



St Martin's Catholic Primary School

Geography Policy

OUR MISSION STATEMENT

Where children Love to Learn and Learn to Love.

***Psalm 25:5* Lead me in your truth and teach me, for you
are the God of my salvation; for you I wait all the day
long.**

Statement of Intent

At St. Martin's Catholic Primary School, we believe that it is our responsibility to instill in children a curiosity about the world around them. Therefore, the intent of our geography curriculum is to inspire the children to want to explore the world that we live in, the key processes that have helped shape it, as well as the people who inhabit it.

Our intention is for the children to explore areas close to them, areas that are relevant to their lives as well as helping them to understand how they fit into the wider world. We wish to give children the opportunity to experience a broad variety of places from all around the world to help ignite their geographical curiosity and feed their love for learning.

As geography is an investigative subject, we intend to equip the children with the geographical skills needed to develop their knowledge. Through our teaching, we intend to provoke thoughts and questions and to encourage children to discover answers to their own enquiries through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Statement of Implementation

At St Martin's, we use the Developing Experts scheme of work in order to teach the knowledge statements set out in our subject progression document. Developing Experts' geography curriculum organises knowledge into the four key strands outlined in the National Curriculum: **locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.**

Every lesson in Developing Experts' geography curriculum begins with an enquiry-based discussion. This allows teachers to assess prior knowledge while allowing pupils to share their experiences. At the end of each lesson, the pupils will be able to answer the question posed at the start. This cyclical structure allows for flexibility and reinforces prior learning.

Our curriculum prioritises the depth, rather than the breadth, of knowledge. While pupils will not learn about every country in the world, they will frequently re-visit knowledge to develop a deeper understanding of certain topics. For example, the UK is covered in-depth in Years 1, 2, 4 and 5, while European culture is taught in both the 'Italy' unit in Year 3 and the 'Europe' unit in Year 4.

The curriculum is coherently planned and sequenced in this way so that it is innately ambitious, as well as progressive to support knowledge retention.

In alignment with the Ofsted Education Inspection Framework, the spiral and cyclical design of our curriculum allows each 'block' of knowledge to reintroduce those that came before it, meaning that prior learning is continually reinforced. Recap prompts, AfL questions and topic threads are all built into the curriculum. It is closely linked to literacy, providing pupils with opportunities to share ideas and experiences, engage in extended writing tasks and conduct research. We have also incorporated opportunities for pupils to explore their own interests by selecting a topic to research, fostering independence and curiosity. Cross-curricular links are included where appropriate to allow teachers to consider connecting a lesson to another curriculum area, such as science, DT, maths and art.

Fieldwork is also an important element of our geography curriculum. Through completing fieldwork, pupils will gain the skills that create competent geographers: observing, measuring, identifying, classifying, recording data, communicating, reflecting and collaborating.

Throughout the curriculum, we emphasise the need for teachers to be familiar with their local area and comfortable discussing this with their pupils. Since much of the pupils' learning is focused on their local area, including their school, teachers will need to provide their own maps, resources and local imagery. We have provided guidance and information on this within the relevant lesson plans; however, to get the most out of a lesson, teachers should add their own local knowledge and resources. Teachers should use our lesson editing and AI lesson builder tools to help them with this. We also recognise the need for fieldwork to be meaningful, with clearly outlined targets and learning outcomes, and we have incorporated this into all of our fieldwork sessions.

Statement of Impact

The impact of the scheme taught in St Martin's can be constantly monitored through both formative and summative assessment opportunities. Teachers use whole-class feedback books to note down and address any gaps whilst teaching or marking work that is completed. To be able to monitor the impact of teaching, we undertake rigorous assessment to ensure that knowledge is embedded. Children are assessed after each unit with the focus being on the knowledge statements that the children should have retained throughout the unit of work. Children who are able to retain the knowledge statements are assessed as being at the expected level. Those children whose depth of knowledge is greater than the basics of the knowledge statements are assessed as being at Greater Depth. Additionally, children who only have a partial understanding of the knowledge statements taught are assessed as Working Towards and those who are unable to retain any of the knowledge statements are assessed as PKF (Pre Key Stage). Teachers assess pupils against each knowledge statement through quick quizzes or end of unit checks to provide a summative assessment. The assessments are put into a tracker after each term.