



# ST MARY'S CE (A) FIRST SCHOOL POLICY DOCUMENT FOR GEOGRAPHY

*"Our Vision is to provide the best opportunities to become life-long learners.*

*Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.*

*Our ethos is to show love and respect - to ourselves, each other and God's creation"*

## Philosophy

At St Mary's, Geography's fundamental role lies in helping children to understand the world, its environments, places near and far, and the processes that create and affect them. It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability.

The geography curriculum at St Mary's First School enables children to develop their knowledge and skills which are transferable to other curriculum areas, and which are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which supports an awareness of the world around us. The teaching of Geography incorporates our Christian ethos of love and respect for others and a respect for God's creation. It raises awareness of individual responsibility for taking care of our environment as well as others, just like the Good Samaritan. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives, equipping them well for further education and beyond.

## Aims

For our children to leave us with:

- \* An understanding and knowledge of the local surroundings and how different physical and human factors can affect them.
- \* An awareness of other countries, capital cities, seas and oceans.
- \* An understanding of how to talk about the differences between environments.
- \* An understanding of environmental geographical issues.
- \* Good observational and reasoning skills.
- \* Geographical skills such as map reading and drawing.
- \* An understanding of how geographical features in our landscape (such as mountains and volcanoes) were formed and link this to how humans have subsequently interacted with these features.
- \* The inspiration to become geographers within the wider community.

Pupils' spiritual development will be enhanced within the subject by fostering:

- \* *A sense of awe, wonder and beauty*
- \* *A sense of pattern, sequence and order*
- \* *A recognition of responsibility for a stewardship of earth's resources*
- \* *An awareness and sense of belonging to a community*
- \* *A respect for other people, their cultures and beliefs*
- \* *An awareness of suffering, decay and loss*

## Objectives

- \* To encourage National Curriculum skills through the statutory geography curriculum.
- \* To ensure that the curriculum requirements are delivered through a practical curriculum with an emphasis on kinaesthetic field work and practical activities.
- \* To enable children to describe where places are and what they are like.
- \* To recognise that there are a variety of societies and cultures in the world.
- \* To understand that places have different resources compared to their own town.
- \* To realise that environments and places are affected by humans and natural factors.
- \* To use a range of resources, including maps and pictures, to develop a geographical vocabulary.
- \* To teach Tier 2 and 3 vocabulary within the lesson, and assess its retention through vocabulary bullseye boards.
- \* To introduce children to a variety of different job roles linked to each lesson/topic to inspire them.

## **Guidelines**

To use crucial content slides at the beginning of every lesson in order to create a uniformed, structured start to the lesson that enables children to recap, use and discover key aspects of geography every lesson  
The use of vocabulary bullseyes will be used to teach and assess the acquisition of new subject specific vocabulary.

Each new topic will be started by the children receiving a knowledge organiser for their books to help them with vocabulary, key terms and diagrams to help them successfully access the new material.

Speaking and listening opportunities will use talk partners/pairs/group activities where possible.

A range of globes, atlases, maps, plans with a range of scales will be provided.

Access to resources which reveal the variety of cultures and societies across the world.

Use the local environment as an example where applicable.

The skills of deduction, perception and imagination will be developed through a variety of teaching and learning opportunities.

Children will look at a variety of places nationally and internationally.

Teaching will link to being healthy, saying safe, making a positive contribution and developing economic wellbeing.

Non-fiction texts in the classroom will be based on the topic, from topic boxes or the library.

Visiting non-fiction texts will be in the book corner.

Geographical non-fiction texts will be available within other areas of the curriculum, such as in English text examples or as guided reading texts.

Opportunities will enrich the learning with trips and visitors as well as artefacts and the use of ICT

## **Monitoring**

Subject Lead, Senior Management and Governor's Curriculum Committee

Formulated by Subject Lead March 2026

Agreed by all Staff

Next Review due March 2028