

RAVENSCOTE JUNIOR SCHOOL

GEOGRAPHY POLICY

2026-2027



Date of Approval		Date of Review	
July 2026		July 2027	
Signed	Mrs A Wells Headteacher	Signed	Emily Gibson Chair of Governors



Ravenscote Junior School

Geography Policy

1. Statement on the School and Geography

Ravenscote is a large junior school with a five form entry. It is situated in a pleasant, suburban area and has extensive grounds. The school is organised into twenty mixed ability classes in four year groups (Year 3-6). In each year group, there is designated Geography planner, however staff meet to discuss the yearly overview and curriculum of each subject before the new academic year. As a school, there is a dedicated Geography subject lead who monitors the planning, teaching and learning across the school.

Geography is taught as a discrete subject, and links are made to other subjects where possible. For example, when looking at the Amazon, children also write narratives in English and study books such as The Explorer and The Great Kapok tree in these lessons. These cross-curricular links allow children to expand upon their knowledge as well as consolidate what they have learnt.

2. Rationale

At Ravenscote, we believe that geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Geography is a valued part of the curriculum at Ravenscote as it provides a means for exploring appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the earth and its people, an aspect which is more important now than ever before. It allows children to develop their own opinions and awareness of issues within our world and the potential impact that they could have. Furthermore, through different country focuses it allows children to better understand society in other countries and draw comparisons to their own way of life.

Through the planning and implementation of our geography curriculum at Ravenscote, children can develop links between the variety of topics and revisit their prior learning on as regular basis to ensure that the children know more, can do more and most importantly remember more.

3. Aims

1. To help children develop a strong interest in their own locality, and the interaction between people and the environment.
2. To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.
3. To develop knowledge and understanding of the human and physical processes which shape places.
4. To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
5. To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
6. To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
7. To develop interest and enjoyment of geographical experiences and build confidence and understanding.



8. To recognise and understand issues concerning the environment and sustainable development.

4. Implementation

Geography explores the relationship between the earth and its people through the study of physical and human features of earth, the influence of the environment on human behaviour and lifestyles, and the natural resources people use.

We have used research to create a well sequences and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like geographers. These key concepts are divided into the areas of skills that children are taught in their four years at Ravenscote and build progressively during this time, increasing in difficulty and leading to wider discussions and comparisons in upper school.

The key concepts in geography we plan a progression for are as follows:

- Geographical enquiry
- Locational knowledge
- Geographical skills and fieldwork
- Human and physical geography
- Place knowledge

As a subject, humanities are taught once a week with a time allocation of 1 hour, with geography being taught for three half terms of the year. Children assess their work through the use of 'quick quizzes' at the end of each lesson. At the beginning of every lesson, the skills being used and developed are discussed and written in their books as well as a discussion on where they have previously used those particular skills. At the end of the lesson, children will rag rate their skill on their skill progression map to show their understanding, with red demonstrating that the children have limited understanding and confidence in that skill, yellow showing that the child has some understanding but requires more support and green representing a good understanding and confidence in that skill. For one lesson, teacher will complete a 'Teacher Reflection Sheet' to assess the children's understanding of knowledge and implementation of skills in that topic.

As a way to help motivate the children, we have introduced a 'Humanities Heroes' award where one child every half term, in each year group, is chosen based on their contribution to lessons, presentation and knowledge organiser content. Examples of their work are also shared with the wider school community to support others in their learning and to show expectations.

At Ravenscote, we use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Wherever possible, we try to involve the children in 'real' geographical activities such as problem-solving environmental problems to provide them with the opportunity to apply their learning and skills.

This year, we have also included a Geography Curriculum Day where children will be given the opportunity to further develop their skills in fieldwork approaches.

We offer the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, video, aerial photographs as well as enabling children to use ICT in geography where its purpose is to enhance learning. Within lessons, children take part in debates and can present their research and findings to the class.

The objectives of teaching geography in the school are based on the requirements of the National Curriculum programmes of study for key stage 2. Throughout the topics, previous learning is regularly revisited and at the beginning of each new unit, children have the opportunity to add what they already know onto their knowledge organiser as well as what they might like to find out in the



geographical enquiry section. The knowledge organisers allow for children to display and record their learning in a way that is meaningful to them and these will follow the children through their time at Ravenscote to support their learning of new topics.

5. Education for Sustainable Development and Global Citizenship (ESDGC)

At Ravenscote, we recognise that education for sustainable development and global citizenship prepares children for life in the 21st century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

At Ravenscote, geography contributes to learners' understanding of ESDGC as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, while having regard for sustainability and environmental issues in the 21st century.

Children are supported to demonstrate the following geographical skills and knowledge:

- Showing their knowledge, skills and understanding in studies at a local scale.
- Expressing views on the environment of a locality and recognise how people affect the environment.
- Using this information and their own observations to help them ask and respond to questions about places and environments.
- Recognising how people seek to improve and sustain environments.
- Suggesting explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
- Recognising how people try to manage environments sustainably.

6. National Curriculum Requirements

The aim of the National Curriculum 2014 emphasises the need to inspire children to learn about the World around them. During Key stage 2, children investigate a variety of people, places and environments at different scales in the UK and abroad, and start to make links between places in the world. They find out how people are affected by places and their environments and how humans contribute to their environment. Children should also be encouraged to use their mathematical and quantitative skills when reading maps and their different scales. As they progress with their Geographical knowledge and skills, the aim is to deepen children's understanding of the interaction between the physical and human world.

7. Geographical Skills

Within our Geography provision, children are taught a range of key skills. Through these skills, children can show the progression in their knowledge at our school. All the skills are specific to the year group and develop every year, allowing children to build on their prior learning and skills. All skills that are taught can be found in the 'Geography Skills Progression' document on the school website.

The skills taught are broken down into the main areas of learning which are:

- Geographical enquiry
- Locational and place knowledge
- Human and Physical Geography
- Fieldwork



- Map Skills

8. Ravenscote's approach to geography

Geography is found in all four year groups. Each class within the year group will follow units of study as outlined in the Key Stage Plan. The curriculum team member within each year group will plan the study units with the help of guidelines from the Geography Subject Leader and the medium term plans. Planning will take account of cross curricular links where appropriate.

Year Group	Geography Units	Period of Study
3	The UK	Autumn Term
	Village Settlers	Spring Term
	Local Focus – Frimley Past and Present	Summer Term
4	Modern Europe	Autumn Term
	The Alps	Spring Term
	Rivers	Summer Term
5	North America – The Grand Canyon	Autumn Term
	North America – The Grand Canyon	Spring Term
	Map Skills	Spring Term
6	Natural Resources	Autumn Term
	Natural Disasters	Spring Term
	Biomes and Vegetation Belts	Summer Term

Medium Term Plans are in place for all programmes of study to sequence the planning of geography and ensure links between learning are explicitly taught. The medium term plans explicitly outline the key vocabulary for each unit, the skills being used and the content of the lessons.

At Ravenscote, we have also mapped out our vocabulary progression throughout their learning journey for geography, with key vocabulary taught in each year group.

9. At Ravenscote, the role of the geography leader is to:

- Support colleagues in teaching the subject through the progressive and sequenced curriculum map.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Audit current practice identify strengths and areas to improve.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in geography education and media usage.

10. Assessment

Reporting to parents will occur at the end of each school year as part of the Annual Report. Through class discussions and lessons, teachers will communicate achievements and the progress made by children.

As per our live marking policy, children will reflect on their learning every lesson through the use of 'Quick Quizzes'. Children will also have the opportunity to add their learning into their knowledge



organiser, including any key vocabulary from that lesson.

Every lesson, the planner will identify the key skills to succeed in that lesson. At the end of each lesson, children will update their Skills Progression map for that particular skill using a RAG rate system. The codes of the skills will also be identified by the children in their books as a reminder of the skill focus for that lesson.

In addition to this, the penultimate lesson of a topic will be an assessment lesson where teachers will complete a reflection sheet to help identify any misconceptions which came be addressed in the final lesson on the topic.

11. Monitoring

It is the responsibility of the Geography Subject Leader to monitor the work being carried out in each year group.

This will occur by:

- a) looking at the planning in each year group
- b) sampling books on a regular basis
- c) carrying out child conferencing and talking to the children about their work.
- d) carrying out learning walks to see how Geography is taught.
- e) liaising with year group planners to discuss any issues or changes.

12. Teaching and Learning

The principles for teaching and learning are laid out in the Ravenscote Teaching and Learning Policy Document.

The following points are more specifically linked to Geography.

Geography is taught in a mixed ability class setting. Work is carried out as a class, in small groups or individually. Children's work is completed in their humanities book. A more creative approach to work will develop throughout the year groups.

Geographical enquiry should form a large part of the children's geographical experience at Ravenscote. Children learn best when they experience something at first hand so we shall seek to develop their skills to enable them to carry out geographical investigations. They will begin with their homes and familiar surroundings, enlarging the areas of study to global ones as they progress through the school.

Fieldwork is an essential element in the teaching and learning of Geography, with opportunities for this in every year group. This has been developed to include a Geography Curriculum Day as well as activities prior to any educational visit.

Each year team should ask the following questions before taking children outside the classroom:

1. What do we hope to achieve?
2. Will the children gain anything by taking them outside the classroom?
3. Have we planned everything thoroughly?

When fieldwork has been completed, then an evaluation of it should be made. A decision should be made about the success of the activity, and if it is to be repeated in the future, whether any



improvements need to be made.

Places should be investigated by using the following Key Questions:

- Where is this place?
- What is this place like?
- Why is it like this?
- How is it changing?
- How is it connected to other places?
- How is it similar to/different from my own home village/town/settlement?
- What is it like to live in this place?
- What would it feel like to be in this place?

13. Computing and Geography

There are many opportunities to further the children's geographical and I.C.T. skills and increase geographical knowledge with the use of I.C.T.

Across the geography curriculum, children will be given the opportunity to use computers to aid their geographical studies.

These will be to:

- a) word process information and PowerPoint to create presentations.
- b) use spreadsheets and databases to store, process and retrieve information that children have gained during an investigation.
- c) use the internet to search for information
- d) use Digimaps to look at photographic, up to date images of the World around them.

14. Progression

Children will increase their knowledge and skills as they progress through the key stage. This will be brought about by planning and careful monitoring of the work that the children do and develop the recall of their knowledge.

We aim to build on the knowledge and skills the children gained during the first key stage and to provide a firm basis on which to building Key Stage 3.

As detailed in the skills progression document for Geography, the skills that children learn are developed and built upon in each year group.

15. Adaptation

Adaptations in Geography will follow the basic principles outlined in the School's Teaching and Learning Policy.

Adaptation may be achieved by:



- a) Task – the nature of the open-ended questions the children will be expected to address, or the tasks themselves.
- b) Support given by the teacher
- c) Outcome
- d) Questioning

Children will be given opportunities to make their own maps and to interpret maps of all sorts and of different scales.

Children will be expected to share more fully in planning the work that they will be doing as they move through the key stage.

16. Special Educational Needs and Inclusion

Geography lessons are appropriate for all children as the teacher will adapt as necessary for those children with additional needs. Liaison with the Inclusion Assistant Headteacher may sometimes be necessary. Teachers will include all children in geography lessons by ensuring the skills are the same for all learners but the journey to the same end point may be different. The use of the 5 a day principles (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) are apparent in lessons to enable pupils to develop knowledge and build on knowledge from previous years. For example, inclusion pupils are given topical word banks to refer to when explaining geographical processes and learning is scaffolded through adaptations in resources. All children will benefit from aspects of the lesson, such as discussion and other children communicating and sharing ideas.

17. Equal Opportunities

At Ravenscote all children will be given equal access to geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

