



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – GEOGRAPHY

GEOGRAPHY LEADER: Rebecca Kanski

Subject Overview:

At Primrose Hill, our geography curriculum is designed to help children understand the world, environments, places near and far and the processes that create or affect them. It encourages a holistic understanding of how the world works and develops the knowledge and skills of place and location, human and physical geography, mapping, fieldwork, enquiry, investigation, communication and technology. It will provide children with the necessary cultural capital to become global citizens, with an awareness of current world events. Purposeful and natural links to Fundamental British Values and global themes are an integral part of our school curriculum and are therefore threaded throughout the geography curriculum. Moreover, in specific relation to our school values: Courage, Ambition, Respect and excellence, the geography curriculum will enhance pupils' understanding of RESPECT for our environment and AMBITION to make our world sustainable.

We have a forward thinking and active Eco Committee who have been proud to be awarded Green Flag status for eight years running. There is a whole school approach to being a 'green' school where children understand the affect their actions have on environments locally and globally. Eco Busters in every class also relish the responsibility of helping to ensure the targets on the Eco Code are achieved. Throughout the school, geography will be defined as 'The study of places and the relationship between people and their environments.'

Curriculum Mapping Rationale

Our geography curriculum will enable children to take on the role of a geographer: exploring, discovering and beginning to make sense of the world around them. At Primrose Hill, we believe that all children's education begins in Early Years. Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge to be acquired from Reception to Year 6.

Upon designing our Geography curriculum, we have ensured that the knowledge our children will learn has been carefully selected, ordered coherently and is built upon progressively over time. As children move through our geography curriculum they will know more and understand more about the local area, the UK, Europe and the wider world and the people and processes within them. This curriculum structure enables pupils to develop and deepen their understanding of physical and human geographical processes and make meaningful connections to prior knowledge.

All children are entitled to know and remember the core knowledge and vocabulary identified in our curriculum. We use knowledge organisers to identify this and are committed to ensuring all children master this granular and substantive knowledge.

Assessment:

Assessment in geography is formative and ongoing to inform next steps in teaching and learning. This information comes from a variety of sources including skilful questioning, discussion, observing and children's recorded work. We use 'in the moment', constant formative assessment to respond to learners' needs, providing support or challenge where necessary, addressing any misconceptions immediately as they arise.

Children's prior knowledge is ascertained through geography quizzes such as Socrative, at the beginning of a new unit and at the end of units to assess understanding of knowledge taught. The 'Can I..?' questions on the geography knowledge organisers are also used to assess understanding in each geography unit.




Throughout all geography units, pupils are assessed against the key knowledge and skills taught and their understanding of the subject. This wealth of assessment information enables teachers to make performance data judgements against National Curriculum standards.

These are shared with parents in the end of year reports, stating whether pupils have met age related expectations, are working at greater depth or working towards the expected standard. Foundation subject trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed, any trends or areas of development are identified and this is used to inform the subject development plan.

The subject leader talks to pupils about their learning as part of the monitoring process. Children's books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the core knowledge and vocabulary has been remembered and understood across the school. Pupils' work, in written and photographic forms, is used to demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by the subject leader as part of the monitoring process.

Enrichment opportunities :

Enrichment is the key to developing exciting, relevant and meaningful learning opportunities in geography. Each year, a series of visits and visitors are planned to enhance the children's knowledge and cultural capital. Opportunities provided at Primrose Hill include:

| Year Group | Enrichment opportunity |
|--|--|
| <p>After reading the story of the Gruffalo, the children followed a route in the school woodland to find the characters in the story. Then made 3D maps to show their route.</p> <p>EYFS made 3D maps of features in the local area including, houses, shops and parks.</p> <p>On Muddy Mondays, children explore the school woodland, they use their senses to observe changes and discuss how to care for the environment.</p> |  |
| <p>Year 1 study the school grounds, identifying the physical features of their environment and discussing the changes in seasons.</p> |  |
| <p>As part of our whole school international languages day, Year 2 studied the country of Italy. Finding out about the cultures and traditions and comparing these to their own lives.</p> |  |

Year 3- Studied the human and physical features of Southport. We carried out fieldwork along Southport coast and town and visited Southport Eco Centre.



Year 4- River study at Cuerden Valley Country Park. The children used their maths skills to measure the velocity of the river and carried out PH sampling to assess the quality of the river water.



Year 5 Hothersall Lodge residential. Following a route. Describe, observe and investigate features of a temperate forest. Compare The Forest of Bowland to The Amazon Rainforest.



Year 6 created a questionnaire for a local farmer and staff at Spar. Asking questions about food prices, most and least sustainable food and identifying Fairtrade products.



Review of Previous year's Subject Development Plan

Targets 2023-24

| <u>Target</u> | <u>Steps to achieve target</u> | <u>Outcome</u> |
|--|--|---|
| ➤ All teachers are using 'Can I ...?' assessment questions on the knowledge organisers, to assess learning. | <ul style="list-style-type: none"> ➤ Use assessment questions at the beginning and end of the unit to assess learning. ➤ Discussions with staff and monitor books to check assessment questions are being used regularly. ➤ Pupil interviews to check if key knowledge being retained. Can children answer the 'Can I' questions? | <ul style="list-style-type: none"> ➤ Assessment questions being used throughout lessons to assess children's understanding. ➤ During book scrutiny, it was evident that end of unit quizzes were being used. ➤ During pupil interviews, children could talk confidently about the geography they had learnt, including good geographical vocabulary. |
| ➤ Develop enrichment opportunities in school by inviting visitors into EYFS, KS1 and KS2 to deepen understanding in geography. | ➤ Discuss with all staff which visitors would be beneficial to enhance learning in geography across EYFS, KS1 and KS2 | ➤ A visit from Year 7 pupils from St Marys School, was discussed with Year 6 teachers. It was thought that this would be beneficial in the summer term to help transition and to understand the expectations of KS3 geography. |
| ➤ Ensure that there are real fieldwork opportunities in year 6 planning. | ➤ Look at planning and how the school grounds can be utilised to develop understanding of fieldwork skills in year 6 eg scale, co-ordinates and 6 figure grid references. | ➤ Discussion with year 6 staff about changing the Scandinavia topic to a Sustainability topic. This would include fieldwork carried out in the local area, interviewing a local farmer about food production and collecting data about food prices. |

Targets 2024-25

| <u>Target</u> | <u>Steps to achieve target</u> | <u>Outcome</u> |
|---|---|--|
| ➤ Ensure updates are made to KS1 and Year 6 planning and all relevant documents | <ul style="list-style-type: none"> ➤ Ensure changes to KS1 and Year 6 planning are reflected in geography phase map and key knowledge progression document ➤ Look at geography planning from Year 1,2 and 6 | ➤ KS1 and Year 6 planning updated to reflect current geography topics taught. |
| ➤ Develop an understanding of KS3 geography to support transition. | ➤ Year 7 pupils from St Marys to visit Year 6 pupils. | ➤ Year 7 pupils and staff visited from Euxton St Marys High school. They spoke to Year 6 pupils about what Year 7 geography looks like. They also planned activities on different types of geography and 6 figure grid references. |
| ➤ Ensure changes to KS1 and Year 6 geography are being embedded | <ul style="list-style-type: none"> ➤ Book scrutiny, ensure new vocabulary and assessment opportunities are evident for the new learning in geography ➤ Pupil interviews, can children use the taught vocabulary when discussing their learning in these new topics. | <ul style="list-style-type: none"> ➤ Class teacher discussions and book scrutiny shows evidence of new topics taught. ➤ Children were able to use vocabulary linked to these new topics. |

Targets 2025-2026

| <u>Target</u> | <u>Steps to achieve target</u> | <u>Outcome</u> |
|---|--|-----------------------|
| Ensure all Knowledge Organisers reflect the topics being taught in geography. | ➤ Look at each year group's Knowledge Organiser to ensure current topics are reflected including vocabulary. | |
| Pupil voice, talk to pupils about geography in EYFS, KS1 and KS2 | <ul style="list-style-type: none"> ➤ Pupil interviews- What are children enjoying in geography? ➤ Can they speak confidently about the six geographical concepts? | |
| To ensure fieldwork data is being collected and analysed | <ul style="list-style-type: none"> ➤ Discussions with teachers about how data can be collected during fieldwork and then displayed eg on graphs when back in the classroom ➤ Book scrutiny, collect evidence of photographs of work showing data being displayed and analysed. | |

Planned Staff training and intended impact:

| <u>Staff CPD</u> | <u>Intended Impact</u> |
|---|--|
| Geography Yarrow subject leader meetings. | To keep up to date with developments for teaching and learning in geography. |