

# Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in  
all its fullness' (John 10:10)



## Geography Curriculum Policy September 2025

Date adopted by Governing Body:

Reviewer:

# Coleshill Church of England Primary School

## OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

## OUR VALUES

### HONESTY

**With God's love, we are truthful so we can be trusted and grow in wisdom.**

***"Speak the truth in love." (Ephesians 4: 15)***

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

### KINDNESS

**With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.**

***"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)***

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

### PERSEVERANCE

**With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.**

***"Perseverance (produces) character and character, hope." (Romans 5: 4)***

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

### RESPECT

**With God's love, we care for others, ourselves and our school, so we listen and use good manners.**

***“In humility, value others above yourselves.” (Philippians 2: 3)***

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

### **SELF-CONTROL**

**With God’s love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.**

***“The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.” (Galatians 5: 22)***

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it’s time to laugh but to work and give their all when it’s time to learn.

## **‘CURRICULUM’ INTENT STATEMENT**

At Coleshill C of E Primary School our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school preparing every child for their future. Our curriculum aims to support our children to excel in our school values and provide them with opportunities to practice and develop these.

Our data shows that boys underperform in relation to girls, and that lower attaining boys make slower progress. Pupil Premium children also make slower progress in comparison to non-pupil premium. Our curriculum therefore needs to be engaging and inspiring for all children and include topics to motivate boys in particular. We want to develop our students’ ‘self-worth through experiences of success and celebration across a wide range of skills and talents’. Our Curriculum provides a clear progression and distribution of foundation skills through a range of exciting topics.

Please visit the History page on our website:

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- Skills Progression

### **Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education’s Governance Handbook.

## Geography Intent

At Coleshill C of E Primary, we provide a high-quality geography **education which inspires a curiosity and fascination in pupils about the world** and its people that we hope will **remain with them for the rest of their lives**. Teaching equips 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**. Teachers allow time for children to develop a love of enquiry through lessons which will encourage a need-to-know and allow children time to explore different concepts and ideas. As pupils progress, their growing knowledge about the world helps them to **deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments**. Geographical knowledge, understanding and skills provide the frameworks and approaches that **explain how the Earth's features at different scales are shaped, interconnected and change over time**. Children are exposed to a range of resources enabling them to draw conclusions and produce their own ideas about the world. Children leave our school with a wide **variety of mental constructs** or ways to help them see the world and understand it.

Please visit the Geography page on our website :

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- FFT assessment

## Curriculum Implementation

### **Planning, Differentiation and Lesson Organisation including the sequence of Learning**

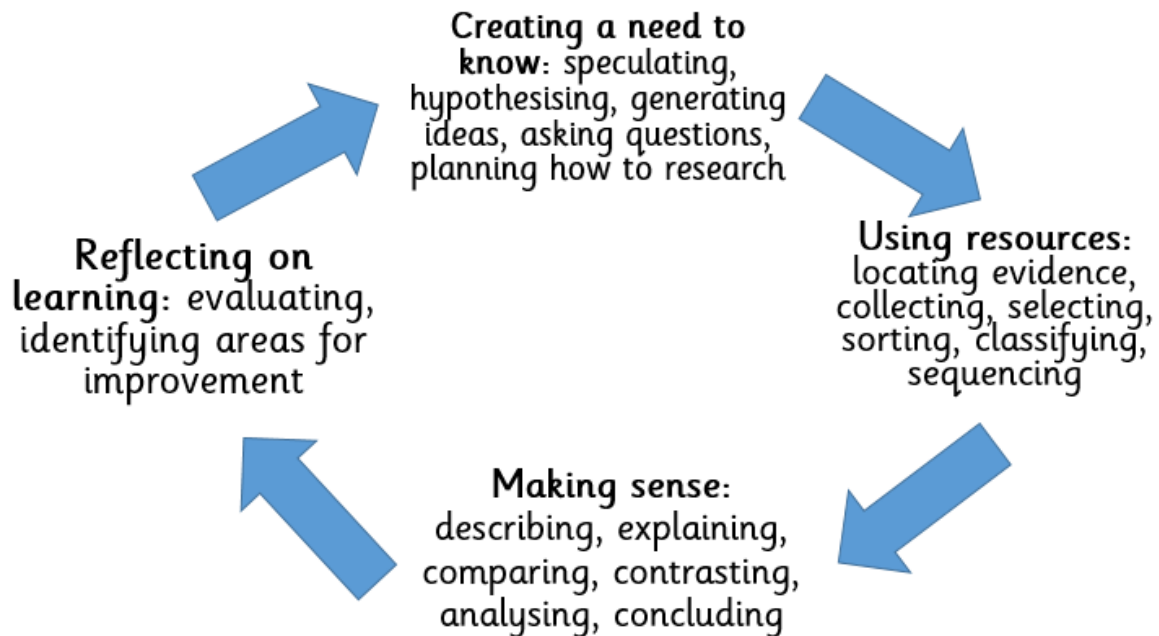
Teachers plan their lessons to be exciting and engaging using the stages of enquiry cycle to help children build on the skills needed to explore and investigate a concept. Children are given opportunities to remember prior concepts through ITF activities.

At the beginning of the planning process, teachers decide on a final masterpiece to showcase the children's geographical understanding. In order for this to be successful, they use Geography Mastery to sequence the lessons to prepare the children for this end result.

During the planning stage, teachers include a range of activities to create engaging lessons that excite children and encourage them to develop a love of exploration. Teachers make sure that lessons are put into context for children by creating a need to know at the beginning. This includes using our school mascots 'Where's Colly?' to give the children context about where they are learning and the thought process of how it is similar or different to their own learned experiences. A range of resources are used across the lessons to allow children to explore different concepts and children are given time to reflect on their learning and evaluate. Teachers use "think" question prompts to support and enable pupils to think like a geographer.

### Enquiry cycle to support planning process:

What are the stages of enquiry?



### Enrichment

In each year group, children are given the opportunity to explore the world around them through fieldwork, trips and other enrichment opportunities such as our whole school “Where’s Colly?” Geography day. Through fieldwork, they are able to investigate the local environment and see how this links in with the concepts they are taught in the classroom. Trips will give a context to their learning and other enrichment activities may include showcasing their learning to parents through galleries, workshops and other similar activities which allow the children to share their learning journey.

### Resources

Staff audits highlighted limited available relevant resources in school required to support the teaching of engaging Geography lessons in which children would be able to investigate and explore. Therefore, high quality geography resources were provided in order to help inspire creative planning for practical and exciting lessons which aim to engage and stimulate our pupils’ minds. Teachers are responsible for ensuring that the resources are well respected by all pupils and returned safe place when not being used, to ensure they are kept to a high quality. The resources include:

An inflatable globe

Traditional globes (one per classroom)

OS map symbol flash cards

Atlases

Binoculars

Large maps

Water cycle stimulator

A range of geography books

Compasses

Playdough

### **Reading through the Curriculum**

Vocabulary and engaging texts are a focus through our curriculum, linking to a range of topics. Research activities and reading for pleasures is built into the curriculum to develop the children's interests and understanding alongside improving their attainment. See our Learning Map linked to each half term and books that teachers will share that link to each unit.

**See our linked texts document for texts children will be reading in school and below for books recommended to encourage reading for pleasure that have a Geography focus:**





## **Assessment**

Foundation subjects are assessed using FFT. Children are assessed against the National Curriculum strands and skills for their year group. This information is then used to plan well-sequenced lessons to build upon prior knowledge.

## **Transferable Knowledge and Links to other Curriculum Areas**

History and Geography are the topic drivers, alongside a focus on Art or DT. However, many opportunities are planned for the children to make links to other curriculum areas in their learning, such as understanding the countries involved in WW1 and where they are on the map whilst the topic being predominantly History driven.

In Early Years, our Understanding the World curriculum is taught through a mixture of adult and child initiated activities, both indoors and outdoors. Practitioners follow the interests of the child and support them in transferring their knowledge and skills within a number of other curriculum areas, such as communication and language and expressive arts and design.

## **Cultural Capital Opportunities**

### **1. Exposure to Diverse Perspectives and Places**

The Geography Mastery scheme introduces pupils to a wide range of geographical contexts—local, national, and global—through topics that explore different cultures, environments, and societies. This broadens their understanding of the world and fosters appreciation for diversity. Activities like comparing UK geography with other countries, using maps and digital tools, and discussing global current affairs help build global awareness.

### **2. Real-World Experiences and Fieldwork**

Fieldwork, trips, and practical tasks are central to the scheme. These experiences allow pupils to connect classroom learning with real-world geography, deepening their understanding through direct engagement. For example, visits to local sites, museums, or natural environments help children relate geographical concepts to their own lives and communities.

### **3. Critical Thinking and Enquiry-Based Learning**

The mastery approach encourages pupils to think like geographers—asking questions, analysing data, and forming conclusions. This builds intellectual confidence and cultural competence. Enrichment activities are designed to extend learning beyond the basics, allowing pupils to explore complex ideas and develop reflective, independent thinking.

As a school, the children work together to raise money for a variety of charities including Christian Aid and Children In Need. They also develop their knowledge in a range of topics about life in other cultures and countries. The children are given as many opportunities as possible to develop their understanding of society and what makes a good citizen. They often visit the local care home to share their learning with the residents and develop their social skills.

In our teaching of Geography, we provide opportunities for our pupils to explore the local area where they live. We have a good community link with Southfields Farm where the children are encouraged to explore and investigate the surrounding area and the wildlife found there. Staff incorporate the local area into fieldwork for the children to help to develop the knowledge of the area they live in. Fieldwork visits which include the local area include visiting the airport, the river Cole, the farm and Shustoke reservoir. These visits allow children to reflect on where we live whilst comparing it to other parts of the country.

This increased geographical knowledge further improves the children's cultural capital and gives them a wider understanding of the world from different perspectives.

### **Wider Curriculum Opportunities**

Enrichment opportunities through trips, visitors and parental engagement create enthusiasm for learning and inspiration for further lessons such as writing. Children are given opportunities to take part in topic days; such as USA day, Italy day, fieldwork opportunities to gain a deeper understanding of their local area, inviting parents and carers into school to showcase learning.

# A Coleshill Geographer is someone who...

Explains  
their  
views

We can recall, select and organise geographical information. We can communicate our understanding of the research that we have collected and present this in a variety of ways including through discussion, diagrams, written work.

Asks  
questions

We can find answers to simple questions about the world sources of information such as books, globes and atlases. We can ask a variety of questions which help us to clarify our understanding. We understand that no single source of evidence gives the full answer to questions about the world, and this encourages our deeper thinking and enquiry based learning

Researches  
and presents  
findings

We can confidently use a range of resources to conduct research efficiently. We can recognise appropriate sources to use. We are able to use a range of different ways to present our learning.



Has  
justified  
reasons

We can use research-based evidence to support our views and ideas of the world. We can discuss the similarities and differences in countries and continents across the world and offer reasons for this.

Understands  
their  
responsibility  
in our world

We understand that the world we live in needs to be looked after the way that it looks after us. We can recognise the ways that the planet has been damaged by human activity. We are able to identify ways that we can reduce damage to our planet and the steps we should take to care for it.



Applies  
geographical  
skills through  
fieldwork

We can make observations during fieldwork opportunities based on what we have learnt in the classroom. We are able to make links between our learning and the real world.



## **Curriculum Impact**

The impact of Geography is measured through book looks, planning looks, learning walks and pupil voice. The planning and skills coverage has improved dramatically over the past year alongside the children's enthusiasm for learning evident in pupil voice. Pupil voice is a reliable resource that subject leaders use to determine the enjoyment and enthusiasm for learning in their subject. The children have been enjoying the new topics this year and are able to talk about the new facts that they have learnt. The gender gap is still an area to address further, adjusting certain topics in specific year groups to close this gap as far as possible. Staff will now be able to reflect on the individual topics from this year and make amendments where required based on previous knowledge. Staff also have the flexibility to adapt their topics to meet the needs of their individual class as and when is suitable within the half term if they ensure that the same skills are covered as were originally planned.

## **Roles and Responsibilities**

### **Governing Body**

The Governing Body will monitor the effectiveness of this Geography Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **Headteacher**

The Headteacher is responsible for ensuring that the Geography Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

### **Curriculum Leader**

The Curriculum Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the Curriculum books. Also, the Curriculum Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the Curriculum Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The Curriculum Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

### **Teaching Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this Curriculum Policy. All class teachers follow the school's agreed planning for the curriculum provision in Curriculum.

### **Inclusion**

Further information, related to SEND, can be found on our School, Website and includes:

- School Offer for SEND
- Equality and Accessibility Policy
- SEND Policy
- Equality Duty and Objectives

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- More able pupils
- Pupils with SEND
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Disadvantaged Pupils

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of

pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Monitoring and Evaluation**

#### **Procedures**

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with Geography Subject Leader
- Link Governor discussions with pupils about the Geography curriculum as part of wider views about the Quality of Education
- Senior Leaders and the Geography Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:
  - Discussions with staff about the provision, teaching and assessment and CPD opportunities in the curriculum
  - Curriculum pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
  - Scrutiny of pupils' work
  - Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

#### **Links with other policies**

This Geography Policy links to the following policies and procedures:

- Curriculum Policy

This Geography Policy will be reviewed by the Headteacher. At every review, it will be shared with the Full Governing Board to be approved. The Curriculum Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the curriculum
- Review of the school's approach, practice or policy for the Curriculum Intent, Implementation and Impact