**Assessment in Geography at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils mastering the content taught each year so that they are inspired with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.    
   
*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.* [National Curriculum]   
 

**Formative Assessment**

Assessment for learning in geography is continuous throughout the planning, teaching and learning cycle. Key vocabulary and assessment questions are highlighted within the geography progression, these are continually revisited in order to build upon previous learning. Children are assessed on a regular basis across the school and are supported by the use of the following strategies:

* Observing children at work, individually, in pairs and in a group and in whole class teaching.
* Questioning, talking and listening to children.
* Retrieval practice prior to the start of a new geography topic with the previous learning detailed in Tavistock Primary’s Geography progression map.
* Continual retrieval practice linked to the previous lesson objectives.
* Spaced retrieval practice, through questioning, quizzes, peer-explanation, further consolidate the transfer of information from working memory to long-term memory.

**Summative Assessment**

Summative assessment in geography at Tavistock Primary and Nursery School centres on the aim of developing specific knowledge, vocabulary and students’ understanding of places, themes and geographical skills. Geography sequences begin and end with a quiz, targeting the planned knowledge and skills, to aid teacher assessment. These offer insights into the pupils’ knowledge before and after a sequence and identify gaps and misconceptions. Planning is adapted in response, ensuring responsive teaching and learning.