

## **St. Martin's Catholic Primary School**

### **Geography Policy**

#### **Statement of Intent**

At St. Martin's Catholic Primary School, we believe that it is our responsibility to instil 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 thought, 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**

Geography is taught throughout the year in blocks to help children to achieve depth in their learning. We ensure that prior knowledge is revisited and built upon.

In Early Years and Key Stage 1, the focus is on the geography of their immediate environment and the local area. They also learn about some of the geographical processes that impact the place we live through their work on weather and climate. They will also be introduced to geographical fieldwork through looking at maps.

As children move into year 2, they extend their knowledge to look at the wider world. They learn about the continents and oceans and deepen their learning on weather by studying hot and cold places. They also complete a study of an area of a non-european country. As we wish to ensure our curriculum is

relevant to our children, we have chosen to study the Tamil Nadu region of India as this is where our parish priest is from.

From years 3-5, each year group begins by looking at elements of physical geography and the impact and influence these have on the environments around them. This learning then comes together through the study of a place that has been shaped and impacted by these physical elements. In these studies, pupils will also look at the human geography that make these places unique.

In year 6, the children return to looking at the geography nearest to us and the geography that the children will experience in their day-to-day lives. They will be able to apply all of their geographical understanding into in depth studies of their local area and the UK. To ensure that our geography teaching reflects modern day issues, year 6 complete their geography units with a study of Antarctica, looking at the impact of climate change as well as learning about the Antarctic treaty the impact of this running out in 2041.

Our topics have been chosen to not only engage and ignite a passion for geography, but also to ensure that what they learn is relevant to their lives and the area that they live in. We feel it is important for children to understand that the processes that helped shape our world as well as understand the diversity of the people that they share it with.

We feel that it is important for children to experience geography through fieldwork opportunities and through using a variety of sources of information such as maps, photographs, video sources, written sources as well as experiencing trips and visitors. We ensure that opportunities for fieldwork are offered in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. In doing so, this enables children to understand the wealth of information that geographers use to create an understanding of our world and ensures that our children are taught to think and investigate like geographers.

### **Statement of Impact**

At St. Martin's, our geography curriculum is driven by the acquisition of geographical knowledge and we believe that it is important that geographical knowledge is revisited to ensure retention is successful. To be able to do this, we have ensured that our topics are progressive and that there are links

throughout our topics to previously taught geographical knowledge as well as other subjects. Through teaching progressively, we can also ensure that we can continue to assess previously taught knowledge to ensure that it has been retained for the long term.

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 five pieces of knowledge that the children should have retained throughout the unit of work. Children who are able to retain these five pieces of knowledge are assessed as being at the expected level. Those children whose depth of knowledge is greater than these five statements are assessed as being at Greater Depth, with those unable to retain all five being assessed as Working Towards.

## Appendix 1

History Units taught within each year group

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	People around them	People's roles in society	Stories about the past
Y1 Changes – since Victorians	Toys	Houses and Home	The Victorians
Y2 Significant people and events	The Gun Powder Plot	The Great Fire of London	Florence Nightingale
<b>KS2 themes</b>	<b>British History</b>	<b>Ancient Civilisations</b>	<b>Local History/ knowledge beyond 1066</b>
Year 3	From Stone Age to Iron Age	Ancient Egypt	Norton Priory (Local History)
Year 4	The Romans	Ancient Greece	The Tudors and the Reformation (beyond 1066)
Year 5	Britain's settlement by Anglo-Saxons and Scots	The Maya	The Industrial Revolution (links with canals in the local area & first railways)
Year 6	The Viking and Anglo-Saxon struggle for the Kingdom of England.	Legacy of Greek culture to the present day	WW2 – Battle of Britain (beyond 1066)