Middleforth Church of England Primary School

Geography Policy	
Written By	Louise Murphy
Date	June 2026
Review Date	May 2027

Let Your Light Shine – Matthew 5:16

Mission Statement
'Let Your Light Shine.'
Matthew 5:16

We seek to promote:
Faith
Resilience
Independence
Curiosity
Communication
Aspiration

As a caring Christian community, we aspire to "let our light shine" (Matthew 5:16). Through our Geography curriculum, we seek to open children's eyes to the wonder, diversity and interconnectedness of God's world. We encourage pupils to develop a sense of awe and wonder for creation whilst equipping them with the knowledge, skills and understanding needed to become informed, compassionate and responsible global citizens.

Through the study of their local area, the United Kingdom and a range of global locations, pupils develop an understanding of both human and physical geography and recognise how communities and environments are connected. Our curriculum promotes stewardship of God's creation and encourages pupils to consider how their actions can contribute positively to the world around them.

We believe every child has God-given talents and potential. Through engaging geographical enquiries, meaningful fieldwork and opportunities to communicate their understanding, pupils develop academically, socially and spiritually. Geography helps children understand their place in the world and empowers them to shine their light as thoughtful, responsible and hopeful citizens.

Aims

The objectives of teaching Geography are:

- To develop children's geographical knowledge, understanding and skills.
- To enable pupils to undertake geographical enquiry, investigation, problem solving and decision making.
- To stimulate curiosity about places, people and environments.
- To foster a sense of awe and wonder about the world.
- To develop an understanding of environmental responsibility and sustainability.
- To increase awareness of the changing world and the impact people have upon it.
- To promote respect for different cultures, communities and ways of life.
- To develop a sense of identity through learning about the United Kingdom and its place within the wider world.
- To encourage pupils to become responsible global citizens and stewards of God's creation.

Intent

At Midlothian Church of England Primary School, Geography inspires pupils to develop curiosity about the world and their place within it. Guided by our Christian vision, "Let your light shine" (Matthew 5:16), we encourage children to explore and appreciate the diversity, beauty and interconnectedness of God's creation.

Our Geography curriculum is designed to meet the requirements of the National Curriculum through the progressive development of locational knowledge, place knowledge, human and physical geography, and geographical skills. Through carefully sequenced enquiries, pupils build knowledge from their local area to the wider world, developing an understanding of how people, places and environments are connected.

We aim for all pupils to:

- Develop secure knowledge of countries, continents, oceans and significant geographical features.
- Understand key human and physical geographical processes.
- Become confident users of maps, atlases, globes and digital technologies.
- Develop enquiry, fieldwork and data-handling skills.
- Appreciate the diversity of cultures, communities and environments.
- Understand environmental responsibility and sustainability.
- Recognise their role as responsible citizens and stewards of God's creation.

Through Geography, pupils are encouraged to ask questions, think critically and develop an informed understanding of the world around them.

Implementation

Geography is taught through a progressive sequence of enquiry-based units that build knowledge and skills from Year 1 to Year 6.

The curriculum is organised around engaging geographical questions that promote investigation, discussion and critical thinking. Pupils study a range of local, national and global locations whilst developing an understanding of key geographical concepts including place, space, scale, interdependence, sustainability and environmental change.

Curriculum Progression

Geography knowledge and skills are carefully sequenced to ensure progression throughout the primary years. Pupils build on prior learning and revisit key concepts in increasingly complex contexts, enabling them to develop as confident and competent geographers.

Knowledge Progression

Pupils begin by exploring their immediate environment and local area before extending their understanding to the United Kingdom, Europe and the wider world. Through the study of diverse places and environments, they develop an increasingly sophisticated understanding of locational knowledge, place knowledge, human geography and physical geography.

Enquiry Progression

Geographical enquiry is at the heart of the curriculum. Pupils progress from asking and answering simple questions about their surroundings in Key Stage 1 to analysing evidence, evaluating geographical issues and conducting independent enquiries by the end of Key Stage 2. Enquiry questions encourage pupils to investigate, compare, interpret and draw conclusions using a range of geographical sources.

Mapping Progression

Mapping skills are developed progressively across the school. Pupils learn to use simple maps and aerial photographs before progressing to atlases, globes, digital mapping and increasingly complex map interpretation. They develop confidence in using geographical language, symbols, scale and coordinates to locate and describe places.

Fieldwork Progression

Fieldwork opportunities are embedded throughout the curriculum and become increasingly independent as pupils move through the school. Pupils learn to observe, measure, record and present geographical information before planning and carrying out their own investigations using a range of methods and sources.

Data Analysis and Interpretation

Pupils develop their ability to collect, present and interpret geographical data through a variety of activities including surveys, observations, graphs, maps and fieldwork. As they progress through the school, they become increasingly confident in analysing patterns, identifying relationships and drawing evidence-based conclusions.

Through this carefully planned progression, pupils acquire the knowledge, skills and understanding needed to engage thoughtfully with the world around them and become informed, responsible and active global citizens.

Locational and Place Knowledge

Pupils begin by studying their local area before extending their understanding to the United Kingdom, Europe and the wider world. They compare places and explore similarities, differences and connections between them.

Human and Physical Geography

Pupils investigate a range of geographical themes including weather, climate, coasts, rivers, volcanoes, rainforests, deserts, oceans, settlements, population and energy. They develop an understanding of how physical and human processes shape environments and influence one another.

Geographical Skills and Fieldwork

Geographical skills are explicitly taught and developed progressively throughout the school. Pupils learn to:

- Use maps, atlases, globes and digital mapping.
- Interpret aerial photographs and satellite imagery.
- Collect, present and analyse geographical data.

- Draw conclusions from evidence.
- Undertake fieldwork investigations within the local environment.
- Plan and conduct increasingly independent enquiries.

Fieldwork opportunities are embedded throughout the curriculum to provide first-hand geographical experiences and develop practical investigative skills.

Vocabulary and Communication

Subject-specific vocabulary is explicitly taught and revisited to enable pupils to communicate their geographical understanding effectively. Opportunities are provided for discussion, explanation, debate and presentation.

Spiritual, Moral, Social and Cultural Development

Geography contributes significantly to pupils' spiritual, moral, social and cultural development. Through studying diverse places, communities and environmental issues, pupils develop respect for others, an appreciation of diversity and an understanding of their responsibilities as global citizens.

Impact

The impact of our Geography curriculum is that pupils develop a secure understanding of the world around them and the relationships between people, places and environments.

Pupils will:

- Demonstrate age-related geographical knowledge and understanding.
- Retain and apply learning over time.
- Use geographical vocabulary accurately and confidently.
- Ask and answer geographical questions using evidence.
- Interpret maps, data and a range of geographical sources.
- Conduct fieldwork with increasing independence.
- Explain interactions between human and physical geography.
- Understand local, national and global issues.
- Show respect for different cultures, communities and environments.
- Recognise the importance of environmental stewardship and sustainability.

By the end of Year 6, pupils are equipped with the geographical knowledge, skills and understanding needed for secondary education. They leave as curious, informed and responsible young people who are prepared to contribute positively to their communities and the wider world.

Assessment and Monitoring

To assess pupils' progress in Geography we:

- Gather evidence of what individual pupils know, understand and can do through discussion, observation and evaluation of their work.
- Make termly and annual judgements against the school's progression and assessment criteria.
- Report annually to parents on pupils' attainment and progress.
- Use progression documents to ensure that appropriate standards are achieved throughout the school.

To monitor and evaluate Geography, the subject leader:

- Supports teachers through professional dialogue, staff meetings, lesson observations and training.
- Monitors curriculum coverage and progression to ensure geographical skills and knowledge are developed effectively.
- Evaluates the quality of teaching and learning across the subject.
- Identifies priorities for development and supports continuous improvement.
- Works collaboratively with the SENCo to ensure appropriate provision for all pupils.
- Reports regularly to the Senior Leadership Team and Governors regarding standards, provision and curriculum developments.

The Role of the Governing Body

Governors are responsible for ensuring that the school fulfils its statutory responsibilities in delivering the National Curriculum.

The Geography Subject Leader will keep Governors informed of developments within the subject through regular reports. These will include information relating to subject monitoring, curriculum development, action planning, pupil outcomes, staff development and policy review.

Signed: L Murphy

Date: June 2026

Review Date: May 2027