St George's CE Primary School

Geography Curriculum Statement

Geography Intent

At St George's CE Primary School, our Geography curriculum inspires curiosity, knowledge and a deep understanding of God's world so pupils can "live life in all its fullness" (John 10:10). Our curriculum gives all children — including SEND and disadvantaged pupils — access to ambitious, meaningful geographical learning that develops their sense of place, identity and responsibility for the environment.

Pupils study a broad range of locations, landscapes and cultures, beginning with their immediate locality of Westhoughton and extending to the wider UK, Europe and the world. Through carefully sequenced units, pupils learn about human and physical processes, environmental change, cultural diversity and how the world is interconnected.

We develop the following characteristics of effective young geographers:

- Secure knowledge of where places are and what they are like
- A strong, progressive geographical vocabulary
- An understanding of human and physical processes, patterns and environmental relationships
- Geographical enquiry skills: questioning, investigating, analysing and drawing conclusions
- Competent use of maps, atlases, aerial photographs and digital tools (Google Earth, GIS-style mapping)
- Clear communication of findings through spoken, written and digital presentations
- Awareness of environmental responsibility, sustainability and stewardship
- A lasting curiosity about the world and its people

Our curriculum promotes inclusion, diversity and ambition, ensuring all children gain the knowledge and cultural capital needed for future success.

Geography Implementation

Geography is taught through a carefully planned, knowledge-rich and progressive curriculum. Each unit builds on prior knowledge and ensures pupils revisit and deepen understanding over time. Planning and teaching reflect Rosenshine's Principles, retrieval practice and our Digital Strategy 2025–2028.

Teachers plan and deliver Geography lessons using:

- Knowledge organisers with key vocabulary and essential facts
- Lesson sequences that revisit prior learning using flashbacks and retrieval activities
- Clear progression of skills in mapping, fieldwork, data interpretation and geographical enquiry
- Explicit vocabulary teaching, supported by Widgit symbols and dual coding
- Regular low-stakes quizzes to strengthen long-term memory
- Digital tools, including Chromebooks, Google Classroom, Google Earth, online atlases and Promethean screens
- Local fieldwork and site visits around Westhoughton and the wider Bolton area
- Practical geographical experiences such as map-making, surveys, weather observations and route plotting

- Adaptive teaching to support SEND pupils, using scaffolds, pre-teaching, vocabulary frames and visual supports
- Opportunities to apply learning through extended questions, enquiries and decision-making tasks
- Home learning projects linked to topics or enquiry questions

Monitoring of Geography includes book looks, learning walks, pupil voice, planning checks and staff feedback to ensure consistency and progression across the school.

Geography Impact

We measure the impact of our curriculum through a range of assessment and monitoring approaches that reflect our whole-school assessment systems.

Impact is seen through:

- Pupil outcomes in books that show secure knowledge and progression over time
- Retrieval and quiz data, demonstrating pupils remember more and can recall key concepts
- Pupil voice, showing curiosity, understanding and positive attitudes to Geography
- Prior-knowledge activation seen in lessons, showing that learning is remembered and built upon
- Teacher assessment for learning (AfL) within lessons: questioning, mini-tasks, discussions and practical evidence
- Geography fieldwork outcomes, showing skill development
- Curriculum coverage checks, ensuring vocabulary, skills and concepts progress year-on-year
- Monitoring by leaders, including book looks and discussions with pupils
- Inclusion evidence, showing that SEND and disadvantaged pupils access the full curriculum

If pupils keep up with the planned curriculum, they are considered to be making good progress. By the end of Year 6, our pupils leave St George's as confident, knowledgeable and responsible young geographers, ready for KS3 and the wider world

Geography Assessment

Assessment in Geography at St George's is ongoing, purposeful and aligned to our whole-school approach to Assessment for Learning. Teachers use questioning, discussion, observation and short retrieval tasks to check pupils' understanding in every lesson. Regular low-stakes quizzes and vocabulary checks help pupils strengthen long-term memory and ensure they can recall key knowledge from previous units. Books are monitored for coverage, progression and the accuracy of geographical skills such as mapwork, fieldwork and use of vocabulary. At the end of each unit, teachers review pupils' learning against the key knowledge and skills set out in the curriculum and use this to inform next steps. Assessment information is used to identify pupils who may need further pre-teaching, scaffolding or consolidation, ensuring that all pupils — including SEND and disadvantaged — keep up with the ambitious curriculum. Leadership monitoring, including book looks and pupil voice, provides a clear picture of strengths and areas for development across the school