



Ranelagh Primary School

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Geography Policy

Reviewed on: 16th September 2025

Next Review due: Autumn 2027

Signed by:

A handwritten signature in black ink, appearing to be 'S. Hopper', written over a horizontal line.

Chair of Governors

Signed by:

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Headteacher

Introduction

This policy reflects Ranelagh Primary School's values and philosophy to the teaching and learning of geography. Geography is a valued part of the curriculum and is important to our school. It is taught through topic work, as part of a whole school topic-based approach to teaching and learning, rather than as a discrete subject wherever possible. This has enabled more cross curricular links and a wider teaching of geography in school.

Geography teaching is about providing a means of exploring, appreciating and understanding of the world in which we live in through personal experiences, investigations and learning from secondary sources. Geography helps children to gain a greater understanding of the physical world and the cultures of people living with in it. At Ranelagh we take pride in our cultural diversity and embrace this in our teaching which gives our children first-hand experiences of a wide range of cultures from around the world.

Aims for teaching and learning Geography

The aims of the subject should be realised by all pupils:

- To develop knowledge of the location of significant places encompassing land and ocean.
- To enable the acquisition of a wide range of geographical, knowledge, understanding, skills and attitudes.
- To develop problem solving, decision making and an enquiring mind.
- To encourage fieldwork, the use of ICT, maps and photographs.
- To encourage a sense of interest and curiosity in all pupils.
- To create and foster a sense of wonder about the world.
- To inspire a sense of responsibility for the environments and the people in the world we live in.
- To provide children with the knowledge and awareness of a forever changing world and encourage children to be determined to take care of Earth and its resources by considering how resources can be improved and sustained.
- To develop respect and interest in other people throughout our world regardless of culture, race and religion.
- To develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

Skills and Attitudes

The work in geography has been planned to develop the following skills and attitudes:

Skills

Individual skills that are needed in geography include:

- Observing - making accurate observations.

- Enquiring - asking and answering geographical questions.
- Measuring - effectively using appropriate equipment.
- Recognising patterns - seeing relationships.
- Predicting - applying knowledge to differing contexts.
- Interpreting - drawing conclusions by analysing evidence.
- Communicating - speaking, listening, reading, writing, numerical and graphical.
- Organisation and study - the ability to plan and present work, study independently and make good use of time.
- Questioning- engage in deep level thinking, asking questions and listening to issues raised.

Attitudes

The study of geography provides rich opportunities to develop the following attitudes:

- curiosity
- responsibility
- critical awareness
- environmental awareness
- originality
- open-mindedness
- initiative
- pride in work
- tolerance
- perseverance
- co-operation

Planning and differentiation

Long and medium terms plans will be informed by the National Curriculum programmes of Study for Geography and taught through a broader topic ensuring all skills are met through the school year. These are mapped out as 2 cycles for each Key Stage so that all of the curriculum objectives are covered over the 2 years – Year 1/2, Year 3/4, Year 5/6. Teachers will then put these objectives onto a Medium Term Plan where each individual lesson objective is mapped out in detail.

Note – during some half terms there will be a History focus, instead of Geography.

As well as coverage of geography objectives during allocated teaching time, children also are exposed to learning through whole school activities such as the celebration of the Olympics, Language of the month and Lives of significant individuals both old and new.

Ideally, all children should be given tasks appropriate to their individual needs. No one teaching strategy will be sufficient in itself but teachers should use a variety of approaches as appropriate:

- Children are given differentiated tasks.
- Children are given adapted resources and scaffolding to assist them.
- Children are given tasks suited to their individual learning styles.
- Children can be given open-ended extension tasks to maximise deeper thinking and applying knowledge in different contexts.

Recording

All lessons, regardless whether they are written tasks or physical investigations, must be recorded for assessment and evidence purposes. Photographs, speech bubbles of children's comments, post-it notes of observations and use of geographical terminology can be used for lessons where written work is not appropriate. This is to be recorded in purple topic books in KS1 and in green topic books in KS2.

Assessment for Learning

Teachers will assess learning through marking written work, discussions, question and answer techniques and observations. Children are encouraged to take part in a range of self-assessment and evaluation activities such as, peer marking, discussions against objectives and success criteria and the use of talk partners. On completion of a piece of work, the teacher marks the work by providing written or verbal feedback based on the learning objective and the focus skill of that lesson. Live marking throughout is encouraged where appropriate.

Resources

The responsibility for maintaining an adequate supply of resources rests with the geography subject leader. The effective management of these resources is not only the responsibility of the geography subject leader but is also the responsibility of each classroom teacher who uses them. All equipment should be returned to the correct place after use. Geography resources are stored downstairs in the lower storage cupboard. Geographical books are sometimes kept in both Key Stage 1 and Key Stage 2 libraries to encourage children to take them home to read.

ICT

All teachers should encourage the use of laptop computers and iPads whenever possible as it encourages the following:

- Enhancing pupils' geographical skills.
- Assist all aspects of geographical enquiry e.g. data collection/presentation etc.
- Provide a range of information sources to enhance geographical knowledge.
- Support the development of pupils' understanding of geographical patterns and processes e.g. simulations.

- Provide access to images of people, places and environments.
- Contribute to pupils' awareness of the impact of ICT on the changing world.

Classroom displays

All classrooms should have a topic display area where they have the 'Geography skills mat' alongside any key vocabulary that is relevant to the current unit on display.

Evaluation

This policy will be reviewed and, if necessary, updated by the geography subject leader every two years.