



Geography Policy

At Pleasant Street Primary School, we believe that developing an interest in Geography is key to the development of children and the world around them. We aim to develop and inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Our aims are to ensure children:

- Understand their local area and its significant features.
- Can compare and contrast when considering other locations around the world.
- Have a good understanding of human and physical features and are able to explore these in different contexts
- Understand the actions of geographical processes.
- Understand environmental impact and their responsibility within society.
- Practice map skills; including both drawing and interpreting maps.
- Are involved in fieldwork, including enquiry, collecting data, analysis and forming conclusions.

Expectations

By the time our children leave our school we expect them to have a vast understanding of the local area and the wider world, including being able to name and locate the 5 oceans and the capital cities of the United Kingdom and their characteristics. Children should understand geographical similarities and differences through their study of human and physical features between an area of the UK and a non-European country. We expect children to be able to discuss their learning by using a vast range of specific geographical vocabulary.

Curriculum, teaching and learning

At Pleasant Street, the geography curriculum has been designed in a way to ensure that children leave school with great knowledge of their local surroundings. This design hopes to give geography meaning and relevance to our children and provide them with opportunities to visit and explore areas that expand their knowledge and experiences beyond the context of our inner city school.

Children will be taught in their normal class group for geography and all classrooms should have a washing line dedicated to their current topic for both adults and children to refer to. Reading areas in each class should also display a range of different texts related to the topic for further research.

Staff development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. When receiving planning, all teachers meet with the curriculum lead to ensure they are clear on learning outcomes and any potential need for further CPD can be discussed. Training needs are also identified as a result of whole school monitoring and evaluation.

Resources

Each classroom should have a large globe up on display and a large world map to use when teaching. Each phase also has a set of atlases for children to use. Any other resources that teachers feel could be helpful in teaching the subject should be added to the topic evaluation which can then be sourced.

Monitoring and evaluation

Geography is monitored through book looks, walk arounds, pupil interviews and teacher evaluations.



Appendix

Appendix 1 – Assessment

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Children complete a pre topic task at the beginning of a unit planned to link prior knowledge to new learning. They are assessed against the national curriculum targets relevant to the given topic. These are provided with planning and are then put into children's workbooks. These are assessed continuously and are marked on a RAG basis at the end of a unit. A vocabulary assessment is also completed. At the end of the topic there is a final piece that is used to inform a final judgement which is then reported to the history lead. Analysis of assessment data is used to set targets and alter teaching in order to address particular identified target groups.