



Together with Jesus, we grow in love



Holy Family Catholic Primary School

Geography Policy

Last reviewed: September 2026
Review date: September 2027

Statement of Intent

At our school, we believe that Geography plays a vital role in helping pupils understand the world around them, their place within it and their responsibilities as global citizens. Through the study of geography, pupils develop curiosity about the Earth's people, places and environments, and gain an understanding of how physical and human processes shape the world.

Our Geography curriculum is designed to:

- Develop curious, informed and reflective geographers
- Build secure locational and place knowledge from local to global contexts
- Enable pupils to understand human and physical processes
- Develop fieldwork and geographical enquiry skills
- Promote awareness of environmental and global issues
- Support pupils in understanding interdependence and global connections

The curriculum meets and exceeds the requirements of the National Curriculum for Geography and is carefully sequenced to ensure clear progression in knowledge, vocabulary and skills from EYFS to Year 6.

Aims

The aims of teaching Geography at our school are to:

- Know and understand the location and characteristics of places, from the local area to the wider world
- Develop understanding of key geographical concepts:
 - place
 - space
 - scale
 - interdependence
 - environmental change
- Understand human and physical geography, including climate, landscapes, settlements and resources
- Develop the ability to:
 - ask geographical questions
 - analyse and interpret information
 - draw conclusions and explain findings
- Use maps, atlases and fieldwork confidently
- Understand how environments change and how humans interact with them
- Develop awareness of global issues and sustainability

Curriculum Organisation

Structure

Geography is taught through carefully sequenced units across all year groups:

- **EYFS:** Understanding the world through observation, exploration and discussion of the local environment
- **Key Stage 1:** Local area, the UK, and basic global knowledge (continents, oceans, weather, comparison study)
- **Key Stage 2:** The UK, Europe and the Americas, including physical processes, human geography and global systems

Sequencing and Progression

The curriculum is structured to ensure:

- Knowledge builds cumulatively over time
- Vocabulary is explicitly taught and revisited
- Concepts are developed in increasing complexity
- Pupils progress from:
 - **describing → comparing → explaining → evaluating**

Learning moves from:

- **local → national → continental → global contexts**

Pupils study and compare:

- a UK locality and a non-European country in KS1
- a UK region and a European region in LKS2
- regions in North and South America in UKS2

Teaching and Learning

Geography is taught through a combination of:

- enquiry-based learning
- teacher-led input
- discussion and collaborative tasks
- independent investigation

Lessons are structured around key questions, encouraging pupils to:

- explore and describe places
- make comparisons
- explain geographical processes
- evaluate issues and suggest solutions

Teachers use:

- stem sentences to support reasoning and explanation
- visual resources such as maps, atlases and images
- real-world examples to make learning relevant

Geographical Skills and Fieldwork

Fieldwork is a key component of the curriculum and is progressively developed:

- **KS1:** Observation and exploration of the school and local area
- **LKS2:** Data collection, surveys and comparison of environments
- **UKS2:** Independent enquiry, analysis and evaluation

Pupils develop skills in:

- map reading and interpretation
- use of atlases and digital mapping
- collecting and analysing data
- presenting findings

Mapping and Spatial Skills

Mapping skills are carefully sequenced:

- **KS1:** Simple maps, symbols and directional language
- **LKS2:** Atlases, aerial views, 4-figure grid references
- **UKS2:** OS maps, 6-figure grid references and thematic maps

This ensures pupils can locate, interpret and analyse geographical information with increasing accuracy.

Vocabulary Development

Key geographical vocabulary is:

- explicitly taught
- revisited across units
- progressively developed

Pupils are encouraged to:

- use accurate terminology
- explain ideas clearly
- apply vocabulary in both spoken and written work

This supports pupils in communicating their understanding confidently.

Local Context and Cultural Capital

The curriculum makes strong use of the **local context of Liverpool**, including:

- local landmarks and land use
- the River Mersey and surrounding environment
- changes in the local area over time

Learning is enriched through:

- fieldwork visits
- local studies
- real-world experiences

This helps pupils develop a strong **sense of place and identity**.

Assessment

Assessment in Geography is ongoing and formative.

Teachers assess pupils through:

- questioning and discussion
- written work and outcomes
- fieldwork activities
- use of maps and geographical skills

Progress is measured against:

- knowledge and understanding
- use of vocabulary
- development of enquiry and geographical skills

Impact

The impact of the Geography curriculum is that pupils:

- Have secure knowledge of key locations, places and features
- Understand human and physical processes and how they shape environments
- Can make comparisons between places at local, national and global scales
- Use maps, atlases and data with confidence
- Carry out geographical enquiries and explain their findings

Pupils demonstrate a clear progression from:

describing → comparing → explaining → evaluating

They are able to:

- explain patterns and processes
- analyse causes and impacts
- consider environmental and global issues

By the end of Year 6, pupils:

- think critically about geographical information
- understand global connections and interdependence
- communicate confidently using geographical vocabulary

Pupils leave our school as knowledgeable, curious and responsible global citizens.

Monitoring and Evaluation

The subject leader is responsible for:

- monitoring the quality of teaching and learning
- reviewing planning and pupils' work
- gathering pupil voice
- ensuring progression and curriculum coverage

This is carried out through:

- book looks
- lesson visits
- staff discussions
- ongoing curriculum review

Equal Opportunities and Inclusion

We ensure that all pupils:

- have access to a broad and balanced curriculum
- are supported to achieve their full potential

Teaching is adapted through:

- scaffolding and support
- visual and practical resources
- targeted intervention where needed

Review

This policy will be reviewed annually by the subject leader to ensure it reflects current practice, National Curriculum guidance and school priorities.