



The Holy Spirit Catholic Primary School

GEOGRAPHY POLICY



2025 - 2026

School Rules: Ready - Respectful - Safe

Inspirational Learning: Love - Believe - Achieve - Thrive

Curriculum Drivers: Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Crabbe

Subject Lead: G. Fleming

Chair of Governors: Mrs Keig

Review

This policy will be reviewed in September 2026

Signed by:

Headteacher

Subject Lead

Chair of Governors

'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'



“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

–Barack Obama

Former President of America

Introduction

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Geography curriculum, ensuring that teaching and learning in Geography develops children morally, physically, and socially. All children will have the opportunity to undertake Geography throughout their time The Holy Spirit. The teaching of Geography is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

Aims (Intent)

At The Holy Spirit Catholic Primary School, our geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer.

We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time.

We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils’ locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Our geography curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

‘Together in the spirit of love and forgiveness our family learns to grow with hope and joy.’



These aims are achieved by providing:

Lessons that....

- develop children's geographical understanding and competence in specific geographical skills.
- help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making.
- stimulate the children's interest in and curiosity about their surroundings.
- create and foster a sense of wonder about the world.
- inspire a sense of responsibility for the environments and people of the world we live in.
- increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained.
- begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion.
- develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

We also hope to:

- improve pupils' skills across the curriculum, especially in English, Maths and Computing.
- develop thinking skills.
- develop pupils as active citizens.
- promote awareness and understanding of spiritual and moral issues.

Organisation (Implementation)

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

At The Holy Spirit we have designed a geography curriculum which has a clear progression of skills and knowledge within these four strands across each year group. Our progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our Long Term Plan (LTP) document shows essential Key Knowledge taught in each term and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. The LTP has been devised in conjunction with the history subject leader to ensure that the humanities complement each other throughout the year. These cross-curricular links allow children to make connections and apply their Geography skills to other areas of learning. Geography runs on a two-year rolling programme in both key stages and is delivered termly, ensuring coverage of the National Curriculum strands.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'



We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork skills. Fieldwork skills are practised as often as possible. Fieldwork can include smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Teachers can differentiate lessons to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available. Knowledge organisers are being developed for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons has been designed with a specialist. We also have a subscription to the Geographical Association which has multiple teacher videos to develop subject knowledge and support CPD. The Geography curriculum has been created with the understanding that many teachers do not feel confident delivering the full Geography curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Impact

Our enquiry-based approach to learning allows teachers to assess children against the National curriculum expectations for geography. The impact of our curriculum is constantly monitored through both formative and summative assessment opportunities.

Each unit of work includes Key Knowledge to support teachers in assessing pupils against the learning objectives. Furthermore, teachers can design a lesson/ unit quiz (low stakes questioning) from the knowledge organiser, which can be used at the start, end or mid unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

At The Holy Spirit Catholic Primary School, pupils leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of following our geography curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.

'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'



- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.

The Early Years Foundation Stage

In the EYFS, Geography is encompassed by 'understanding of the world' and incorporates children understanding of 'People and Communities' and 'Understanding the World' whilst skills and curiosity in 'Technology' also benefit children's research and enquiry for geography.

From an early age, the children at The Holy Spirit Catholic Primary School learn of different cultures, beliefs and routines. Children explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments. Our environment has a range of images, stories, and objects from different places, providing children with many opportunities to explore and engage in different ways of living.

Utilising our indoor and outdoor environments children are encouraged to explore the different features of their natural world and investigate how things change throughout time as well as enquiring what homes natural objects can provide. We promote methods of caring for the wider world beginning with picking up litter, whilst also modelling respect for living things and encouraging children to think about how we can make the environment safe and pleasant for all living things.

Wider Opportunities

At the Holy Spirit we provide our pupils with opportunities to learn about geography in many different ways. We provide opportunities in KS1 and KS2 for pupils to learn about the past through first hand experiences for example school visits both day and residential. Access to our forest area on the school field, school grounds, EYFS quadrangle and our playground.

'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'



Resources

General Geography resources are stored in the resource cupboard and can be easily accessed by all staff. Topic books are accessible in the library under relevant headings. All staff in school are provided with the necessary details to access the Geographical Association (GA) online. The GA provide staff with planning, resources and opportunities for CPD. Staff have access to the Education Library Service (ELS) and can order topic boxes and resources fortnightly.

Inclusion

In order to help teachers adapt and differentiate lessons according to the needs of the pupils, our scheme can be differentiated with resources for those who have SEND and gives those who are Gifted the opportunity to research independently. Care is taken to ensure that any all children including SEND have the opportunity to frequently take part in lessons – children never routinely miss these to take part in interventions. By offering children a curriculum which is tailored to their needs, and through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed and thrive. These experiences will help build on each child's cultural capital ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

Assessment and Recording of Work

Assessment is used to inform future planning and to provide information about our pupils throughout the key stages at The Holy Spirit our methods include:

- Teachers observations of pupils
- Teacher/pupil discussions
- Teacher questioning
- Use of pupils recordings of their geography work
- Self-evaluation
- Photographs
- Termly assessment against key objectives for a unit of work

Teachers begin units of work with a recap of prior learning and assess the first and final geography lessons to show progression across the unit. At the end of the topic, teachers assess key knowledge and skills based on whether children have demonstrated through their work that they have met the National Curriculum objectives and progression guidance for their phase. This helps the Geography Coordinator to monitor progress and attainment in geography across the school.



Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the Geography Coordinator and SMT. The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography Coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Geography teaching across the school. The Geography Coordinator monitors the quality of teaching and learning, progress and attainment in Geography through; staff voice, lesson observations, recordings of lessons and analysis of the data which is completed on the relevant assessment grid at the end of each topic. The Geography Coordinator will write an annual action plan in which she/he will evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Continuing Professional Development

Training will be arranged as and when deemed necessary by the Geography Coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

Review

This policy will be reviewed annually in response to the review of our Curriculum.