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**Geography Policy**

Review Date: September 2025

Next Review Date: September 2027

Leader: Laura Bull

Link Academy Councillor: Helen Stuart

**Our School Vision**

*‘Love your neighbour as yourself.’*

*Matthew 22:36-40 “Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself.”*

At Holy Trinity, positive, caring relationships are the foundation of our school community, woven through everything we do. In our school, everyone is valued and learns to value one another. Children, staff, and families are recognised and celebrated as unique individuals — each one loved, supported, and respected for who they are. Jesus’ teaching supports us to see the value in others, to be compassionate and to create an environment where everyone can flourish and achieve their full potential.

We recognise that our school community is part of a larger, diverse world, and we are committed to fostering an environment that is welcoming, inclusive, and accepting of all. At Holy Trinity, we nurture curious and motivated learners who take joy in discovery as they explore the world around them. We encourage our pupils develop into *responsible* global neighbours who *respect*, appreciate, and embrace the differences that make each of us unique.

We support our Holy Trinity family to flourish by nurturing their spiritual journey through:

* **Looking in** with self-reflection,to love and value themselves as a unique child of God with self-respect and honesty.
* **Looking out** with compassion and service to seek justice, peace, and care for all people and the planet we share.
* **Looking up** with wonder and gratitude. We consider being a part of something greater than ourselves by taking time to pray, reflect, and be still.

**Our school values:**

***Respect* – The Parable of the Good Samaritan**

Luke 10:25-37 teaches that compassion, and neighbourly love should be extended to everyone, irrespective of background or perceived differences.

***Community* – The Parable of the Lost Sheep**

Matthew 18: 10–14 teaches us the importance of community and belonging. God, like the shepherd, desires for all to be part of the flock, experiencing the joy of being connected and cared for.

***Responsibility* – The Parable of Jesus feeding the 5000**

John 6.1-13 teaches us that Jesus notices and cares about the everyday needs of all people.

By fostering an inclusive community and working in partnership with Durham and Newcastle Diocesan Learning Trust and the Church of England, we are empowering our children to live full lives, reaching their potential and helping others to do the same. Through our spiritual development and our commitment to these Christian values, we encourage children to not only see the world through a broader lens but also actively contribute to making it a more inclusive and compassionate place. Our school is a place where *respect*, *community*, and *responsibility* guide our actions and help us live out the teaching to *love our neighbour as ourselves.*

Durham and Newcastle Diocesan Learning Trust’s vision**: "Every child matters and no child is ever left behind..."**

The Church of England vision: **"Live life to its fullness."**

**Introduction**

At Holy Trinity C of E Primary School, we believe that Geography helps to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through the teaching of Geography, we aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

Our Geography curriculum follows the Kapow Primary Geography Scheme of Work, ensuring a broad, balanced and progressive approach to geographical knowledge, skills and understanding.

**Aims**

The aims of teaching Geography at Holy Trinity C of E Primary School are to:

Develop children’s knowledge of location, place and human and physical geography.

Inspire curiosity about the world around them, fostering a sense of wonder and responsibility for the environment.

Enable children to understand geographical processes and how they change places and environments over time.

Equip pupils with geographical skills to collect, analyse and communicate data, using maps, globes, aerial photographs and digital mapping.

Encourage children to become confident, independent learners through fieldwork and enquiry-based learning.

Promote respect and understanding of diverse cultures and communities, linking with our Christian values of respect, responsibility and compassion.

**Curriculum and Planning**

Geography is taught through the Kapow Primary Scheme, which provides clear progression from EYFS through Key Stage 1 and Key Stage 2.

Units are planned to build on prior learning and ensure appropriate challenge for all pupils.

Teachers adapt Kapow lesson plans to suit the needs of their class while maintaining curriculum coverage and progression.

Cross-curricular links are made where appropriate, particularly with English, Mathematics, Science, and Religious Education.

Fieldwork is a key element of the curriculum and is included in every year group to provide real-life geographical experiences.

**Teaching and Learning**

Lessons are designed to be engaging, hands-on and enquiry-led, encouraging children to ask questions, investigate and draw conclusions.

A range of resources is used, including atlases, maps, globes, digital technology, and outdoor learning spaces.

Children are encouraged to work both independently and collaboratively, developing skills in discussion, reasoning and presentation.

Teachers differentiate activities to support and challenge all learners, including those with special educational needs and those who are more able.

**Assessment**

Assessment in Geography is ongoing and formative, taking place during lessons through questioning, observation and marking.

At the end of each unit, teachers assess children’s knowledge and skills against Kapow’s learning objectives and progression framework.

Assessment outcomes are recorded and used to inform future planning and to monitor progress across the school.

Subject leaders monitor work through book looks, learning walks and pupil voice to ensure consistency and high standards.

**Role of the Subject Leader**

The Geography Subject Leader is responsible for:

* Leading the development and implementation of the Geography curriculum.
* Monitoring and supporting the quality of teaching and learning.
* Ensuring appropriate resources are available and well maintained.
* Supporting staff through CPD and sharing of good practice.
* Analysing assessment data to monitor pupil progress and attainment.
* Ensuring the Geography curriculum reflects the school’s Christian ethos and values.

**Inclusion and Equal Opportunities**

We are committed to providing a Geography curriculum that is accessible to all children, regardless of background, ability or additional needs.

Lessons are adapted to meet the needs of pupils with SEND, and additional support is provided where necessary.

We celebrate cultural diversity and ensure that the Geography curriculum represents different communities and perspectives.

**Resources**

Geography resources include a range of atlases, maps, globes, photographs, digital technology, and fieldwork equipment.

The subject leader audits resources annually and ensures they are updated and replenished as needed.

Outdoor spaces within and around the school are used regularly to enhance fieldwork opportunities.

**Health and Safety**

All fieldwork and off-site visits are risk assessed in line with the school’s health and safety policies.

Teachers follow safeguarding procedures and ensure appropriate adult-to-child ratios are maintained during fieldwork.

**Review and Monitoring**

This policy will be reviewed every two years by the Geography Subject Leader in consultation with staff and governors.
The effectiveness of the Geography curriculum will be monitored through lesson observations, work scrutiny, pupil voice and outcomes data.

**Links to Other Policies**

This policy should be read in conjunction with:

* Teaching and Learning Policy
* Assessment Policy
* SEND Policy
* Equal Opportunities Policy
* Health and Safety Policy
* Educational Visits Policy