Geography at St Gregory's

Intent

Purpose

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***. We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

As an integral part of this curriculum, pupils at St Gregory's use a high-quality geography education to 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 equips 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 helps 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

In keeping with the rest of the curriculum at our school, the learning our children undertake in Geography enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- Experience a Geography curriculum which is meaningful, motivating and memorable.
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS).

- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Curriculum Design

Careful designing and mapping of the aims and objectives of the National Curriculum for Geography has ensured our curriculum is sequenced so as to enable current learning to be founded upon prior development of relevant knowledge, skills and understanding. It has also been created in a style that maximises cross-curricular links with other subject areas in order to make our children's learning as meaningful as possible within exciting, relevant topics. The 'Understanding of the World' element of the EYFS curriculum helps to begin this process, laying strong, relevant foundations for the National Curriculum aims.

Informed by stakeholder voice, the curriculum for Geography is tailored to suit the specific needs and interests of the children at St Gregory's, developing knowledge, skills and understanding that fulfil but also embellish the National Curriculum requirements. Amongst other things, this is done in the following ways: we ensure that our Geography curriculum is enriched through 'real-life' practical experiences such as fieldwork, trips, forest schools and visits from members of the local community; we ensure that learning is meaningful through our cross-curricular links and plan clear opportunities for children to apply their learning through purposeful activities such as presentations, media reports and self-generated quizzes; we work closely with the children across all year groups through the Eco-Committee in which we develop the '**Skills of the Steward'** in caring for our school environment and the world around us. Pupil voice forms a key part of this, thus making learning and initiatives '**meaningful, motivating and memorable'.**

Enrichment

There are increasing opportunities for children to engage in extra-curricular Geography activities at St Gregory's. These include after-school clubs focused on caring for the school grounds and developing sustainability, such as planting and growing vegetables. Geography is also reinforced through homework topic activities that incorporate a range of geographical skills. In addition, pupils take part in curriculum-linked trips, for example to Brockholes, where they develop fieldwork, mapping and observational skills.

Curriculum Coverage, Review and Assessment

The curriculum is reviewed annually, with developments based on monitoring conducted throughout the year. A whole-school curriculum map is in place which outlines relevant coverage of Geography, as well as individual maps for each year group. This has been meticulously planned out with clear progression within year groups, incorporating the EYFS expectations and National Curriculum programme of study. There is an appropriate balance of content (e.g. locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.)

Assessment opportunities have been outlined for all key skills relevant to specific year groups in order to monitor progress across the school and ensure the sequencing of learning is progressive.

Provision For All

In keeping with our intention to enable all our children to flourish, the curriculum for Geography provides challenge for all groups of children, such as SEND, more able, pupil premium, EAL. This is done through a wide variety of differentiated approaches ranging from in-class support and targeted questioning to use of specific tools, tailored next steps marking and enrichment activities.

Implementation

Subject Knowledge and the Monitoring Cycle

At St Gregory's we endeavour to ensure that teacher and subject leader expertise is sufficient to successfully support the intentions of the Geography curriculum across the school. If in any rare instances this is not the case, then high-quality training (sharing best practice, visits to other leading schools, attending relevant courses) is put in place. The annual audit of Geography, as well as the on-going monitoring cycle, helps to identify any areas of development which may present themselves. These are then fed back into the School Improvement Plan with time allocated accordingly to rectify the situation. During this process, current resources are evaluated and updated so our children are provided with high-quality equipment which allows them to work practically and with increasing accuracy. Specific time is also allocated to Geography during Governors meetings, SLT meetings and staff meetings in order to, amongst other things, present situation reports, monitor books and planning and provide CPD training accordingly. The subject leader monitors annually in a wide range of ways, including: book looks, planning looks, lesson observations and pupil voice.

Planning and Progression

All planning outlines the knowledge, skills and understanding expected for each objective covered, as well as when opportunities to practice the Seven Skills of the Steward will take place and how to make the learning memorable, meaningful and motivating. This is consistent across KS1 and KS2 with EYFS incorporating the same elements but in a slightly different format. Children in EYFS are given a wide variety of opportunities to develop their knowledge and skills in adult-led and continuous provision. There is coherent progression to planning, and learning follows the sequence of learning outlined by the National Curriculum. Vocabulary specific to Geography is planned into topics so as to be taught and used by children independently and with understanding.

Incorporating Stakeholders

Survey Monkey surveys are used to ascertain pupil voice at the start and end of topics in order to tailor the learning accordingly and formative assessment is used throughout the topic to inform immediate next steps as well as future learning. Parents are informed of their child's attainment in Geography through end-of-year reports and are also encouraged to be involved in their child's learning, for example, during topic homework activities and end-of-topic showcases.

Impact

The curriculum in Geography has been created so the objectives are carried out within stimulating cross-curricular topics which link up children's learning from different areas in order to help them see the relevance of what they are learning, making their experiences meaningful and therefore motivating and ultimately memorable. To this end, we aim to enable our children to develop a love for their learning in Geography and the ways it can enhance the world around us.

The progression within a topic is evident in children's books with all classes going through a clearly planned teaching sequence. The work the children produce provides evidence of a growing repertoire of knowledge, understanding and skills, including the correct use of technical vocabulary.

In age-appropriate ways, children develop their knowledge and understanding of the different Geography strands. They use a range of strategies to record and communicate their learning, with written and verbal feedback given so as to have a positive impact on children's outcomes, focused on this particular area of the curriculum. Where appropriate, finished work is displayed appropriately for a range of stakeholders and for a range of events, e.g. end-of-topic exhibitions or displays and parent-sharing events.

Outcomes are assessed in relation to the National Curriculum descriptors during and at the end of topics, with summative levels being given at the end of each term. The subject leader analyses this data and feeds back successes and areas for development into the normal school improvement cycle, including feeding back to governors. Children's work is moderated internally, as well as externally through cluster subject leader sessions.

C Pritchard – November 2025

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