



Saint Michael Catholic Primary School

Geography Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

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1. Aims

Intent - What are we trying to achieve?

We understand that learning geography is extremely important as it inspires pupils' curiosity to know more about aspects of the world and helps pupils to understand the people, places and environments and the interactions between them. Teaching equips pupils with knowledge about diverse places, people, resources and the natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our children will develop a connection and an understanding of God's world, their place within it and the impact that they can have on it both positively and negatively. They will also improve upon their field working skills, ensuring they are engaging with their local environment and learning through data collection and mapping of their locality.

Implementation – How is the curriculum being delivered?

We have analysed the national curriculum programme of study for geography and broken down the content into the following stands: locational knowledge; place knowledge; human and physical geography and geographical skills and fieldwork. The curriculum content is broken into specific objectives for each year group and mapped to show progression through the year groups. Bespoke cross-curricular topics have been designed to ensure children can utilise geography skills and learn about both local geography and the wider world.

Teachers use a variety of resources to plan, teach and assess lessons. Primarily, teachers use KAPOW to support them in planning and delivering their chosen topics. Technology is also used alongside traditional resources such as atlases, compasses etc. Our local school environment and community is used to enrich the curriculum through practical fieldwork. History, art & design, design & technology and drama will be closely linked with geography as children use these subjects freely to communicate what they have learnt. We have a bespoke world map on display that uses a teaching resource for locational knowledge.

On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts, and the local and wider environment to engage children's interest and imagination. While we ensure that objectives are taught well and with clear progression, we also ensure that we do not create tenuous links through our topics, ensuring that any geography learning is purposeful and effective.

A Curriculum Map is shared on the school's website so that parents can support their child's learning at home.

Teachers create Knowledge Organisers for topics which share key vocabulary and processes involved in the topic. These are kept on children's tables throughout the topic and are shared on the website.

Teachers will create a planning overview for each topic taught, showing clearly any objectives taught in line with the progression chart and the national curriculum programme of study.

Pupils will be given feedback, either verbal or written, for each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

Our pupils are extremely conscious of their impact on the world. They know about their local area and significant places around the world, including continents, oceans and cities. They recognise the difference between physical and human features and they can take responsibility for improving their world and their future. Our pupils will have the geographical skills to use maps, atlases, globes and technology to locate places both locally and across the world so that they better understand their world and are prepared for the next stage in their education. They will also engage with fieldwork and gain an understanding of their community and the effect they can have on it, both positive and negative.

Geography will promote the pupil's spiritual, moral, social and cultural development by helping them understand the ethical problems that face our local and global communities and the decisions that are made to solve them. This will help them see that decisions that are made by leaders and individuals should be based on moral principles.

Geography will promote British Values by ensuring children learn about our multi-cultural country and see themselves as global citizens, who respect and value differences.

Geography will help pupils develop a Growth Mindset by encouraging the children to see that acquired knowledge about our world can be gained through perseverance and then used to improve their lives and the lives of others.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing the subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented per this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also consider the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*

- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring how resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy