

Subject Story: Geography

In our Geography curriculum, you will see our value of **Friendship**.

Children routinely work as part of a supportive group or a team to gather, analyse and interpret data. They use peer assessment to help them celebrate success as well as to identify areas for development. Additionally, by exploring the lives and environment of people living on the other side of the world, our pupils make friendship a global concept.

In our Geography curriculum, you will see our value of **Responsibility**.

By encouraging our pupils to have a thorough knowledge of their local environment and to show curiosity about the wider world, we empower them to become global citizens with a keen sense of responsibility for their planet. Our children are passionate about addressing the climate crisis and they willingly embrace the motto 'reduce, reuse, recycle'.

In our Geography curriculum, you will see our value of **Honesty**.

Our children are truthful in their assessment of their learning. Following careful reflection against clear criteria, they are honest in their identification of 'strengths' and 'areas for development'. They are especially critical when it comes to issues relating to the environment, holding their own actions to account.

In our Geography curriculum, you will see our value of **Love**.

Through the exploration of inspiring natural phenomena and the investigation of community living, our pupils engender a love for their planet as well as for their species. Their passion often spills over into acts of compassion, as their learning breaks down barriers and instils a deepening empathy for humans facing challenges overseas.

In our Geography curriculum you will see our value of **Courage**.

By nurturing a 'growth mindset', our children are encouraged to welcome challenge and to embrace mistakes as an invaluable opportunity for learning. Through the practice of observation, measurement, recording and communicating, they grow in self-confidence. In addition, their study of local, national and global identities helps them to develop a strong sense of place.

In our Geography curriculum you will see our value of **Respect**.

Frequent moments of awe and wonder generate a real respect for the planet, its habitats and its people. Our pupils are encouraged to challenge their understanding of 'normal' and learn to appreciate the rich diversity of life on planet earth. They experience regular opportunities to tackle prejudice and discrimination head on.



Children at St. Martin's say this about Geography:

"The seasons change! I like spring best when the daffodils come out! – Year 1

"I really enjoyed learning about South America and the different wildlife and terrain." – Year 5

"I like how we learn more about the earth because when I grow up I'd like to be a conservationist." – Year 6



If you were to walk into a Geography lesson at St. Martin's, you would see:

- The analysis of data harvested from secondary sources.
- The collection of a range of data from fieldwork.
- The careful investigation of places and patterns.
- The thoughtful interpretation of a range of sources of geographical information.
- The clear communication of geographical information in a variety of ways
- The confident use of technical vocabulary.

In our Geography curriculum, you will see children learning through **exciting, engaging learning experiences which develop their 'cultural capital'**. These include:

- The use of maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Field trips to explore local habitats.
- Cross-curricular learning which helps pupils appreciate the richness and depth of their place on the earth.
- Exploration of the local environment.

Our **agreed consistencies** for Geography are:

- Learning recorded in Topic Books (KS2) or in Learning Scrapbooks.
- Atlases and globes in every classroom.
- Fieldwork undertaken as often as possible.
- Opportunities for cross curricular learning created, especially with History, Science and DT.
- Links to the climate crisis and ways to address this clearly highlighted.



In our Geography curriculum, you will see our school curriculum vision because our children **work with resilience – strive**.

A 'hands-on' approach to learning gives children opportunities to develop locational knowledge and hone key geographical skills. Because of this, they are comfortable to take risks in their learning and approach new challenges of data interpretation with determination and confidence.

In our Geography curriculum, you will see our school curriculum vision because our children **dream big - aspire**.

Through the exploration of both the physical and human wonders of the world, our young geographers develop ambitions of travelling to unknown destinations and are inspired to take an active role in preserving the future of our planet.

In our Geography curriculum, you will see our school curriculum vision because our children **flourish - succeed**.

Pupils develop a real sense of their place within their environment and the wider world. They use sound, age-related knowledge and skills to form and justify their own ideas about the world. Moreover, they understand the impact their actions have on the planet and are careful in their choices.

In our Geography curriculum, you will see that we value **inclusion and diversity**.

Geography helps our children to explore their relationship with the people and habitats across their planet. By nurturing their curiosity and fascination with places and people, Geography helps our children to celebrate the similarities, as well as the differences, they share with others.



In our Geography curriculum, you will see how we develop our children's language, **including subject specific and technical vocabulary**.

Specific vocabulary linked to knowledge and skills is drawn from the National Curriculum and detailed within curriculum planning. Key vocabulary is progressive, in line with the increasing expectations and learning experiences.

British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in Geography:

Spiritual – by exploring physical and human Geography, pupils experience the feeling of being part of something much greater than themselves.

Moral – by examining the impact of human activity on the planet's natural resources, pupils develop a strong ethical code for responsible, sustainable living. By investigating the Geography of natural disasters, pupils develop empathy and a sense of responsibility for those in need.

Social (including British Values) – through investigating changes in land use over time, pupils come to value living as part of a structured community.

Cultural (including British Values) - through identifying differences, similarities and links between their locality and the environments of others, pupils gain a deep respect for diverse ways of living.

Children achieve well in this subject. Highlights of **outcomes** in Geography for last academic year are:

The percentage of children achieving expected or above at the end of summer in 2025:

- Year 6 92%; Year 5 92%
- Year 4 80%; Year 3 91%
- Year 2 84%; Year 1 84%

Opportunities for spirituality and children being agents for change

- Experiencing awe and wonder when learning about diverse landscapes, natural environments and physical features.
- Developing empathy for people living in different parts of the world and understanding different ways of life.
- Investigating local environmental issues such as litter, pollution, traffic, or loss of green spaces.
- Conducting fieldwork and presenting findings to school leaders, governors, or local councils.

Successes in 2025-2026

- Pupils of all abilities accessing the curriculum through map work and other multisensory means.
- A general progressive increase in expected-level data as the children build upon their knowledge from prior years.
- The 'golden threads' emerging across Key Stage 1 and 2 to ensure progression of knowledge and skills.

Priorities for 2026-2027

- Continue to build upon cross-curricular topics with authentic curriculum connections
- Implement more opportunities for geography field work across both Key Stages allowing pupils to 'think like a geographer'. Mapping local vicinity.
- Create year-group specific rubrics to aid in assessing geographical understanding, with a focus on 'closing the gap' for those with SEND.