

Rowdown Primary School

Geography Policy



Date	January 2024
Edited by:	Joanna Gilbert (Geography Coordinator)
Sections edited:	Differentiation is now referred to as adaptations.
Review date:	Feb 2027

Introduction:

Our Geography education at Rowdown inspires children to develop a curiosity and fascination about the world and its people. The curriculum is divided into 4 main parts: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

The Geography curriculum aims to involve children in the process of enquiry. It should help them to ask geographical questions and develop geographical skills, particularly in map work and fieldwork. Children are given opportunities, whenever possible, for first-hand experience of areas or topics to be studied. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

Legal Requirements:

The objectives of Geography teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The Geography curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stages 1 and 2 children should study four strands.

These are:

1. Locational knowledge
2. Place knowledge
3. Human and physical geography
4. Geographical skills and fieldwork

Teaching and Learning:

At Rowdown Primary School Geographical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the two key stages builds on children's previous work.

Foundation Stage

In the Reception class, Geography is taught as an integral part of topic work covered during the year. In the Foundation Stage Geography is about the children having the opportunities to find out and learn about the world they live in. The Geography side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the Early Years Foundation Stage Curriculum. (Area of development 14)

Key Stages 1 and 2

At Key Stage 1, Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

At Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through topics.

Equal opportunities:

At Rowdown Primary School all children will be given equal access to Geography irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Spiritual, Moral, Social and Cultural Development:

Children are encouraged to develop: knowledge and understanding of the Earth's physical and human features and the factors which influence these; a greater understanding of the complex interrelationships between physical conditions, natural processes, human activities, the Earth's resources and an awareness and understanding of the world's ethnic, cultural and economic diversity.

Recording, Marking, Assessment and Reporting:

At Rowdown Primary School we assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for children and consider whether they have yet to reach, have reached or exceeded the expectations of the unit. We then use this to plan future work.

Management:

To monitor and evaluate Geography, the Geography subject co-ordinator does the following:

- Supports teachers via observing and giving feedback.
- Monitors teachers' medium term planning.
- Reviews resource provision.

- Discusses regularly with the Headteacher, the progress with implementing this policy in the school.

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