



Rossmore School

Rossmore School's Geography Policy

Intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst Geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Implementation

Each term, children practically apply their learning, allowing them to produce quality outcomes that show their understanding and commitment to the subject as they are given the time to explore geographical concepts and apply their knowledge and understanding. Children access Geography under their termly topic themes 'On the doorstep', 'down the road' and 'over the water' and are offered the opportunity to engage with trips. Visitors are also welcomed into school to support children's geographical understanding along with the frequent opportunities to practically apply their geographical skills in the local area, including trips and walks around the community.

Impact

Evidence in books will clearly demonstrate children's acquisition and application of identified key geographical knowledge and skills. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.

Children will feel inspired to engage in geographical enquiry and they will talk confidently about what they have learned using geographical specific vocabulary.

Assessment

Children will be assessed against the National curriculum standards using the school assessment tool 'Balance'. Balance is used to assess children and identify gaps from current and previous school years. The subject and Literacy Team lead partake in learning walks and conferencing across the school. Pupil voice feedback is used to support the development of the subject as well as assessing the children's geographical understanding. Team meetings ensure all subjects are on track for meeting their various action plan targets.

Equal Opportunities and Inclusion

At Rossmore we value everybody equally:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg Autism, Asperger's syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

This policy will be reviewed on a two year cycle by the English team who oversee Geography. The team will monitor teaching and learning in the subject at Rossmore School ensuring that the content of the national curriculum is covered across all phases of pupils' education. Any changes made to this policy will be communicated to all teaching staff.

Date of review: September 2024

Date of next review: September 2026