



FURNESS  
EDUCATION  
TRUST



# Geography Policy

## Intent

### Geography Vision

At Yarlside the Geography curriculum helps children understand how Geography links with their life and empowers them in their responsibilities as global citizens. Yarlside students will develop an appreciation of the area they live in, knowledge of the wider world and learn about what opportunities it has for them.

### Our Philosophy for Teaching Geography

At Yarlside our Geography curriculum provides pupils with opportunities to develop essential skills and acquire knowledge, through a broad and enriching range of learning experiences, enabling them to become independent successful learners and confident thinkers who have responsibility for their world.

Through Geography, the children learn a range of skills, concepts, attitudes and methods of working. Within the Furness Education Trust, we aim to meet the needs of all our pupils and promote a love of learning; therefore enabling them to reach their full potential and be well prepared for the next stage of their education.

Geography at Yarlside is about developing an understanding of our world, through experience, investigation and learning from secondary sources. Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

Geography at Yarlside is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom and other parts of the world. The study of the local area forms an important part of the Geography taught in our trust and activities are planned to build upon the children's knowledge and understanding of the local area.

### National Curriculum

At Yarlside we use the National Curriculum as a starting point ensuring children are taught age expected geographical knowledge and skills.

The areas they will cover and revisit throughout the Geography curriculum are:

- Location Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

#### Key Stage 1 Geography Curriculum:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.

## Key Stage 2 Geography Curriculum:

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## Our Curriculum

Our curriculum is structured to introduce and revisit knowledge, following the principles of instruction, guided by the understanding of how memory works and cognitive load theory.

Geography at Yarlside draws upon several powerful sources of knowledge. It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting geographical knowledge.

**Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content.

SUBSTANTIVE CONCEPTS			
Location Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and fieldwork

**Disciplinary knowledge** – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically.

DISCIPLINARY KNOWLEDGE				
Place and space	Scale and connection (relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (uniqueness)

At Yarlside we develop tasks for children to '**Think Geographically**'.

### At Yarlside we aim to:

- To develop geographical skills and vocabulary
- To enable children to develop knowledge and understanding of places in the world
- To increase children's knowledge of other cultures and therefore create a respect of other people's beliefs, attitudes and values.
- To enable children to learn graphic skills, including how to use, draw and interpret maps
- To encourage children to care about the environment and to recognize and understand issues concerning the environment and sustainable development
- To develop a variety of skills, including enquiry, problem solving, ICT and investigation
- To encourage children to be interested in the world around them including the physical and human features of their surroundings.

## Implementation

### Curriculum Organisation

Geography has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited it is covered with greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

For example, in the EYFS, pupils may learn about People, Culture and Communities or The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process. Pupils in EYFS explore globes and world locations through their curiosity corners, making links to where animals live. This **substantive knowledge** is used to remember and position the locations of continents and oceans, with more sophisticated knowledge. High volume and **deliberate practice** is essential for pupils to **remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know**.

**This means pupils make conscious connections and think hard, using what they know.**

Geography at Yarlside is built around the principles of **cumulative knowledge** focusing on **spaces, places, scale, human and physical processes** with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK.

Geography at Yarlside equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from YR to Y6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3).

Geography at Yarlside is planned so that the retention of knowledge is much more than just 'in the moment knowledge'.

 **Geography Overview**

	Autumn term		Spring term		Summer term	
EYFS	Where in the world? Describe immediate environments and where we live.		Understanding the World (People, Culture & Communities)		Food around the world	
	The Arctic Recognise some similarities and differences between life in this country and life in other countries		Real life superheroes! Talk about the lives of other people and different roles in society	Maps Draw information from a simple map	The Environment Have some ideas about how to look after our planet.	
Links	Literacy: Everywhere bear at home (Spr 2)	Science: Changing state of matter (Aut 2)	PSHE: Respecting similarities and differences (Sum 1)	Literacy: Story maps 'Everywhere Bear' (Spr 2) Maths: Explore mapping, direction and position (Sum 2)	PSHE: Respecting similarities and differences (Sum 1) Science: Growing plants/veg. Healthy eating (Sum 1&2)	Maths: Explore mapping, direction and position (Sum 2) Literacy: Drawing and labelling maps (Sum 2)
Year 1	Countries and capital cities of the United Kingdom <i>Location, Order, Environment, Culture, Time, Pattern</i>		Continents & Oceans <i>Location, Order, Environment, Culture, Time, Pattern</i>	Hot & Cold Locations <i>Location, Environment, Patterns</i>	Mapping & Fieldwork <i>Location, Order, Connection</i>	
	<ul style="list-style-type: none"> <li>- Know the countries of the United Kingdom</li> <li>- Know the capital cities of the four countries of the United Kingdom</li> <li>- Know the seas surrounding the United Kingdom</li> </ul>		<ul style="list-style-type: none"> <li>- Know the 7 continents of the world</li> <li>- Know the 5 oceans of the world</li> <li>- Know where the 7 continents of the world and 5 oceans</li> </ul>	<ul style="list-style-type: none"> <li>- Know where the equator is.</li> <li>- Know where is hot and cold on the Earth</li> <li>- Know where the North and South Poles</li> <li>- Know what the North and South Poles are like</li> <li>- Know where I can find hot countries</li> <li>- Know where the hot and cold areas of the world are</li> </ul>	<ul style="list-style-type: none"> <li>- Know what a map is</li> <li>- Know how to make an imaginary map</li> <li>- Know how to show what a place is like</li> <li>- Know how to make a map real</li> </ul>	
Year 1 Curriculum links	RE: Easter, Celebrations, Welcoming a King (Spr 2)		Maths: Position and direction (Sum 2) Music: Use voice expressively to sing songs (Continent/ocean song)	Art: 3D – Introduction to Clay – Kenojuak Ashevak (Sum 2) Science: Seasons (Aut 2)	Maths: Position and direction (Sum 2)  Core Book: Where the wild things are	
Year 2	Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country <i>Location, Order, Connection</i>		Yanomami – Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country <i>Location, Environment, Culture, Connection</i>		Study human and physical geography in the local area <i>Location, Environment, Pattern, Similar</i>	
	<ul style="list-style-type: none"> <li>- Know where London is and what it is like</li> <li>- Know where the county of Kenya is</li> <li>- Know the human and physical features of Kenya</li> <li>- Know where Nairobi is and what it is like</li> <li>- Know how London and Nairobi are similar and different</li> </ul>		<ul style="list-style-type: none"> <li>- Know where the rainforests are</li> <li>- Know what the rainforests are like</li> <li>- Know how the Yanomami people live</li> <li>- Know the difference between my location and the Yanomami</li> </ul>		<ul style="list-style-type: none"> <li>- Know what human features are</li> <li>- Know what physical features are</li> <li>- Know what features our local area has</li> </ul>	
Year 2 Curriculum links	History: The Great Fire of London (Aut 1)		Art: 3D (Sum 1)		History: Furness Abbey (Spr) Maths: Position and direction  PE: OAA (Aut 1) History: Furness Abbey (Spr) Maths: Position and direction	
Year 3	Fieldwork and Map Skills – Physical and Human Geography <i>Location, Scale, Proximity</i>		Counties & Regions of the UK <i>Location, Culture, Interdependence, Location, Connection, Process</i>		OS Map skills and Fieldwork <i>Location, Order, Environment, Region, Landscape</i>	
	<ul style="list-style-type: none"> <li>- Know the 8 points of a compass</li> <li>- Know where the human and physical features are local in a local place</li> <li>- Know what physical features can be identified in the United Kingdom</li> </ul>		<ul style="list-style-type: none"> <li>- Know countries and capital cities</li> <li>- Know what the cities and countries in the UK</li> <li>- Know what the physical and human landmarks of England and Scotland</li> </ul>		<ul style="list-style-type: none"> <li>- Know what an Ordnance map is</li> <li>- Know how the scale changes the way we describe a place</li> <li>- Know what the area is like just beyond the school</li> <li>- Know what the area is like beyond our region</li> </ul>	

## YARLSIDE'S LONG-TERM SEQUENCE FOR GEOGRAPHY

### Early Years Foundation Stage – Key Stage 1

	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	Geography KS1 National Curriculum
Specific Area of Learning Understanding the World	<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<ul style="list-style-type: none"> <li>Geographer</li> <li>World</li> <li>Ocean</li> <li>Country</li> <li>City</li> <li>Town</li> <li>Village</li> <li>Place</li> <li>Map</li> <li>Season</li> <li>Weather</li> <li>Forest</li> <li>Beach</li> <li>Mountain</li> <li>Planet</li> <li>Space</li> <li>Earth</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with the local environment</li> <li>Explore school grounds – allotment and Forest School sessions</li> <li>Know about extended family</li> <li>EAL – knowing about family members in other places</li> <li>Explore traditions and Christmas</li> <li>Know about farms and animals</li> <li>Exploring world through texts such 'We're going on a bear hunt'</li> </ul>	<ul style="list-style-type: none"> <li>Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...)</li> <li>Exploring the school grounds to look at features of the environment.</li> <li>Discussing where extended family members live on a map, including our EAL families place of birth.</li> <li>Exploring Christmas traditions from around the world.</li> <li>Features of cities, man-made vs natural</li> <li>Learning London is the capital city</li> <li>Learning about Antarctica, where that is on the globe, the climate and what animals live there</li> <li>Black History</li> <li>Naming features of the world around us (farms, beach, woodland etc)</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li><b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Geographical skills and fieldwork –</b> Use of maps, atlases, and globes. Use directional language to describe locations.</p>
	<p><b>ELG</b> <b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul>	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>			

## Teaching & Learning Approach

At Yarlside children are taught key Geography skills to enable them to be well prepared for the next stage in learning which include:

- Making accurate observations.
- Asking and answering questions.
- Making connections and drawing contrasts with physical and human features.
- Analysing trends.
- Thinking critically.
- Analysing and interpreting evidence and drawing conclusions using different sources.
- Using co-ordinates for locational purposes
- Interpreting maps

## Learning

At Yarlside, we believe children learn Geography best when:

- They are provided with real and purposeful learning experiences both inside and outside the classroom
- They are taught the process of enquiry so that they will become independent and confident thinkers
- They are taught to be flexible and responsive to individual needs and interests.
- They have access to, and are able to use Geographical equipment
- They participate in fieldwork and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences in different environments
- They listen to and interact with different cultures
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer Geographical questions.

## Knowledge Organisers

Accompanying each unit is a 'knowledge organiser', which contains key vocabulary, information and key facts which pupils can refer to and use throughout each unit of work. Key vocabulary is discussed at the beginning of each lesson and children are encouraged to use this vocabulary throughout the unit. The knowledge organisers are broken down into individual knowledge notes for each subject. These include diagrams and scaled images.

## Vocabulary

Vocabulary forms an essential part of our wider curriculum. CUSP provides a progression of Geographical vocabulary so that teachers know which vocabulary has already been introduced and how to build on this. Children are encouraged to use the correct Geographical vocabulary when discussing their work and participating in practical lessons.

Example from Year 1 Unit

<b>Tier 2 Vocabulary</b>	<b>Tier 3 Vocabulary</b>
<b>location</b>	<b>continent</b>
<b>moist</b>	<b>ocean</b>
<b>misty</b>	<b>polar</b>
<b>scorched</b>	<b>equator</b>
<b>freezing</b>	<b>temperature</b>
<b>tropical</b>	<b>compass</b>

## Cumulative Quizzing

Quizzes are used from CUSP to establish prior knowledge and understand the content of each unit. Revisit previous learning with questioning to reinforce key knowledge and vocabulary. Teachers carry out a summative assessment quiz at the end of a unit to see if any gaps need filling; ensuring progress.

## Lesson Activities

### KEY STAGE 1

The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the

key features they need to include. Map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale.

Initially, children study the Orientation of the world through acquiring and making locational sense of the 7 continents and 5 oceans of the world. They extend their knowledge and study the Countries and capital cities of the United Kingdom, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms.

Throughout KS1, pupils enhance their locational knowledge by studying and identifying Human and physical features of places. To deepen this understanding and transfer concepts, pupils study Contrasting locations throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places. Pupils study the human and physical features of a non-European location in Africa, such as Nairobi. This is also complemented by a study of an Indigenous tribe in the rainforests of Brazil in Year 6. These two studies also offer rich opportunities to know, compare and contrast different cultures in two continents using the consistent thread of human and physical features.

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Pupils retrieve and apply knowledge about human and physical features in their local context. OS maps are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

## **KEY STAGE 2**

As pupils begin KS2, Fieldwork and map skills are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the Features of the UK. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of Rivers. To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through Latitude and longitude. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the Water cycle. It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study geographical patterns across the world using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects. Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America.

The study of Biomes and Environmental regions builds upon world locations, latitude and longitude studies. World countries and major cities are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things.

In upper KS2, the study of 4 and 6 figure grid references supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. More advanced mapping skills using OS maps

are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Pupils take part in geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations. This abstract concept is made concrete through studying and comparing the Lake District. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of Earthquakes, mountains and volcanoes. This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

Settlement, trade and economic activities develop an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

### **Educational Visits and Visitors**

Where appropriate children’s learning experiences are enhanced by a Geography field trip or a expert visitor.

Examples of these are:

<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Visits from firefighters, police, dentist Walk around local area	Real life hero visitors Greenlands Farm Visit to school Bee Wild	Trip to Bardsea	Trip to Coniston	Waterpark	Trip to river Duddon for Fieldwork	Waterpark Residential	Trip to London

### **Classroom Organisation**

Geography is taught in the classroom and in the local environment. Yarlside is situated in a Geography rich area which gives our pupils many opportunities to explore the wonders of the world.

Around school, both inside and outside children have access to a range of exciting maps and diagrams. Every classroom has a map, globe and specialist Geography books available for the children to explore. In Early Years children have access to a curiosity area which allows them to explore Geography resources during their self-directed time.

### **Provision for Lower and Higher Ability**

Pupils needing support are quickly identified and interventions are put in place to give a mixture of additional adult support and peer support, as well as increased verbal and live feedback during the session.

### **Differentiation**

We recognise the fact that in all year groups there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We always provide additional resources and support for children with special needs as well as challenge and extension materials for our more able pupils.

### **Extra-Curricular Activities**

Geography club with Year 1/2 running throughout the year. This will look at map skills, space, direction, our local area and other places of interest. We will be linking with a school in a city to compare what life is like there in comparison to life in our smaller rural area.

## EYFS

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children are learning to:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Draw information for a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live in
- Understand the effect of changing seasons on the natural world around them

## Parents

Curriculum content is shared with parents on the school website and newsletters.

Children in EYFS have home learning challenges suggested to do at home.

We share Geography learning and achievements on social media.

Achievements in Geography is celebrated in work of the month assemblies.

## Transition to Secondary School

The Geography director has been working closely with the Secondary school lead to ensure children have all the skills and knowledge they need to be prepared for KS3.

## Continuous Professional Development (CPD)

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Geography curriculum. Teachers are encouraged to watch the teacher videos for each unit of lessons to develop their subject knowledge and aid their own acquisition of Geography skills and knowledge. They are also supported by webinars from Geography specialists through the National Geographical website. Teachers have commented on how useful the videos have been – and how much they have learnt from them!

In addition to this on-going CPD, we work very closely with our local secondary trust school and their Geography subject lead. We have a 'Geography Team' on 'Microsoft Teams' where staff collaborate, share ideas and organise CPD events for staff.

## Assessment

### Formative Assessment

Teacher and self-assessment in Geography is ongoing throughout each unit. Guidance is provided for every lesson on what to look for in order to judge children's attainment and this on-going assessment is used to develop sessions to enable pupils to deepen their Geographical knowledge and proficiency. Alongside marking of children's work, websites such as 'LbQ' and 'Kahoot' give instant feedback to teachers and pupils.

Teachers carry out regular repeated 'quizzes' to ensure learning is embedded, as part of their lessons, and these are built on throughout the unit of work so that children remember what they have been taught. Verbal feedback is also given during lessons.

### Summative Assessment

The Geography Subject Lead will ensure that assessment is embedded as an essential part of teaching and learning. At Yarlside assessment involves sharing learning objectives and success criteria with pupils. Teachers give the

children a summative 'Quiz' at the end of each unit, providing a percentage indicator of their knowledge and understanding of the vocabulary they have learnt, as well as the key objectives from the unit. Teachers use questioning at the beginning and end of units of work to establish understanding and show progression. Assessment also involves pupils in peer and self-assessment. Teachers then provide subject specific feedback which leads pupils to recognising their next steps and how to take them.

## **Impact**

### **Whole School Tracking**

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis, as well as tracking between key stages.

### **Subject Monitoring**

The Geography Lead will meet with the primary Geography curriculum team regularly, to review and evaluate the Geography work across our schools.

Progression of skills is monitored regularly through organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Lessons are regularly visited to monitor the quality of teaching and learning.

Staff are encouraged to feedback at staff meetings in order to continuously improve our teaching and learning.

### **Impact on the Children**

Children at Yarlside know and appreciate Geography as a unique subject.

From the subject assessment quizzes, it is clear children are making good progress.

From speaking to the children about Geography, they can answer subject related questions displaying good understanding and knowledge.

Children at Yarlside display a good understanding when visiting local Geography rich areas.

Geography club is always oversubscribed.

Our children are enthusiastic learners who love Geography. They have a deep understanding of Geographical concepts and are able to apply their Geography skills across different units of work and across different subjects. They can also apply their skills to real life situations such as maps skills, understanding space and culture.