

GUARDIAN ANGELS' RCPS GEOGRAPHY POLICY

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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 Guardian Angels' 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 Guardian Angels' 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.
- They will 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.
- They will also 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.
- They will 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.
- They will 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.
- They will 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

- By the end of year 6 children will 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.
- They will also 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 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- Our EYFS curriculum, enabling environments and play based learning allows children to develop confidence, independence, interpersonal skills, build resilience and become creative thinkers. We give them support that enables them to fulfil their potential putting emphasis on providing individual pathways based on the child's stage of development. This is done through a balance of child-led and adult initiated learning.

The EYFS curriculum is thoughtfully integrated across various subjects to ensure comprehensive coverage and to effectively prepare the children for school. While the EYFS curriculum serves as the foundation of our teaching, it is organised into distinct subjects to facilitate a well-rounded educational experience. By strategically planning the curriculum in this manner, we ensure that all essential areas of learning are addressed, equipping the children with the necessary skills and knowledge as they progress in their educational journey.

The children in our EYFS are encouraged to explore and engage with the world around them. They develop a keen understanding of their immediate environment through a rich array of experiences including observation, discussion, stories and maps. They focus upon the 'The Natural World' as they learn about the changes to the seasons and become inquisitive explorers within the school grounds, allotment and in our Forest school. The children will develop their geographical vocabulary as they research contrasting environments whilst looking at 'People, Culture and Communities'. This journey includes comparing contrasting environments such as hot and cold places, along with holiday destinations they may travel to with their families. The children will be introduced to

equipment such as maps, globes and atlases to pave the way to them becoming knowledgeable geographers as they prepare to transition to Key Stage One.

Key Stage One- Building upon the knowledge gained in the EYFS, the pupils in KS1 will develop a sense of perspective and scale when looking locally, regionally and nationally at the UK. They will gain an understanding of the names of the seas which surround the UK, the names of the capital cities, major cities and will know some human and physical features.

The children will develop their understanding of hot and cold parts of the world through the use of maps and simple compass points. They will be able to identify the continents, seven seas and locate Equator on a map or globe and understand the positions of hot and cold areas and where animals might live that they have previously studied, contextualising it for them. As a part of their studies, the children have the opportunity to focus on the lives of people in Naro Moru, Nairobi in Kenya. Kenya is an important country to us in Guardian Angels' as we support 'The Good Life Orphanage' who provide a safe and secure home for orphaned and abandoned children. It is incredibly important to us that the children develop a greater sense of understanding of how different communities live and what might affect those communities, ideas such as wealth, climate, food, tourism, human and physical features and access to them.

In preparation for their journey through Key Stage Two, the children will focus upon physical environment in more detail, noting the changes over time to the environment and why certain environments are represented in different ways. They will understand the human features that have changed the landscape and whether human intervention has had a positive or negative impact. They will also look at the physical processes that help form coastlines, namely wind and waves, and what impact they have in shaping the environment. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and aerial photographs.

Key Stage Two- The children will revisit the countries, cities and capitals of the United Kingdom that they were introduced to in KS1. They will then expand their understanding of the UK by delving deeper into the geographical regions where certain cities and counties are situated in the UK. They will understand more about the key physical features of the UK including its major mountain ranges, rivers and coastlines. The curriculum will focus on the human impact on the environment, examining key aspects such as economic activity in the UK and the distribution of natural resources such as energy sources.

In a focus upon the local area, the children will identify changes that occurred in Bury and the factors behind these changes, including migrations patterns, economic influences, political factors and the interpreting thematic maps specific to the area. In preparation for their transition beyond Guardian Angels', the children will learn to interpret bus routes and

Metro link maps, as well as create maps outlining their routes from their homes to their new high schools.

During KS2, the children will extend their geographical knowledge and understanding beyond the local area to include Italy in Europe, The Rocky Mountain Range in North America and Brazil in South America. They will deepen their knowledge of significant human and physical features whilst establishing connections between different places in the world. The children will learn about rivers, mountains, rainforests, volcanoes, earthquakes and climate zones.

The children will also 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.

Class 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.

Geography Curriculum overview

	Learning Journey 1	Learning Journey 2	Learning Journey 3
Nursery	The Local Area Where am I? We want our children to know...Our school is Guardian Angels. We live in Bury and all live in different houses.	Changes To My Environment What do you see? We want our children to know... As the seasons change, the temperature changes. We will see visible changes in the environment around us.	Travelling to Other Countries What is a country? We want our children to know...There are other counties in the world, some are similar and some are different to England.
Reception	The Local Area What do you know about Guardian Angels'? We want our children to know...Guardian Angels' is located in Bury, England. There's a church, park and lots of different types of houses near to my school.	Contrasting Environments Is it always the same temperature outside? We want our children to know...The changes in the seasons changes the natural world around us. Certain animals prefer to live in certain contrasting	Summer, Seas and Oceans What happens in summer? We want our children to know...Summer is the warmest seasons and has the longest days. People choose to travel to holiday destinations in

		environments such as Antarctica and Kenyan grasslands.	summer. Boats travel across the seas.
Year 1	The UK Is the UK one country? We want our children to know...The United Kingdom and island and is a part of the continent of Europe. Four countries form the UK and each country has its own flag and capital city. These are Edinburgh, Belfast, Cardiff and London.	Wonderful World Why is the Equator important? We want our children to know...The location of the North Pole, South Pole and Equator on a map and globe. There are seven continents and five oceans.	Physical and Human Features in the Local Area What makes Bury special? We want our children to know...Bury is a town near to the city of Manchester. There are both human and physical features in Bury. These Higher Woodhill Farm, Croston's Retail Park, Holcombe Hill and the River Irwell.
Year 2	Mapping Skills and Weather Patterns Why is a map useful? We want our children to know...How to use a map and atlas to locate areas, countries and cities. Some places in the world are hot or cold all year due to their placement near the Equator or Poles.	Contrasting Environments – The Similarities and Differences between Bury, England and Naro Moru, Kenya Is tourism important? We want our children to know...There are many similarities and differences between Naro Moru in Kenya and Bury in England. Tourists choose to visit Naro Moru to climb Mount Kenya. Tourists to choose to visit Bury to shop in Bury Market.	Physical and Human Features of Coastal Towns Why do tourists visit coastal towns? We want our children to know...Coastal towns are important to the economy. Tourists travel to coastal towns to see both the human and physical features.
Year 3	Counties and Regions of the UK and their Land Use Do all parts of the UK looks the same? We want our children to know...The UK is sectioned into regions and counties. There are many physical and human features across the UK. Wind	Wonderful World - Cities Why do tourists visit cities? We want our children to know...How to use an atlas to locate cities. To know that tourists visit cities to see both physical and human features.	Earthquakes and Volcanoes and Tsunamis Which areas are worst affected by natural disasters? We want our children to know...There are both active and extinct volcanoes across the world. Earthquakes and

	turbines create a renewable source of power.	Tourism benefits a country's economy.	volcanoes can cause devastating damage and tsunamis. This has a significant impact upon local people, the environment and the economy.
Year 4	Rivers and the Water Cycle Is the River Irwell clean? <i>We want our children to know...</i> There are four stages to the water cycle. Rivers have many uses including enabling people to cook, clean, grow crops, transport goods and create power.	Investigating Climate and Biomes What creates a biome? <i>We want our children to know...</i> The world's main climate zones are the Equatorial, Tropical, Desert, Temperate and Artic and Polar Climate Zones. A Biome is a large region of the world that has a similar climate with similar vegetation and animals that have adapted to live in the usual conditions	Bury – Changes Over Time How and why is Bury changing? <i>We want our children to know...</i> Bury has changed over time. Once the River Irwell and cotton mills were important factors to the town. Today, retail plays a big part in supporting the local economy, including Bury's 'World Famous' Market.
Year 5	Longitude and Latitude What affect does a location's position have upon a place? <i>We want our children to know...</i> Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a coordinate to locate a place accurately. They determine day length, seasonality, and to a large extent, climate.	Mountain Environments How do mountains change our world? <i>We want our children to know...</i> Mountains are formed when two plates collide and the land is pushed upwards. There are mountains and mountain ranges across every continent in the world. Some mountains have their own climates.	Rotterdam, the European Coastal City Why settle by a river? <i>We want our children to know ...</i> Rotterdam sits at the mouth of two rivers. It has one of the biggest ports in the world. Following World War Two, the city has been rebuilt and now has a very modern skyline.
Year 6	Investigating World Trade How do our choices impact others? <i>We want our children to know...</i> Where some	Brazil, The UK and The Netherlands How and why are places similar and different?	I'm Making my Own Way What is the best way to travel? <i>We want our children to know...</i> Bury is one of

	common commodities and goods come from, go to and why they reach or leave the UK. We are linked to people in other parts of the world through trade, technology and culture. Our choices affect the lives of others.	<i>We want our children to know...</i> There are geographical similarities and differences between regions across the world. Historical events, culture, trade and architecture shape what a place looks like.	many large towns in county of Greater Manchester. OS maps guide us and help us to travel to a location.
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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 Guardian Angels', 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 will record their learning in the following ways:

- Blue 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