

OUR LADY OF LOURDES RCPS GEOGRAPHY POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2026	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever-changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of Our Lady of Lourdes RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Our Lady of Lourdes RCPS, our vision is to teach the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, children need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. The teaching of Geography would be difficult without acknowledging the increasing alarm felt by environmentalists about the future of our planet. Our geography curriculum places great importance on the interaction between the physical environment and the human environment. Many areas of study give

opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

We intend to provide an inclusive geography curriculum where every child can flourish and reach their full potential, regardless of their ethnic origin, gender, social background or if they are a child with SEND. Through our geography curriculum, pupils will develop a secure and progressively deepening knowledge of places, people and environments, alongside the geographical vocabulary needed to describe and explain them accurately. They will build and apply a range of geographical skills, including map work, fieldwork and enquiry, enabling them to investigate the world with confidence and curiosity. As pupils move through the school, learning is carefully sequenced so that knowledge and skills build over time, preparing them well for the next stage of education and for life in an increasingly interconnected world.

Aims and outcomes

By the end of Year 6, children should:

- Be able to locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.
- Be able identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- Be able to understand geographical similarities and differences through the study of human and physical geography Bury, United Kingdom, and Rome, Italy and Rotterdam, Holland and Sao Paulo, Brazil.
- Be able to understand the key aspects of physical geography, specifically in regards to mountains and rivers. They will also understand different aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Be able to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will confidently use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

- Be able to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and learning of Geography

Geography teaching at Our Lady of Lourdes is carefully planned so that new learning builds on prior knowledge and understanding. Key geographical vocabulary is explicitly taught, revisited and applied to enable pupils to communicate their ideas clearly and accurately. Enquiry and fieldwork opportunities are progressive, allowing pupils to develop confidence in asking geographical questions, using maps and resources, and investigating human and physical features in increasingly complex contexts as they move through the school.

EYFS – Geography is taught as focused lessons within the strand of ‘Understanding The World’ in EYFS. This is to prepare the children for their Geography learning journey throughout Our Lady of Lourdes. Continuous provision opportunities are used to enhance teaching and for the children to apply their learning with independence. Teachers use their professional judgement to complete EYFS profile assessments to document what a child knows, understands and can do.

Key Stage One – A focus Geography lesson is taught for one hour a week, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures, maps, learning walks, to support children’s learning. Written and pictorial outcomes are produced. Photographs of group tasks and individual work can be found on the School Website.

Key Stage Two – A focus Geography lesson is taught for one hour a week, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures, maps, learning walks, to support children’s learning. The children will develop essential geographical enquiry skills, which encompass formulating geographical questions, collecting and recording information and identifying different views. They will acquire the practical skills associated including the use of appropriate terminology, fieldwork techniques and the utilisation of maps, plans and atlases. The curriculum will equip the children with the ability to accurately use secondary sources of information, including aerial photographs, satellite images and internet resources. Written and pictorial outcomes are produced. Photographs of group tasks and individual work can be found on the School Website.

Cultural Capital

Teachers plan trips and invite visitors into school to enable children to further immerse themselves in the subject and gain a deeper understanding of what they are learning. As a whole school, we celebrate Earth Day.

Geography Curriculum overview

OUR LADY OF LOURDES RCPS GEOGRAPHY LONG TERM PLAN

	Learning Journey 1		Learning Journey 2		Learning Journey 3	
EYFS	What is a map?	What is a country and what is a city?	What are the different types of weather?	Are all environments the same?	How do we recycle?	Where do we get our water from?

KS1 Year A	The UK Is the UK one country?	Hot and cold places, continents and oceans What does the equator tell us?	Local area What makes Bury special?
KS1 Year B	Map skills Why is a map useful?	Similarities and differences- Bury, UK and Brazil Is tourism important?	Coasts Why do tourists visit coastal towns?

LKS2 Year A	Counties and regions of the UK Do all parts of the UK look the same?	Europe Why do tourists visit European cities?	Earthquakes, volcanoes and tsunamis How are natural disasters caused?
LKS2 Year B	Rivers In what ways do rivers impact places and people?	Biomes How are biomes created?	Industry and trade How does landscape impact industry and trade?

UKS2 Year A	Longitude and latitude What wonders can I locate using longitude and latitude?	Marvellous mountain What determines a mountains environment?	Energy How does energy use affect people and the environment?
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UKS2 Year B	Rocks and minerals How much value are rocks and minerals worth?	Regional comparisons- North England, North Brazil and South France How and why are places similar and different?	Food and climate change How do our choices affect others?
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Cross-curricular links

Science shares links with the following subjects:

- English: development of literacy skills through reading, writing and oracy
- Maths: analysing numerical data and understanding chronological terminology
- Computing: use of the internet for research, data handling and presentation of written work
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards the world we live in and respect for looking after it.

Assessment

At Our Lady of Lourdes, assessment is used to enable staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the knowledge and skills that the medium-term plan requires as a learning focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In geography, pupils learning is recorded in the following ways:

- Geography books
- Photographs on the class page
- Videos on the class page
- I-pads/Laptops
- EYFS – Geography folder within the learning environment

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CP

Inclusion

Teachers set high expectations for all children in geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in Geography.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

Monitoring and review of this policy and the geography curriculum ensure consistency of provision across the Federation, enable leaders to evaluate the impact of teaching on pupils' learning, and inform ongoing curriculum development and improvement. This policy will be reviewed by staff and governors.