Holy Trinity CofE Primary School

Geography Policy

Policy Reference:	Holy Trinity CofE Primary School Geography Policy
Date Policy Reviewed:	July 2026
Reviewed by:	Head Teacher
Next Review Date:	July 2028
Completed by:	M. Taylor

Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Vision

At Holy Trinity CofE Primary School, we believe Geography helps children make sense of the world around them and understand their place within it. Through an ambitious, knowledge-rich curriculum, pupils develop curiosity about the Earth's people, places and environments whilst gaining the knowledge and skills needed to become informed, responsible global citizens. Our Geography curriculum inspires children to explore the connections between human and physical processes, appreciate the diversity of our world and understand the challenges and opportunities facing communities locally, nationally and globally.

Rooted in our Christian vision and values, Geography promotes respect, responsibility and stewardship for God's world. We encourage pupils to develop a sense of wonder about the planet whilst fostering empathy, environmental awareness and an understanding of how their actions can influence the future.

Intent

At Holy Trinity, our Geography curriculum is designed to develop pupils' understanding of the world through the study of places, people, environments and geographical processes. We aim to ensure that all children leave primary school with a strong foundation of geographical knowledge alongside the skills needed to investigate, question and understand the world around them.

Our Geography curriculum is built around five key geographical concepts:

- **Location** – understanding where places are and how they are connected.
- **Place** – understanding the characteristics of different locations and communities.
- **Human Geography** – understanding how people live, work and interact with the environment.
- **Physical Geography** – understanding natural processes, landscapes and environments.
- **Fieldwork** – developing the skills to investigate, collect and analyse geographical information.

We aim for all pupils to:

- Develop secure locational knowledge of the United Kingdom and the wider world.
- Understand key human and physical geographical features and processes.
- Develop a strong sense of place, beginning with their local area and expanding to global contexts.
- Use maps, atlases, globes and digital technologies confidently.
- Undertake meaningful geographical enquiry and fieldwork.
- Understand how environments are shaped by both physical and human processes.
- Develop awareness of sustainability, environmental responsibility and global citizenship.
- Build rich geographical vocabulary and communicate their understanding confidently.
- Compare and contrast different places, cultures and environments.

- Appreciate the diversity of people and places around the world whilst respecting different communities and cultures.

Our curriculum has been carefully sequenced to enable pupils to progressively build knowledge and skills from EYFS through to Year 6. It provides opportunities to explore local geography within Sandwell and the West Midlands alongside national and international studies.

Implementation

Curriculum Design

Geography is taught on alternating weeks with History through carefully sequenced units that build progressively on prior learning. The curriculum is structured around the key concepts of Location, Place, Human Geography, Physical Geography and Fieldwork to ensure progression across all year groups.

Each unit is centred around a **Big Enquiry Question**, encouraging pupils to think critically, make connections and develop geographical understanding through investigation and discussion. Lessons are designed to answer smaller enquiry questions which contribute towards answering the wider unit question.

Lesson Structure

Across the school, Geography lessons follow a consistent structure:

1. Retrieval practice and revisiting prior learning.
2. Review of key vocabulary.
3. Introduction of the lesson enquiry question.
4. Explicit teaching of new geographical knowledge.
5. Analysis of maps, data, photographs or geographical evidence.
6. Discussion and collaborative learning opportunities.
7. Application of learning through independent tasks.
8. Reflection and review linked to the enquiry question.

Knowledge and Skills Development

Pupils progressively develop knowledge and skills through the study of:

Location

- Continents, countries and capital cities.
- Oceans, seas and major world features.
- Climate zones, hemispheres and the equator.
- Latitude and longitude.
- Significant global regions and landmarks.

Place

- Comparing locations and regions.
- Understanding similarities and differences between places.
- Exploring local, national and international communities.
- Developing a sense of identity and belonging.

Human Geography

- Settlements and land use.
- Population and migration.
- Trade and economic activity.
- Sustainability and environmental responsibility.
- Human impact on the environment.

Physical Geography

- Rivers, coasts and mountains.
- Climate and weather.
- Natural resources.
- The water cycle.
- Volcanoes, earthquakes and extreme weather.
- Environmental change and natural processes.

Fieldwork

- Map reading and interpretation.
- Observational studies.
- Collecting and presenting data.
- Using geographical equipment.
- Conducting investigations in both local and wider environments.

Vocabulary Development

Subject-specific vocabulary is explicitly taught in every lesson. Key terminology is introduced, revisited and applied regularly to ensure pupils can communicate effectively as geographers. Teachers model geographical language and provide opportunities for children to use vocabulary through discussion and written outcomes.

Retrieval and Assessment

To support long-term retention of knowledge, retrieval practice is embedded within lessons. Teachers use:

- Quick quizzes.
- Knowledge organisers.
- KWL grids.
- Retrieval tasks.
- Pupil discussions.

Inclusion

The Geography curriculum is ambitious for all learners. Learning is carefully adapted to meet the needs of pupils with SEND, disadvantaged pupils and those who require additional support. Scaffolded resources, targeted support and adaptive teaching ensure all pupils can access and succeed within the curriculum whilst maintaining high expectations.

Oracy and Communication

Pupils are encouraged to think and communicate as geographers. Opportunities for discussion, debate, partner talk and presentations are embedded throughout the curriculum to help pupils articulate their geographical understanding using appropriate terminology.

Enrichment

Learning is enhanced through:

- Local fieldwork opportunities.
- Educational visits.
- Visitor experiences.
- Digital mapping technologies.
- Outdoor learning.
- Cross-curricular projects.
- Links to current environmental and global issues.

Impact

The impact of our Geography curriculum is evidenced through pupils who:

- Demonstrate secure geographical knowledge.
- Understand the relationships between people, places and environments.
- Can confidently use maps, atlases and geographical tools.
- Apply fieldwork skills effectively.
- Use subject-specific vocabulary accurately.
- Ask thoughtful geographical questions.
- Communicate geographical understanding confidently.
- Make connections between local, national and global issues.
- Show curiosity about the world and an awareness of their role as responsible global citizens.

Evidence of impact is gathered through:

- Pupil voice.
- Lesson observations.
- Learning walks.
- Book scrutinies.
- Assessment outcomes.
- Monitoring of curriculum progression.
- Discussions with pupils and staff.

Monitoring and Review

The Geography Subject Leader will monitor the effectiveness of the curriculum through:

- Book scrutinies.
- Pupil voice activities.
- Learning walks.
- Lesson observations.
- Planning reviews.
- Assessment analysis.

This policy will be reviewed annually to ensure it remains aligned with the school's vision, curriculum priorities and statutory requirements.