

St Alban's C.E Primary School



Humanities policy

November 2025

Renewed: November 2025

Review: November 2026

Faith Hope Love

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

Home Learning at St Alban's C.E Primary and Nursery School

Faith

Hope

Love

Geography at St Alban's CE Primary School



INTENT: At St Albans we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At St Albans our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

IMPLEMENTATION: Geography at St Albans is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Cross curriculum outcomes are specifically planned for, with strong links between geography and literacy lessons identified, planned and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

IMPACT: Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development. The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book walks and using images/videos of children's practical learning.

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