



ST. ANNE'S COPP
CHURCH OF ENGLAND PRIMARY
SCHOOL, GREAT ECCLESTON



GEOGRAPHY



JANUARY 2026

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"Let us love, not in word, but in truth and action." (1 John 3:18)

In building solid foundations for every unique individual and putting God’s love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

At St Anne’s Copp Church of England School Great Eccleston, our geography curriculum aims to inspire children with a curiosity and fascination about the world and its people. In Geography, we aim to provide high-quality, engaging and enjoyable lessons to enable the children to develop a coherent knowledge and understanding of the world in which they live. Throughout the school, children learn about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. We believe it is important to nurture and encourage children’s natural curiosity, to shape and direct it and to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. We aspire to nurture the children to develop a sense of their own identity and understand the challenges of their time.

Objectives

The objectives of teaching geography in our school are to enable children to:

- To inspire in pupils about the world and its people
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Teaching and Learning styles

Geography teaching focuses on enabling children to think as geographers. We place an emphasis on mapping and fieldwork skills and understanding the world in which we live and place a high-quality text underneath our teaching and learning. We focus on helping children understand the world in which they live, encouraging them to ask questions such as, ‘why?’, ‘where?’, ‘what?’ and ‘how?’.

We aim to use a variety of techniques to simulate interest and a questioning approach to each geography theme studied. We encourage teachers to plan visits to geographical sites and create links with the wider community.

At St Anne’s Copp CE Primary School Great Eccleston, class teachers are responsible for their own class organisation and teaching style in relation to geography, while at the same time ensuring these are in keeping with the overall aims and philosophy of the school. The choice of class organisation will be determined by the learning task or activity and the resources being used. Teachers use both collaborative and independent learning during the lessons. We recognise that in all classes there is a wide range of abilities and so we seek to provide suitable learning opportunities for all children through adaptive teaching, open-ended investigations, providing resources of different complexity; or with adult support. Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. Groups may be organised by ability (mixed or similar), age, friendship or other criteria. Group work creates opportunities for the children to work together – sharing ideas, offering suggestions and raising questions. This enhances communication skills and the acquisition of geographical vocabulary. There are occasions when whole class activities are the most appropriate approach, e.g. Introduction of a new topic or learning a new skill.

Each geography unit results in a Double Page Spread or a Mini Double Page Spread. This is where the children are given the opportunity to showcase what they have learned throughout the unit, focussing on vocabulary and knowledge.

Geography Curriculum Planning

The National Curriculum informs and guides our planning. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding within the geographical aspect studied. In each year group we ensure continuity and progression of key knowledge and skills so that children are increasingly challenged as they progress through the key stages.

The subject leader provides the overview of the geographical aspects to be taught in each year group. Class teachers then develop appropriate lesson plans including specific learning objectives in accordance with the overview. Cross curricular links will be made when they are substantial and effective.

The geography subject leader will monitor planning on a regular basis. The overview ensures that in Key Stage One they begin by looking at the wider world before focusing in upon our own local area and in Key Stage Two we begin by looking at the UK before progressing to look at the wider world.

Early Years provision

The following information is based on the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021). Geography in EYFS is taught as an integral part of the topics covered within the year. Geography contributes to a child's learning of 'Understanding the World' and the children focus on a range of stories, images, songs and artefacts relating to the world and their local area.

In EYFS, the children learn about geography through experiences relating to their own lives. We approach this learning through stories, rhymes and discussions, and children learn key vocabulary relating to geography and specific vocabulary relating to each story or event.

EYFS- Early Learning Goal- Understanding the World – The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The Contribution of Geography to Other Subjects

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We use a high-quality text with all of our units in geography to immerse our children in the different ways geography can be presented.

Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing a variety of nonfiction texts and communicating the information they have learnt.

Mathematics

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to read data from tables and graphs, they also learn how to collect data and turn it into graphs. Map reading requires the knowledge of co-ordinates.

Computing

We use technology in geography teaching where appropriate and we encourage children to use technology as part of their work in geography. Children can use technology to present written work and they can research information using the Internet. Children have the opportunity to use the digital camera and iPads to record and use photographic images.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible. Children gain geographical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international geography; between cultural, economic, military, political geography. At St Anne's Copp CE Primary School Great Eccleston, we teach geography to all children, whatever their ability and individual needs. Through our geography teaching we provide learning opportunities that enable all children to make good progress. We strive hard

to meet the needs of those children with special educational needs, those with disabilities, those who are gifted and talented in this area and those learning English as an additional language.

Assessment for Learning

We assess children's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary in line with the school marking policy. At the end of each academic year the teacher completes assessments on our internal tracking system. Assessments across school are monitored by the subject leader and passed up to the next teacher to inform future teaching and learning.

Monitoring and Review

Evaluation is carried out to enhance the teaching and learning of geography within our school. It is the responsibility of all staff, both teaching and non-teaching to evaluate the provision, delivery and outcomes of geography in order for pupils to make the greatest possible progress. We have an open and supportive environment where children are encouraged to reflect on their own work and consider it objectively. The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leaders.

The subject leaders identify areas for further improvement, resulting in an action plan for the following year. The subject leader's role is to support colleagues in the teaching of geography, being informed about current developments in the subject and providing a strategic lead and direction for geography in the school.

Resources

As a school we subscribe to the 'Lancashire Library service' and receive loan boxes each year and plan for subject enrichment visits to bring topics to life. Visits off site support learning and enhance the investigative approach that we strive for. This enables the children to experience things at first hand.

There are some resources in school which are stored centrally.