



A policy for teaching, learning and assessment in Geography.

Introduction - The Curriculum at Pudsey Waterloo Primary School

At Pudsey Waterloo we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Pudsey Waterloo we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. EYFS objectives, National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents.

The purpose of the geography policy

This policy outlines the teaching and learning of geography. All children will have the opportunity to undertake geography throughout their time at Pudsey Waterloo Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our geography curriculum and planning reflects the progressive nature of geography skills. Children are provided with opportunities to develop and build upon skills taught previously.

Aims

- To enable children to gain knowledge and understanding of significant places in the world, both local and global
- To allow children to understand geographical similarities and differences between contrasting locations
- To increase children's knowledge of human and physical characteristics of the land and understanding of the impact these characteristics have on their environment
- To allow children to learn graphic skills, including how to use and interpret physical and digital maps, use compasses and aerial photographs
- To use field work to observe, measure, record and present the human and physical features of an area
- To enable children to know and understand environmental problems at a local, regional and global level

- To encourage in children a commitment to sustainable development and an appreciation of what 'fair trade' means

Objectives

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise. Children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

Curriculum and school organisation

When planning teaching and learning in Geography we ensure that there is a balance of knowledge and skills, by delivering both the National Curriculum objectives and supplementary knowledge and skills applicable to our school context. We teach Geography knowledge and skills discretely and through our Curriculum themes, ensuring all children access all areas of the Geography National Curriculum.

The People and Communities and The World aspects of Understanding the World in EYFS, promote the development of children's knowledge and understanding of people, places, events and the environment. Real purposes for finding out about where they live and the places they have visited, is linked across the curriculum, to support children in developing their understanding of the world, including recognising similarities and differences between people and places.

Our curriculum ensures children are taught map skills and then have the opportunity to use and apply these skills progressively. These skills are taught alongside geography topics as well as discrete sessions or Theme Weeks. Throughout school, a variety of teaching styles and methods are used as appropriate. These include whole class, small group and individual work. Our aim is to provide first hand experiences for children through using our own outside areas, the local community and visits out of school.

To meet the requirements of the National Curriculum it is essential that each child has access to the following Geography concepts throughout each Key Stage:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. Our school ensures programmes of study from the National Curriculum are planned and taught. At times our teaching goes beyond the National Curriculum to ensure the curriculum meets the needs of our pupils. Our long-term plans, which are shared on the school web-site, gives an overview of the units of work which each child will be able to access throughout the academic year.

Planning for People and Communities and The World in EYFS, is linked to enhancements in provision, inside and outdoors, as well as during adult led teaching and learning. Discussions about the world and people and places are linked to real learning opportunities in school and in the local community. Children's own experiences also enrich the learning of others. Teachers plan for knowledge to be shared and support play, linked to what children know and are interested in.

Assessment

Assessing a child's level of knowledge and skills in Geography is a continuous process carried out throughout school. Our methods of assessment include the following as appropriate:

1. Looking at children's recorded work i.e. photographs, map work, digital work and written work.
2. Individual discussions with children.
3. Listening to children's ideas as they discuss between themselves during learning tasks.
4. Group discussions in both knowledge-based and skill-based sessions.
5. Assessing children's geographical skills in field work.
6. Recording the progress that children make by assessing children's work against the learning objectives for the lesson or series of lessons.

At the end of a unit of work (topic or a series of lessons) teachers make a judgement against National Curriculum expectations and/or knowledge and skills taught. This is recorded by class teachers and shared with the Geography subject leaders.

Children throughout EYFS are assessed against People and Communities and The World criteria identified in development matters. Judgements against the early learning goal and exceeding descriptors are made by the end of EYFS.

Resources

We have sufficient resources and equipment in our school to be able to teach all the geography units from the national curriculum. All classrooms should display a map relevant to their Key Stage. We have access to a range of geography topic books recommended by Leeds School Library Service and Key Stage appropriate atlases are kept in the school library. In addition to this, a range of educational websites are used to support children's learning. These include subscriptions to Google Earth, Discovery Espresso and Digimaps for Schools, as well as free online resources. Staff who require additional resources should contact the Geography leader who will organise purchase of these as appropriate in line with the school improvement plan and budget.

Monitoring and evaluation of Geography throughout the school

The Geography subject leader takes an overview of standards and of the quality of teaching in Geography. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography subject leader gives the headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this Geography policy will be monitored by the curriculum leader.