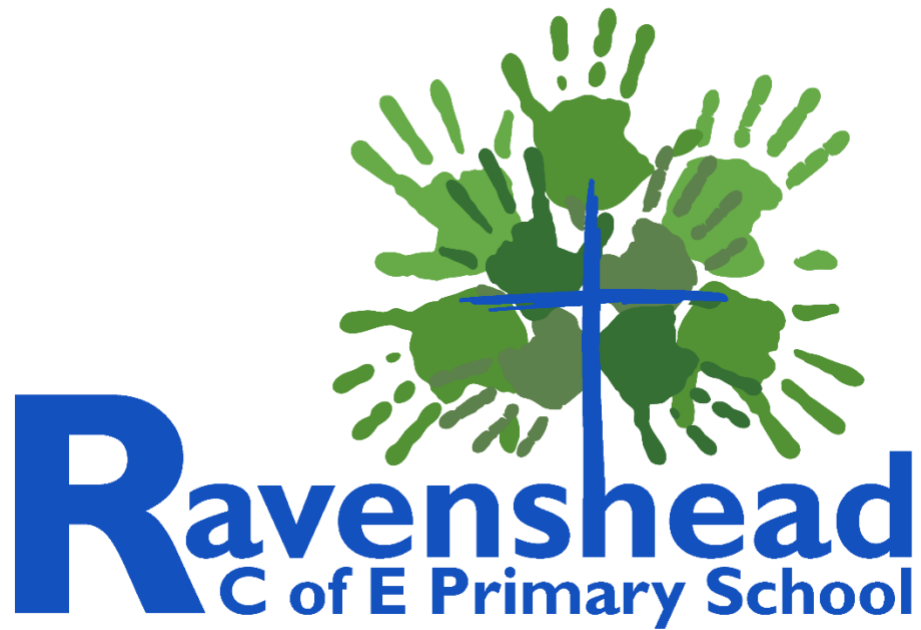




Geography

This policy was updated:	September 2025
This policy will be reviewed:	September 2026
Statutory policy:	No.
Source:	School

Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and *Respect*.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Why is Geography important?

Geography helps us to understand the world that we live in. It helps us to comprehend why places in the world matter and how they are connected. Through Geography, we also encounter different societies and cultures, learning to appreciate the diversity of landscapes and people, and helping us to be prepared to live in a diverse world. Geography also gives us the skills to ask questions about the world and its future. It teaches us how to value and care for the planet and all its inhabitants.

When is Geography taught?

Geography is taught through thematic units. Each year group has two Geography driven units within a year. Each unit is centred around a key enquiry question which is constantly referred to an answered throughout the unit.

Geography is also sometimes taught within other areas of the curriculum, such as History, English and Woods curriculum when it is important that children use their mapping skills to locate places or people that they are finding out about e.g. where the Anglo-Saxons came from.

The curriculum overview which maps out the thematic units for each year group in Geography can be found on our website.

How is Geography taught?

Geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

We use a set of enquiry subject questions in each Geography unit throughout the school to structure the learning and enable children to make links with previous learning.

Area of learning in Geography – subject questions	Example
GEOGRAPHY – Place Where is this place? What is this place like? Why is this place like it is? How does this place compare to the place I am in? Why is this place significant to me? How is this place changing?	Where is Egypt? What is Egypt like? Why is Egypt like it is? How does Egypt compare to the UK? Why is Egypt significant to me? How is Egypt changing?
GEOGRAPHY – Phenomenon / Process Where does this phenomenon occur? What causes this phenomenon? How is this phenomenon different around the world? How does this phenomenon affect the landscape of the world? How does this phenomenon affect people's lives?	Where do different climate zones and weather patterns occur? What causes different climate and weather? How is the climate different around the world? How does the climate affect the landscape of the world? How does the climate affect people's lives?

What do we learn about in Geography?

We learn about: places; human and physical features; mapping skills; physical system and processes; biomes; climates around the world; landscapes, land use and landmarks; environmental issues including sustainability; changes within the environment e.g. seasons, changes over time, physical and human changes; fieldwork. Our learning falls into four areas: Locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork.

Year Group	Places and Processes Studied in Geography
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Foundation	Where we live; Water; Beaches
Year 1/2 Cycle A	Arctic; the UK; Local study – Ravenshead; Weather in the UK
Year 1/2 Cycle B	Madagascar; Peru; the UK; Weather in the UK
Year 3/4 Cycle A	Scotland; Local study – Ravenshead; Greece
Year 3/4 Cycle B	Canada; Sicily; Rainforests around the world; Weather and climates
Year 5	Local study – Ravenshead and the wider area; Mountains, volcanoes, earthquakes; Economic activity and trade links; Pollution
Year 6	Egypt; Biomes and vegetation belts; Rivers and the water cycle; trade links and distribution of natural resources

How do we assess and monitor Geography?

Teachers assess children's achievement in Geography at the end of each session. Notes are recorded in our Topic Assessment Record Books which provide the AFL (Assessment For Learning) for the next session. Teachers feedback verbally to children about how well they have achieved in their activities and what their next steps are. This may be at a whole-class, group or individual level as appropriate and maybe incorporated as part of the learning for the next Geography session where applicable.

The subject is monitored by the subject leader through planning scrutiny, learning walks, book looks and pupil voice interviews and/or questionnaires. The subject leader uses this information alongside details provided by class teachers to ascertain whether children are below expectations or meeting expectations within each year group.