

Subject - Geography

How are the medium-term plans for all year groups organised?

In EYFS, Geography is taught through continuous provision alongside topics explored at the time – see EYFS documentation. KS1 and KS2 follow rolling programmes whereby subject leadership provides detailed planning documents to support teacher knowledge and skills.

What is your rationale for organising the curriculum this way in this order from Nursery to Year 6?

The Geography curriculum is grounded within the national curriculum for Geography. Within this, we have disciplinary and substantive knowledge that spirals throughout our pupils learning journey. Whilst pupils may access topics within different year groups, the curriculum is met due to this spiraling approach.

How does the current curriculum compare to the national curriculum? Is anything missing? What enrichment does your curriculum provide?

Our Geography curriculum matches the national curriculum in both content knowledge and skills progression. Our curriculum has clear and ambitious aims for pupil knowledge, which define the scope of a broad and balanced curriculum. This is monitored and reviewed regularly so that all areas of the Geography curriculum are covered as expected. The topics chosen, cover the expectations of the NC and promote a love for the local area and wider world.

Opportunities for enrichment are;

- a focus on using quality maps, arial photographs, globes and other geographical resources – to allow the children to develop their disciplinary knowledge.
- Special fully immersive wow days: this could include a range of activities designed to inspire geographical discussion.
- Topic homework activities – a chance for families to work together on projects at home
- Workshops and school trips

How does your curriculum fit the context of your school / local area?

Teachers are encouraged to engage with the local community where topics can be enhanced by such links e.g. close links with the Eden Project during our exploration of the Amazon Rainforest and Fairtrade in KS2, visiting local beaches during the exploration of coastal regions in KS1, or local walks during EYFS.

Cornwall is used as a launch point for geographical discussion when studying similar and/or different areas of the world.

Further to this, all year groups follow a fieldwork progression whereby pupils are expected to engage in the local area within the context of geographical questioning.

Consider your curriculum intent:

Does your curriculum have an intent? Does it match or exceed the national curriculum?

Is the necessary timetable allocated for meaningful coverage?

How is the curriculum designed to meet the needs of ALL learners, particularly those with SEND or disabilities?

Is the subject curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points?

How have you decided to sequence your curriculum? Why?

How is the curriculum ambitious and ensure the same academic, technical ambitions for almost all learners?

How do you ensure subject knowledge is retained?

- The Geography curriculum intent matches the national curriculum.
- All classes have Geography sessions weekly for 3 half terms a year.
- The Geography curriculum at St Stephen Churchtown is specifically designed to meet the needs of all learners. Subject lead and teaching staff work alongside the SENDco to ensure all pupils are supported within their geography lessons.
- The subject curriculum is planned following the national curriculum expectations, so follows a sequence that builds on prior knowledge.
- Subject knowledge is retained through lesson structure; retrieval of prior learning, the topic journey, vocabulary, see think wonder, summing up and cultural capital links
- Our Geography curriculum provides opportunities for the children to be taught about geographical issues prevalent to their lives and the wider world at present. As children move through the school, there is an expectation that they will also begin to develop their own geographical voices. Students will be expected to engage in geographical discussions and form their own opinions using evidence from learned knowledge.
- Students are assessed within the context of a topics over arching question. Both pupil conferencing and book work has evidenced the success of this.
- SEND pupils record work in a range of ways to best support their needs.

Areas for development:

- Recording of fieldwork in context to all areas.
- Use of digital mapping as an effective tool for upscaling pupils skill.

Implementation:

How do you ensure teachers have strong subject knowledge in your subject?

Have you led any CPD or signposted staff to online training? Any coaching sessions or planning support you have given for individuals and the impact this has had?

From your monitoring how are teachers checking learners are systematically identifying misconceptions or providing clear feedback.

How is the teaching designed to help learners remember the long-term content they have taught?

How is assessment used to help pupils embed and use knowledge fluently or to check understanding?

What are the typical gaps in pupils' knowledge and skills? How is the curriculum sequenced to address these?

How are resources and the environment used to allow pupils to focus on learning?

- Teachers are given regular CPD at staff meetings: key stage meetings regarding differentiation between year groups and abilities; assessment within Geography; understanding and teaching of key geographical disciplines.
- Teachers are provided with a medium term plan which includes disciplinary focuses, resources and key teaching knowledge.
- Teacher meetings with Geography lead have been regularly used by staff.
- Teachers check for misconceptions, with dedicated parts of the lesson structure set aside for quick summative assessment checks.
- Teachers are encouraged to use picture / video / sources at the beginning of every lesson to access prior knowledge and vocabulary. Teachers could also use this time at the beginning of a lesson to make a Geographical Capital connection by discussing with the students jobs in a given field, making a real world connection with what they are learning.
- Teachers are provided with assessment questions and assessment examples to check understanding at the end of a unit. The SENDco is available for advice and support with regards to children on the record of need. These assessments are in place so children can apply what they have learned to real life contexts.
- Assessment is consistent across year groups and has shown pupil progress across the key stages.

Areas for development:

- Exemplars of what a WTS, EXS and GDS piece mapwork looks like.
- Finding gaps in children's learning and addressing these gaps through curriculum coverage and opportunity.

Impact:

Do pupils achieve well in your subject? Do they have detailed knowledge and skills across the curriculum? What evidence you have to demonstrate this? (work scrutiny / pupil discussions / lesson observations)

How do you monitor and evaluate the subject across the school?

How do children progress in your subject over time - do they know more and remember more?

How are pupils prepared for the next stage of education?

Do pupils read widely and often, with fluency and comprehension?

Give some examples of how you may have supported staff in teaching or planning your subject and the impact this has had?

What CPD have you done to improve your own subject knowledge? Or developing own knowledge eg joining organizations such as historical association?

- Students in KS2 seem to retain geographical information at a very high level, as evidenced in a recent pupil conferencing. Of a particular note

was the love of geography as they eloquently discussed topics such as volcanoes and UK counties.

- Geography is monitored and evaluated through book scrutiny, pupil conferencing, learning walks and meetings with external advisor AB.
- Geography pupil conferencing has been completed by Aspire staff.
- When students leave St Stephen Churchtown Academy, they should have the Geographical disciplinary skills necessary to continue their secondary school education successfully. They should be curious about the world around them and have a fascination for the connectivity between human and physical features.
- Personal CPD – joining Geographical Association, attending ASPIRE Geography meetings, personal curriculum research, support and guidance from AB – to develop the school's curriculum and ability to guide staff through changes.
- EYFS pupils have suitable resources in place to explore geographical concepts.

Areas for development:

- Supporting KS1 with vocabulary retention so that they can discuss place with more confidence. (result of pupil conferencing)
- Ensuring 2-3 Nursery pupils have suitable resources for the continuous provision.

Subject Leader Toolkit

- ☐ **Ensure you have an Intent, Implementation, Impact statement for curriculum.**
- ☐ **Ensure there is a progression document for your subject and explain your rationale.**
- ☐ **Half termly progression document for your subject.**
- ☐ **Self-evaluation for your subject.**
- ☐ **Monitoring the long term / weekly planning for your subject.**
- ☐ **Completed a book scrutiny for your subject.**
- ☐ **Completed a learning walk for your subject.**
- ☐ **Completed pupil discussions for your subject**
- ☐ **Consider staff views on your subject – hold teacher discussions.**
- ☐ **Visit some lessons to gain an insight into the implementation of your subject**
- ☐ **Share any training / CPD you have led or attended and the impact of it.**

REFER TO SUBJECT LEAD FILE