



Trinity St. Peter's

Church of England Primary School

where children shine

Geography Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

Geography Vision Statement:

Geography at Trinity St Peter's enables pupils to become curious geographers who develop a secure understanding of the world, its people, places and environments. Through meaningful enquiries and real-world investigations, pupils explore the relationship between people and their environments, developing an understanding of how the world is interconnected and constantly changing.

Our Geography curriculum develops curiosity, critical thinking and environmental responsibility, preparing pupils for later life in an increasingly diverse and interconnected world. Pupils learn to think, investigate and evaluate as geographers, applying their knowledge of locations, places, physical and human processes, fieldwork and geographical skills to meaningful contexts. Through exploring local, national and global geography, pupils develop a sense of place, appreciation of diversity and understanding of their role as global citizens.

Intent

The purpose of our Geography curriculum is to equip every child with the knowledge, skills and attitudes they need to thrive as informed, responsible and globally aware citizens.

We implement the National Curriculum through a carefully designed bespoke curriculum created by Trinity St Peter's staff, ensuring learning is relevant to our local context whilst broadening pupils' understanding of the wider world. The curriculum is designed to develop children's knowledge of places, locations, environments and geographical processes through enquiry, exploration, fieldwork and investigation.

We aim to foster a culture of curiosity and critical thinking, encouraging pupils to ask questions about the world around them, analyse information, identify patterns and draw informed conclusions. Pupils build substantive knowledge of places, environmental regions and geographical processes, alongside disciplinary knowledge by working as geographers.

Our curriculum is designed to develop key learning behaviours for later life, including resilience, communication, critical thinking, curiosity and collaboration. Through this, pupils are prepared not only for the next stage of education but for life beyond school as informed and responsible members of society.

The curriculum is carefully structured to ensure pupils progressively build locational knowledge, place knowledge, human and physical geography understanding and fieldwork skills from EYFS through to Year 6.

Implementation

All of our children will have consistent access to a broad, balanced and high-quality Geography curriculum which will:

- Develop geographical knowledge and understanding of places, environments and the world's physical and human features.
- Build secure locational knowledge of the United Kingdom and the wider world.
- Enable pupils to understand the interaction between physical and human processes and how landscapes and environments change over time.
- Develop geographical enquiry and fieldwork skills through observation, measurement, data collection and investigation.
- Provide opportunities for pupils to interpret and analyse a range of geographical information including maps, atlases, aerial photographs and digital mapping.
- Develop pupils' ability to communicate geographical understanding using subject-specific vocabulary, maps, diagrams, data and extended writing.
- Promote environmental awareness, sustainability and responsible citizenship.
- Ensure all pupils can access and succeed within the Geography curriculum through inclusive and adaptive teaching approaches.

Use our bespoke Geography curriculum to ensure progression, consistency and high-quality curriculum design across all year groups.

In addition to this curriculum, we teach Geography through the school's core values:

Service – Hope – Imagine – Nurture - Enjoy

Service

With Christ at the centre, Geography is more than a subject; it is an opportunity for children to understand the world God has created and their responsibility within it. By studying people, places and environments, pupils develop empathy, respect and an appreciation of diverse cultures and communities. Our Geography curriculum encourages pupils to recognise their role in caring for the environment and contributing positively to society.

Hope

Learning about the world empowers children to understand both challenges and opportunities facing local and global communities. Through studying environmental issues, sustainability and human development, pupils learn that positive change is possible and that they can make a difference to the future of our planet.

Imagine

Our Geography curriculum ignites curiosity and ambition by encouraging pupils to explore places beyond their immediate experience. Through enquiry, fieldwork, maps, digital technologies and real-world case studies, children develop the confidence to investigate, question and imagine a better future for their communities and the wider world.

Nurture

The curriculum provides a safe and inclusive environment where children explore different cultures, traditions and perspectives. Through learning about people and places around the world, pupils develop respect, understanding and appreciation of diversity, nurturing confidence, compassion and a strong sense of identity.

Enjoy

We want our children to enjoy discovering the world and developing their understanding of the environment around them. Through engaging enquiries, fieldwork experiences and meaningful investigations, pupils experience the excitement of exploring geographical questions and finding solutions to real-world issues.

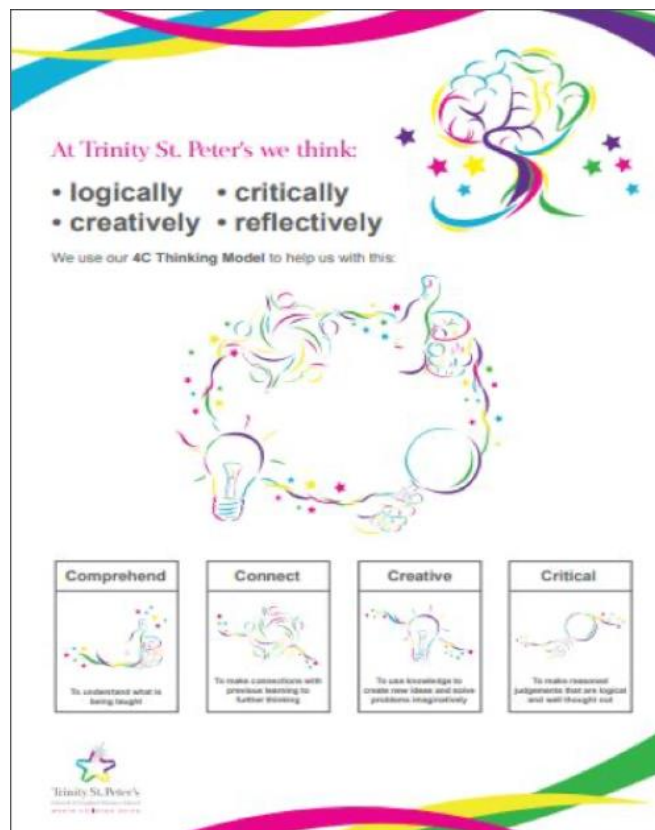
We support children in becoming confident, knowledgeable individuals who feel included, valued and inspired to succeed.

In summary, guided by British and Christian values, pupils are encouraged to be respectful, responsible and creative citizens. Through success, we raise aspirations and broaden horizons by helping children understand how creativity links to future opportunities. Carefully planned artistic experiences and exposure to a wide range of artists and creative careers provide inspiration, enabling pupils to aim high, believe in their abilities and see themselves as part of an ever-evolving creative world.

4C Thinking Model

We also embed the school's 4C Thinking Model into all Geography lessons.

The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in Geography. It supports pupils in developing geographical understanding, making meaningful links between prior and new learning, exploring ideas creatively and evaluating information critically. Teachers plan opportunities for pupils to think deeply about geographical issues, analyse evidence, investigate patterns and relationships and draw informed conclusions about the world around them. Thinking Maps are used where appropriate to help pupils organise information, structure geographical enquiries and deepen their understanding as geographers.



Vocabulary is VITAL

Valued	We value vocabulary in geography and in everything we do.
Identified	Geography vocabulary is identified by the subject leader and is explicitly planned for.
Taught	Vocabulary is explicitly taught in every lesson. Our Knowledge Organisers are used as a teaching tool for key geography focused vocabulary and the geography medium term plans include additional vocabulary to be taught.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in geography
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key geography vocabulary.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

Through an 'explosion of experiences', our youngest geographers are introduced to the foundations of their understanding of the world. Carefully planned opportunities, knowledge and experiences are woven throughout provision and adult-led learning to help children develop curiosity about people, places and environments beyond their immediate experiences. High-quality stories, non-fiction texts, maps, photographs and discussions are used to enrich children's understanding of the world around them. Geography vocabulary is explicitly planned for and modelled by staff to support children's early geographical understanding.

Understanding the world is vital to children's overall development. Children begin by exploring their own lives, families, school and local community before comparing these with places, people and environments from elsewhere in the United Kingdom and around the world. Through meaningful experiences, they develop an awareness of similarities and differences between places, recognise changes within the natural world and begin to understand how people interact with their environment.

Children are encouraged to be curious and ask questions about the world around them throughout the school day. Within provision, they engage in repeated and varied opportunities to observe, explore, investigate and discuss the natural and human features of their environment. Through these experiences, they develop their understanding of their locality and begin to appreciate the wider world.

The foundations of Geography learning in EYFS are carefully linked to Year 1 and beyond. Our bespoke Geography curriculum provides a clear and progressive structure, ensuring children develop the knowledge, vocabulary and skills needed to access the National Curriculum. Learning is carefully sequenced so that new knowledge builds upon previous experiences and leads towards clearly defined end points.

Both our staff and children are enthusiastic about Geography and understanding the world around them. Through ongoing professional development, we strive to ensure teachers have secure subject knowledge and a deep understanding of how children learn. Our pedagogy is rooted in our curriculum intent of embedding learning into long-term memory so that substantive knowledge (facts, places and geographical concepts) and disciplinary knowledge (thinking and working as geographers) can be recalled and applied fluently.

We firmly believe that all children should have full access to our Geography curriculum. Learning experiences and provision are adapted where appropriate to meet the needs of all pupils, ensuring every child experiences success, inclusion and enjoyment while developing their understanding of the world.

Sequence Structure

Geography sequence structure	
Phase 1 – Enquire	• Prior Geography learning revisited. • Make connections to the new geographical theme or enquiry question. • Use a geographical stimulus to spark curiosity and discussion. • Explore maps, photographs, satellite imagery, diagrams or data. • Share the enquiry question and intended outcome. • Record and discuss prior knowledge, questions and misconceptions using a Circle Thinking Map. • Knowledge organiser introduced.
Phase 2 – Investigate	• Medium-term planning informs lessons. • New geographical knowledge and skills taught through explicit modelling. • Opportunities for pupils to investigate places, environments and geographical processes. • Vocabulary explicitly taught through knowledge organisers. • Use maps, atlases, globes, fieldwork and digital technologies to support learning. • Quality First Teaching.
Phase 3 – Evaluate	• Review learning against the enquiry question and success criteria. • Reflect on knowledge and geographical skills developed. • Present findings and conclusions using geographical vocabulary. • Identify strengths, misconceptions and next steps. • Add new learning to the Circle Thinking Map. • Children know more and remember more.

Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Geography lesson structure	
Phase 1 – Recap and Connect	• Recap previous learning and activate prior knowledge. • Refer to the Knowledge Organiser. • Introduce and teach STAR vocabulary. • Link to previous Geography learning, places, themes and concepts. • Connect prior learning to the enquiry question or stimulus.
Phase 2 – Teach and Investigate	• Teach new geographical knowledge and skills through modelling. • Opportunities for children to ask questions and investigate. • Analyse maps, photographs, data and geographical information. • Use geographical vocabulary in discussion and explanation. • Apply learning through written, practical and collaborative tasks.
Phase 3 – Evaluate and reflect	• Evaluate learning against the enquiry question. • Discuss findings and conclusions. • Address misconceptions and gaps in understanding. • Use geographical vocabulary to explain thinking. • Formative assessment informs next steps.

Marking Expectations

In line with the school's marking and feedback principles, pupils are encouraged to reflect on their learning and respond to feedback.

Each new unit begins with a clearly presented title page including the term (e.g. Autumn 1), the title of the topic, the subject (Geography), and a relevant image or visual stimulus.

Oracy in Geography

Opportunities for structured talk are embedded throughout Geography lessons. Pupils are encouraged to discuss geographical issues, explain their thinking, justify their opinions and evaluate evidence using subject-specific vocabulary. Teachers model and scaffold language through sentence stems such as:

- "I think this happens because..."
- "The evidence suggests..."
- "This place is similar to/different from..."
- "One impact of this change is..."
- "My conclusion is..."

This supports deeper understanding and strengthens pupils' ability to think critically, reflect and communicate as geographers. Through discussion and debate, pupils develop confidence in expressing geographical ideas and explaining their understanding of complex global and environmental issues.

Geography Long Term Plan

All our planning is based on our key principles and intent for our curriculum.

Year Group	Autumn	Spring	Summer
Year 1	Where do I live?	What will I find on my journey around the world?	Why are farms important?
Year 2	Where in the world are we?	Is Kenya really that different to the UK?	What features make up coastal areas?
Year 3	How are European countries different?	What is life like in India?	Why was the River Nile so important?
Year 4	Why are rainforests important?	What will you see on a Great American Road Trip?	Why does the Earth shake, rattle and roll?
Year 5	What is life like in South America?	Is Scandinavia worth exploring?	How does Japan differ from the United Kingdom?
Year 6	How do we compare with Africa?	Are we looking after our planet??	Why do our coasts always change?

This bespoke curriculum has been carefully designed by Trinity St Peter's staff to progressively develop pupils' locational knowledge, place knowledge, understanding of physical and human geography and geographical enquiry skills.

Progression Documents

Our bespoke Geography progression documents support teachers in understanding how geographical knowledge, skills and vocabulary build from EYFS to Year 6. They ensure clear progression in locational knowledge, place knowledge, human and physical geography, map skills, fieldwork and geographical enquiry, as well as the development of evaluation and critical thinking across the curriculum. They are reviewed regularly to ensure full curriculum coverage and progression across all year groups.

These are all accessed by staff through shared staff drive.

TRINITY ST PETER'S CE PRIMARY SCHOOL GEOGRAPHY PROGRESSION OF SKILLS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Where do I live? - Name the seven continents of the world and locate the UK on a world map. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom What will I find on my journey around the world? - Children know that there are seven continents in the world. - Locate Europe on a world map and explore the features and characteristics of France. - Locate Asia on a world map and explore the features and characteristics of China. - Locate Australia on a world map and identify some of its features and characteristics.	Where in the world are we? - To find out where the UK, the equator and the poles are on the world map. Is Kenya really different to the UK? - To locate Africa on a world map and identify the country of Kenya. What features make up coastal areas? - To locate and identify the oceans and continents.	How are European countries different? - Locate and name the five oceans and seven continents on a world map. - Name the different countries in Europe and surrounding seas. Why was the River Nile so important? - To locate the River Nile on a map. What is life like in India? - Locate India on a world map and know that its capital is New Delhi.	What will you see on a Great American Road trip? - Be able to locate the USA and its states on a map, identifying how many states there are. - Locate and compare American states, allowing children to focus on the states that interest them the most. - Know that the equator separates the Northern and Southern Hemispheres. Why does the earth shake, rattle & roll? (Volcanoes) - Name countries and continents that sit on different tectonic plates. - Locate Hawaii on a World Map to understand its location and have awareness of where it is in comparison to where we live.	What is life like in South America? - Find out about the location and countries of South America. Is Scandinavia worth exploring? - Locate Scandinavia's countries and major cities on a world map. How does Japan differ to the United Kingdom? - Know where Japan is in the world. - Use latitude and longitude to describe the position of Japan, and other countries on a map.	How do we compare with Africa? - Locate Africa on a world map and recognise that the African continent is made up of 54 countries. - Know that Africa can be split into five different regions and identify which region various African countries are in. Are we looking after our planet? - Describe and understand the distribution of natural resources (energy) in the UK and around the world. - Know where and how glass and concrete are produced in Britain using natural resources. Why do our coasts always change? - Name and locate key topographical features including coasts, features of erosion, hills, mountains and rivers.

Assessment in Geography

Assessment in Geography is ongoing and based on pupils' ability to develop and apply geographical knowledge and disciplinary skills.

Teachers assess pupils through:

- Observation during lessons and fieldwork.
- Discussion, questioning and pupil voice.
- Review of written work and recorded outcomes.
- Analysis of geographical enquiries and investigations.
- Assessment of pupils' use of geographical vocabulary and concepts.
- Presentation of findings, conclusions and geographical understanding.

Assessment takes place at key points:

- Start of unit - prior knowledge and understanding
- During lessons - teacher observation and feedback
- End of unit - valuation of geographical knowledge, understanding and skills.

Assessment is used to inform future planning and ensure progression across year groups. Units follow a clear enquiry-based approach, enabling pupils to build knowledge, investigate and evaluate geographical concepts and issues.

Subject Leadership and Monitoring

The Geography subject leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

- Reviewing planning and curriculum coverage
- Conducting book scrutiny
- Gathering pupil voice
- Monitoring progression and outcomes
- Supporting staff through CPD and guidance
- Evaluating assessment information and identifying priorities for development.

Monitoring ensures that the Geography curriculum is implemented consistently and that all pupils receive a high-quality Geography education.

Impact

Our well-constructed and well-taught Geography curriculum leads to strong outcomes. Our results reflect what children have learnt, remembered and can apply. We believe that a broad and balanced curriculum leads to high-quality outcomes and enables pupils to achieve clearly defined end points.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. Through an enquiry-led approach, children develop the confidence to recall and apply geographical knowledge, concepts and vocabulary from their long-term memory.

The quality of children's work is of a high standard. Pupils are able to confidently talk about their learning, explain their understanding of places and processes and use appropriate geographical vocabulary when discussing environmental, social and economic issues. Learning is carefully sequenced towards clear end points, ensuring pupils are prepared for the next stage of their education.

We ensure all our children read to a stage-appropriate level and fluency through disciplinary literacy in Geography lessons.

The impact of the Geography curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and units
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

Policy reviewed: 2025/26

Next review: 2027/28