



The Teaching of Geography at Ravensdale - Intent

At Ravensdale Junior School, our geography curriculum will provide children with the knowledge, skills and understanding to inspire them to be thoughtful and proactive global citizens. Our intention is to help develop children's curiosity and inquisitive nature by giving them a sense of the world on a local, national and global scale. To be well-rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time. We aim to inspire and enthuse our pupils so that they leave our school with the desire to explore the world for themselves while doing so in a positive and sustainable manner. Therefore, our purpose is to provide them with the tools to take on an active role in engaging with and protecting this world that they grow up in.

The Teaching of Geography at Ravensdale - Implementation

One or two units of are covered across each year as part of an overall topic, theme. Many of the human and physical processes are revisited and closely linked to history in different year groups, connecting and extending understanding as well as building upon previous learning. Children have either weekly Geography lessons taught as part of an overall topic theme and spread over the whole term or blocked sessions over a shorter time. Throughout KS2 these topics include the UK and local area, the world and continents, physical themes, map and atlas work and fieldwork and investigation.

More detailed information is available in the progression documentation

Key Geographical Concepts

UK and local area	The world and continents	Physical themes/Human themes	Understanding places and connections	Map and atlas work Fieldwork/Investigation
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The national curriculum for geography aims to ensure that all pupils:

- *Name and **locate counties, cities and geographical regions of the UK** and recognize their identifying human and physical characteristics.
- **Locate the world's countries**, focusing on Europe and North and South America.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zone including day and night.
- Describe and understand **key aspects of physical** geography including: climate zones, biomes and vegetation belts, volcanoes and earthquakes, rivers, mountains and the water cycle.
- *Describe/understand **key aspects of human geography**: types of settlement and land use.
- *Understand geographical similarities and differences through **the study of human and physical geography** of a region of the UK, a region in a European country and a region within North or South America. **Establish an understanding of the interaction between physical and human processes.**
- ***Use maps, atlases, globes and digital/computer mapping to locate countries** and describe features studied. Use symbols and keys (Inc. OS maps) to build knowledge of the UK and the wider world.
- *Use a range of methods including sketch maps, plans and graphs, and digital technologies.

The Impact of Learning Geography at Ravensdale

Our Geography curriculum will ensure all pupils develop key geographical skills, as set out by the national curriculum. Teachers will observe and see evidence of:

- Asking geographical questions and generating possible approaches to find the answer for these, involving fieldwork where applicable.
- Analysing geographical information using a range of resources.
- Understand why there is a need for a sustainable future and be able to explain how this may be possible
- Discover and develop an appreciation for the wider world through the range of countries studied

A variety of monitoring is undertaken by the Geography subject leader on a yearly basis including

- book scrutiny
- review of assessment data
- planning scrutiny
- pupil voice
- lesson observations

Feedback from monitoring is given to teachers and leaders who use this to strengthen their practice, which should lead to stronger pupil outcomes.

Where a shared need for CPD for Geography is identified, time is allocated in the staff meeting schedule to act upon this and improve teaching practice.

Monitoring progress and attainment:

Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group. Parents are informed of this outcome in the annual summer report.

Year group coverage

Year 3	Year 4	Year 5	Year 6
The Nile (Ancient Egypt) The Thames (Tudors) Amazing Amazon Delving into Derbyshire	What a disaster! (Earthquakes and volcanoes) Britain's Got Talent (UK Study)	Biomes, Climate and Weather	Incredible India Find your way – map skills