



INTENT – we aim to...

Subject on a Page – Geography

Aiming High in Faith, Love and Learning



Create curiosity and fascination about the world we live in.

Teach knowledge that progresses from EYFS to Year 6.

Support pupils to gain deep understanding of the geography of their local area.

Develop contextual knowledge of the location of globally significant places.

Teach pupils to interpret a range of sources of geographical information.

Enable children to engage with a range of fieldwork experiences that deepen their understanding of geographical process.



IMPLEMENTATION – How do we achieve our aims?

Planning:

Geography at Christ Church follows the National Curriculum objectives and is taught in units throughout the year, so children can achieve depth in their learning. Units have been carefully planned to use the whole school geography progression map to ensure children build on prior learning and make links between units. Children experience a wide range of fieldtrips to develop their geographical skills and fieldwork. The children use a range of maps, globes, aerial photographs for schools to develop their map work skills.

Recording:

EYFS record through Tapestry looking at an overview of the weeks learning. In KS1/KS2, children have a geography book where their work is recorded, and the enquiry question is recorded for each lesson. Each unit has a front sheet which includes the enquiry questions, key vocabulary, unfamiliar words learnt and what the children can remember from previous topics. Floor books and children's individual books include a curriculum map to support

Assessment:

Geography is assessed at the end of each half-termly unit using an assessment grid which links directly to the objectives used for planning. Teachers use their professional judgement based on both oral and written responses. The subject leader collates the assessment grids and discusses with teachers any trends in gaps or misconceptions so these can be noted on assessment grids for the next teacher.

Vocabulary:

Developing the use of the correct vocabulary in geography is crucial and so key vocabulary is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their ideas and thoughts clearly and effectively.

EYFS:

Our children's journey in geography starts in EYFS, this is reflected in our progression documents. Books and stories are carefully chosen to provide children with an understanding of the world around them. The teacher supports the children by considering the language that they will learn in EYFS which will help them study geography in KS1.

Lesson Structure:

At Christ Church, all lessons follow a consistent 7-part structure designed to support high-quality teaching, clear learning routines, and strong pupil progress. This approach ensures that every lesson has a purposeful flow — from activating prior knowledge to celebrating new learning.

SEND: Our children with SEND access the geography curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having a scribe or using an iPad. Children with more complex SEND will access similar content to their peers but at their own level.



IMPACT – How do we know if we've achieved our aims?

Children have a love for Geography and an interest in the world we live in.

Geography books show progression and a broad and balanced curriculum.

Children have a deep understanding of the Geography at Christ Church.

Children have a strong global locational knowledge.

Children can use a range of geographical information including maps, diagrams, globes, and aerial photographs.

Children can engage with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.