



# Riverview Cof EPrimary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

# Geography Policy

<b>Approved by:</b>	Mrs M Atkins	<b>Date:</b> March 2023
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### 1. Purpose of the policy

This policy reflects the aims and values of Riverview Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment

- › Demonstrate adherence to the National Curriculum objectives and guidelines
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website [Riverview CofE Primary & Nursery School - Home](#)

### 2. Subject vision and rationale

When children leave Riverview, they will have a deep understanding of the world around them and how they can have a positive impact on the future. They will have key Christian values that will enable them to have a respect and tolerance of differences within our diverse community and the wider world.

**To achieve this, we will:**

Provide geography topics that inspire and engage our children, bringing geography to life.

Teach children an understanding of places and environments.

Enable opportunities for children to learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

Learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving.

Develop children's growing knowledge and understanding of human geography, so that they gain an appreciation of life in other cultures.

Motivate children to find out about the physical world and enable them to recognise the importance of sustainable development for the future of humankind.

Promote key British Values, so our children have exposure to a wide experience of local and global learning where there are opportunities for respect and tolerance when embracing differences within the world we live.

### 3. Aims and outcomes

By the time pupils leave Riverview, they should:

- › Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- › Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- › Be competent in the geographical skills needed to:
- › Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- › Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
- › Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### 4. Teaching and learning

Geography is taught in year group classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of geography might involve:

- › Whole-class teaching
- › Small group discussions
- › Reading from high quality geography reading booklets
- › Looking at aerial photographs
- › Individual projects/research
- › Role play
- › Field trips
- › External speakers

### 5. Curriculum overview

Here at Riverview pupils will follow a geography curriculum that gradually develops learning, the outcome being the acquisition of knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Pupils growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the earth's features at different scales are shaped, interconnected, and change over time. Children will know more, remember more, and understand more.

## 5.1 Early Years Foundation Stage (EYFS)

### Early Learning Goals associated to the History National Curriculum

**People Culture and Communities ELG:** Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## 5.2 Key Stage 1

In KS1, pupils will:

- › Develop knowledge about the world, the United Kingdom and their locality.
- › Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- › Study Locational Knowledge
- › Study Place Knowledge
- › Study Human and Physical Knowledge
- › Study Geographical Skills and Fieldwork

The topics we teach in geography are outlined in the curriculum map for geography (see section 5.4). Each lesson will begin with a question to be answered by the end of the lesson.

## 5.3 Key Stage 2

In KS2, pupils will:

- › Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- › Study the location and characteristics of a range of the world's most significant human and physical features.
- › Study Locational Knowledge
- › Study Place Knowledge
- › Study Human and Physical Knowledge
- › Study Geographical Skills and Fieldwork
- › Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

The topics we teach in geography are outlined in the curriculum map for geography (see section 5.4). Each lesson will begin with a question to be answered by the end of the lesson.

## 5.4 Programmes of study

	Autumn term	Spring term	Summer term
Year 1	Local area – West Ewell	Local area – Hogsmill River	Seaside - Rottingdean
Year 2	Landforms	London River Thames	Climate Local area and Pakistan
Year 3	Rivers Mountains	Settlements and Cities Agriculture	Volcanoes Climate and Biomes
Year 4	Rhine and Mediterranean Population	Costal Processes and Landforms Tourism	Earthquakes Deserts
Year 5	California Oceans	Migration North and South America	Amazon Interconnected Amazon
Year 6	Energy and Climate Change Ethiopia	Changing Birmingham Jamaica	Local Area Enquiry

## 6. Cross-curricular links

Geography shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › Maths: analysing numerical data, reading graphs and tables
- › RE: deeper understanding of different religions and their influence
- › ICT: use of the internet for research
- › History: changes during time periods and their effect on places around the world
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

## 7. Assessment and recording

### 7.1 Assessment

Riverview uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

#### **Formative assessment**

Formative geography assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

#### **Summative assessment**

Summative assessment is completed three times within each year using Insight Tracking, based on the geographical knowledge and skills that the medium-term plan requires.

At three assessment points across the year, pupils will be assessed within 1 of the following bands:

- Working below Expected (BEL)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

### **Marking**

Children receive regular verbal feedback and geography marking follows the school's marking policy.

Each topic has an overarching big question to be answered by the end of the topic. Pupils are given the opportunity to answer the questions at the end of a topic, a chance to record the knowledge they have learnt in the topic. The half termly long write is used as an assessment opportunity for geography.

## **7.2 Recording**

In history, pupils will record their learning in the following ways:

- Geography books
- Reception-Class Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

## **8. Resources**

### **8.1 Textbooks and other equipment**

Riverview Geography Progression Document

KS1 [Geographical Association - For Geography Teachers](#)

KS2 [KS2 Curriculum - Opening Worlds](#)

Physical primary and secondary sources, such as atlases or artefacts, can be found in the library, the staff prep room, or in some cases, the classroom.

### **8.2 External speakers, local museums, trips**

Riverview uses a shared cultural capital map to regularly review trips and experiences that will enhance our geography curriculum and bring the teaching in class to life.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

### **9.2 Subject leader**

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

### **9.3 Link governor**

The link governor responsible for history at our school will:

- › Monitor the impact of the subject across the school and on pupils.
- › Monitor teacher workload and professional development.
- › Ensure subject action plans are suitable.
- › Monitor the quality of resources.
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

### **9.4 Classroom teacher**

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy.
- › Report to the subject leader.
- › Maintain subject knowledge and appropriate CPD.

### **9.5 Parents**

The parent community at our school will:

- › Make sure their children are prepared for learning.
- › Monitor the completion of half termly homework.

## **10. Inclusion**

Teachers set high expectations for all pupils in geography. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study geography, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will make reasonable adaptations and use scaffolding to support pupils with SEN.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in history. The use of 'Widgit' to develop geographical vocabulary with visuals will be used when appropriate.

## **11. Links to other policies**

This subject policy links to the following policies and procedures:

- Assessment policy
- Marking and Feedback policy
- SEN policy

## **12. Monitoring and review**

This policy will be reviewed by staff and governors every 2 years.