

4. RESILIENCE

We promote a growth mindset attitude which encourages perseverance when challenges arise.

5. MENTAL WELL BEING

We aim to promote positive self-esteem in all lessons, encouraging a love of learning and praising pupils' successes. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' Geography skills in all areas prepare them for the demands of KS3.

We are committed to weaving career related learning through our Geography curriculum to prepare all of our pupils for the future.

In all Geography lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

Our Geography curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. We recognise that new learning is fragile, so our approach is generative and sticky, enabling our pupils to make links between new and existing knowledge to aid long term retention. Geography is taught throughout the year in stand alone lessons, with each year group completing one topic a term. Liaising with KS1, we ensure that teaching across our year groups is progressive and that key concepts are revisited but built on. Within our curriculum, the key knowledge and skills for each year group can be seen in our progression maps. These divide geographical skills into three themes: geographical knowledge (the UK and local area; the world and its continents); geographical understanding (physical and human themes, understanding places and connections, map skills) and geographical enquiry (fieldwork). The knowledge and skills seen in our progression map are then broken down into topics in our long term planning, which class teachers then use to plan progressive and engaging lessons. By the end of Year 6, pupils will have extended their knowledge and understanding beyond their 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 will have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Teachers apply a range of strategies within lessons to enable the children to become invested in their education. Much of our pedagogy is based upon Rosenshine's Principles for Learning, aiming to promote retention of knowledge and allow all pupils to access learning. Dilemma led learning, drama and 'mantle of the expert' as well as artefact/source analysis are all selectively used by teaching staff to provide a purpose and a structure for curriculum learning. We promote a growth mindset attitude which supports perseverance when challenges are faced.

Linking in with our curriculum intent, we believe that it is vitally important for children to develop their own opinions and voice about geography, the impact that physical, meteorological and human key events have upon society, the natural world, economies and how this relates to the children's own lives today. We are committed to closing the vocabulary gap that exists between children in order to widen their opportunities in life. In order to facilitate this, we are developing Oracy is central to Geography lessons.

Both vocabulary development and reading are integral to the teaching of geography within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary is also progressively taught between lessons in each topic and is evident on the geography displays that are used within each classroom. A range of quality primary and secondary text based sources are used within lessons across the school to enrich the

children's experience and to promote the application of geographical skills. For example, maps are the 'tool' of the geographer through which geography is recorded, analysed and communicated. Developing these skills of decoding, interpreting, comprehending and analysing information from maps is invaluable, not simply to understand where you are and find your way but to recognise the features and aspects of an urban, rural or wild area.

Our Geography curriculum aims to promote diversity. We encourage pupils to explore key figures in the Geographical world from a variety of cultural backgrounds. Studies of global geographical features and issues extend the experience of our pupils into the wider world.

We also seek to provide a range of enrichment opportunities for Geography to cement knowledge, skills and behaviours. These may vary from extra curricular activities for specific year groups to visits to related locations.

Assessment

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book looks, lesson visits, learning walks, pupil/staff voice surveys. All monitoring undertaken serves to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for Geography. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. To aid teachers in making judgements, internal standardisation takes place each term for History, with teachers across the school reviewing and moderating a selected sample of pupils' work to against the relevant progression map objectives. Both the data drops and standardisation receipts help the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support

is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Use of concept cartoons to promote critical thinking.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English; our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects.

Impact

In Geography at St. Paul's, we ensure that all students are exposed to rich learning experiences that:

- Enable all of our pupils to make good progress across all areas of the Geography curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.

- Provide pupils with a language rich geographical experience, giving them the skills required to grow into independent and confident citizens, who can communicate Geographical ideas and understanding.
- Prepare pupils for the next stage in their lives, particularly for the further study of Geography at KS3, but also with skills that they can carry forward into their future careers.
- Inspire pupils that they can use their geographical learning to make a positive difference in their own lives, within society and to the world around them.