



St Martin's CE
Primary School

Geography

January 2026

Let your light shine



Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Intent



Curriculum Intent

Through Geography we want our pupils to be curious about their own locality and the wider world. We want pupils to see the links between human and physical geography, to understand the world and the people within it. We want our pupils to think geographically, to see the world in a unique way, understanding complex problems and making connections from local to global.



Curriculum Aims

We want pupils to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what geography is and the importance and value of studying the subject
- Understand the link between human and physical geography
- Develop geographical skills such as observation (through field work, maps etc), description and comparison (e.g., geographical features, and events)
- Develop visual literacy and acquire a range of geographical images to accompany the expanding geographical vocabulary
- To develop pupils' geographical understanding and thinking lessons will provide pupils with opportunities to:
 - **Observe:** Use first-hand, pictures, videos, and maps, using and developing visual literacy skills to acquire geographical vocabulary
 - **Describe:** Demonstrate that the vocabulary has been acquired, using talk, and then possibly annotating, labelling, and writing
 - **Compare:** Identify similarities and differences
 - **Reason:** Give/Suggest reasons for similarities and differences identified
 - **Explain:** Explain at a higher level
- Achieve age related expectations

Implementation



Curriculum Implementation

Early Years

In Early Years there are opportunities to teach Geography through guided, adult-led lessons and opportunities for more independent learning during continuous provision. Geography makes a significant contribution to developing pupils' understanding of the world through activities such as exploring the natural world around them, finding out about contrasting environments, exploring habitats and investigating our locality.

Years 1- 6

We teach geography as an explicit subject from Years 1 to 6 using the Rising Stars scheme, which covers all strands of the National Curriculum. Pupils are taught three units of geography over the year. Most units have six sessions, which are taught for two hours each week.

Each unit is centred around a key question to drive geographical enquiry and ensure a coherent learning journey, building knowledge, using subject specific vocabulary and developing their understanding so that they can formulate an answer. Units are designed to expand from the pupils' own environment to the wider world

Place studies start local and increase in scale to regional, national, and global, allowing revisiting, developing, and challenging ideas and concepts. Similarly, consideration of the weather and seasons progresses to more in-depth study of the importance of climate and finally addresses protecting environments from global warming combating climate change.

The focus throughout is on contextualized geography, using real, named localities and environments which can be located on appropriate maps. Throughout the units, knowledge, skills, and concepts are brought together holistically, underpinned by the development of strong evolving subject vocabulary with which to talk about and discuss the geography being learned.

We want pupils to discover that some of the questions have more than one answer, some of which are 'better' than others. This is particularly true when environmental issues are discussed, and experts propose different solutions. During lesson we want pupils to explore how 'real world' decisions are made.



Lesson structure

We want Geography lessons to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

Geography is taught using an enquiry approach. Each unit begins with an overarching question or problem to solve to hook and engage the pupils as well as a clear unit outcome, providing a clear purpose for the learning. These are identified on the title page and are shared with pupils, and rereferred to purposefully, throughout the topic.

Each lesson begins with a clear learning intention, which is shared with pupils. Success criteria are expressed as 'I can' statements (presented on a title page), which teachers use to assess understanding. The teacher's input and learning activities will appropriately match this intention.

Key knowledge and skills are then developed throughout the lesson using supplementary questions along with key vocabulary.

All pupils work on achieving the main learning intention. Those that grasp content and concepts quickly and securely may move onto extension activities to deepen their understanding or allow them to apply their learning.

As the unit progresses, the pupil will develop their answer to the over-arching question and, as a result, be able to apply all of their learning when completing their final answer and unit outcome task.



Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the unit. It offers practical advice regarding resourcing and teaching of the unit of work. Teachers use this to plan their unit.

Much of geography is visual (e.g. Features of landscapes and urban scapes) and pictorial (such as photographs, films and maps).

Many units have cross curricular links which provide opportunities to retrieve, practise and embed prior learning.



Inclusion

We teach Geography to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupils, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupils, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupils who follow a hybrid timetable.

Impact



Assessment

Teachers will exploit opportunities to formatively assess pupils' understanding through asking key questions, leading discussions or through direct conversation with pupils to check their understanding and their use of correct vocabulary.

In the Early Years pupils are assessed against the Early Learning Goals.

In Years 1-6, each unit is clearly evidenced with a title page, which provides 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson – these are the success criteria for the Learning Intention. The work produced by the pupils will demonstrate their understanding; the teacher will assess the pupil against these statements following the lesson.

Achieving these statements will help develop the pupil's understanding so they can fully answer the key question and support them in the learning outcome task.

By looking at which 'I can' statements the pupils have achieved, and their final answer to the key question, the pupils, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for Geography are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of History takes place and have a clear overview of who is achieving age related expectations
- Ensure that pupils who are not making enough progress to achieve age related expectations have been identified, and adapt future plans
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school