



St Joseph's Geography Curriculum

Whole School Overview

Exploring our local area, understanding the wider world and caring for God's creation

Geography at St Josephs

At St Joseph's, Geography helps children understand their place in the world. Learning begins with the school, the local area and the city of Derby before widening to the United Kingdom, Europe and the wider world. Children explore the connections between people, places and environments and consider how responsible choices can protect the planet and support our global neighbours.

Our curriculum develops secure geographical knowledge alongside the skills pupils need to work as geographers. Children ask questions, use maps and data, undertake fieldwork, compare places, explain patterns and reach conclusions using geographical evidence.

Curriculum Intent

We aim to develop curious, knowledgeable and responsible geographers. By the end of Year 6, pupils should have a strong sense of place, understand significant human and physical processes and communicate their ideas using accurate geographical vocabulary.

- Build knowledge progressively from familiar places to regional, national and global contexts.
- Develop locational knowledge, place knowledge, human and physical geography, mapping and fieldwork skills.
- Help pupils understand Derby and Derbyshire, including the city's landscape, industry, population and global connections.
- Encourage pupils to consider sustainability, citizenship and their responsibility to care for God's world.

The Geography Curriculum

The curriculum combines substantive knowledge about places, features and processes with disciplinary knowledge about how geographers investigate the world. Four connected areas run through learning from EYFS to Year 6.

Curriculum area	What children learn
Local area	The school, routes, Derby, Derbyshire, local landmarks, industry and the city's links with the wider world.
Human geography	Settlements, population, trade, transport, land use, economic activity and the ways people shape places.
Physical geography	Coasts, rivers, mountains, volcanoes, rainforests, climate, biomes, vegetation and natural processes.
Global geography	Continents, oceans, hemispheres, Europe, world regions, global connections and comparisons between places.

Curriculum Implementation

Geography is organised through purposeful topics and enquiry questions. Teachers identify the essential knowledge and vocabulary pupils need, make links to prior learning and provide opportunities to apply knowledge in meaningful contexts.

- Carefully chosen Big Questions give each unit a clear geographical purpose.
- Maps, atlases, globes, aerial photographs and digital mapping support locational understanding.
- Fieldwork and observation help children investigate the school grounds, the local area and physical and human features.
- Photographs, diagrams, graphs, non-fiction texts, visitors and digital resources broaden children's experience of places.
- Retrieval practice, spaced repetition and revisiting key ideas help pupils remember and connect important knowledge.
- Teachers model and revisit geographical vocabulary so pupils can explain ideas with increasing precision.

Progression Through School

Phase	Main focus	Developing as a geographer
EYFS	The immediate environment	Children talk about familiar places, use stories and simple maps, observe their surroundings and describe similarities and differences.
Key Stage 1	Derby, the UK and the world	Pupils name continents, oceans and UK countries, compare places, identify human and physical features and use simple maps, compass directions and fieldwork.
Lower Key Stage 2	The UK and Europe	Pupils study urban and rural settlements, rivers, volcanoes, mountains and European connections. They use maps, evidence and geographical vocabulary to explain patterns.
Upper Key Stage 2	Global systems and responsibility	Pupils investigate rainforests, biomes, trade, population, economic links and global relationships. They analyse evidence, debate issues and justify conclusions.

Geographical Enquiry and Fieldwork

Across the curriculum, children learn how geographical knowledge is created and refined. They ask and answer questions, gather information, interpret maps and data, communicate findings and evaluate different viewpoints.

- EYFS children describe what they observe and communicate simple geographical information through talk, pictures and maps.
- Key Stage 1 pupils collect information through simple fieldwork and present it using maps, labelled diagrams and age-appropriate graphs.
- Key Stage 2 pupils select evidence, use increasingly complex maps and data, explain their conclusions and debate the impact of human and physical processes.

Key Enquiry Questions

EYFS: Where do I live? What is the best way to get to school? What would a bird see?

Years 1 and 2: What makes Derby great? How can we care for where we live? What does the world look like from space? What can I see beside the seaside?

Years 3 and 4: Why should we be proud of where we live? Where would you settle in the United Kingdom? Would you live near a volcano? Why is it important to care for our rivers?

Years 5 and 6: How is Derby connected to the world? Is it our responsibility to protect the rainforest? Whose habitat is most important? Why does the world have borders?

Curriculum Themes

Three themes connect Geography learning across the school and reflect our Catholic mission and local context.

Caring for Gods planet

Children consider sustainability and explore how people can protect rivers, rainforests, habitats and local environments.

Responsible citizenship

Pupils discuss how choices affect other people and places and learn how they can contribute to their community and support global neighbours.

Derby and the wider world

Children build pride in their city while understanding how Derby's industries, transport, population and trade connect it to other countries.

Curriculum Impact

By the end of Key Stage 2, children will have developed a secure body of geographical knowledge and a clear understanding of how places and processes are connected. They will use maps and geographical vocabulary confidently, interpret evidence, explain similarities and differences, and communicate well-reasoned conclusions.

Pupils will also understand that geographical questions can involve different viewpoints. They will be able to discuss environmental and human issues thoughtfully, recognise their responsibilities as citizens and show care for their local community and the wider world.