

Geography Subject Leader Report



Subject leader: Mrs Townson

Intent

Our aim at Highfield is to encourage pupils to develop an appreciation and understanding of the world, initially building a secure knowledge of the local community and subsequently developing and applying this to a wider range of regions, countries and continents of the world. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that take an interest in the world around them.

Our Geography curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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.'

Geography at Highfield is taught through themed topics throughout the year. The key knowledge and skills of each topic is mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.

To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is designed to competently cover the four main strands: Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical Skills and Fieldwork.

When covering each of these strands, the content is sequentially planned and covered unambiguously by each year group; staff will model explicitly the subject-specific vocabulary and skills relevant to the unit.

However, the overall topic may be taught in a cross-curricular way when appropriate to enable pupils to make rich, meaningful links within their learning and to allow them to integrate new knowledge into larger concepts.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded as retrieval practice in every lesson to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Meaningful cross curricular links are made with other subjects to strengthen connections and understanding for pupils while exploring geographical contexts. More often than not the retrieval practice is a different subject to the lesson being taught in order to enhance interleaving, building knowledge in a meaningful way.

Every other year, children will take part in a local geography unit we call 'The Chorley Project' with extensive opportunities for learning outside the classroom, through fieldwork, embedded in practice. This local study enables children to develop a deep knowledge, understanding and an appreciation of their local area and its place within the wider geographical context.

During Mother Language Day, children consider the origins of the languages spoken across the school, and the diversity of the food eaten by members of the school community.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support child-led home learning and to assist in assessment.

Consistent learning walls containing a mind map for the current topic in classrooms provide constant scaffolding for children. Subject specific vocabulary is displayed on the mind map along with key facts and questions, and model exemplars of the work being taught. UK and World maps need to be shared with each class as often as possible in order to revisit key knowledge as 'knowing where's where' is one of the mainstays of geographical education. Points of the compass should be identified and displayed within classrooms. Evidence of practical activities and enrichments are collected for each class using Book Creator with a book for each class. Geographical work is celebrated through using our corridor displays.

End of topic curriculum quizzes are used to review learning and check that children know more and remember more. These are based on the Kagan research and require children to think deeply. Learning is reviewed, after a period of forgetting, so that teachers can check whether information has been retained after different amounts of spacing. We have created a knowledge web of sticky learning that has ambitious aims and end points for each topic covering the learning journey from EYFS through to Year 6. The progressive knowledge on this document is used to inform retrieval tasks created.

Geography assessment is ongoing throughout the relevant cross-curricular topics to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where geography objectives have been covered. Low stakes topic quizzes are used to recap learning and identify progress in developing knowledge. Assessment is focused on important content and concepts

ensuring assessment provides useful information about gaps and misconceptions which is used to inform teaching and curriculum planning. An objective tracker is used at the end of the year to inform leaders of school improvements or skills that need to be further enhanced.

At Highfield, Children will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

EYFS

Geography skills are delivered through 'Understanding the World' within EYFS. Children begin to build an understanding of weather, seasonal changes, their immediate environment, and the local community by exploring relevant features to develop their geographical knowledge. Our children begin to learn about Chorley through regular visits in the area, building their personal experiences and deepening their understanding of the local community. Our school grounds and local area provide enriching opportunities for 'fieldwork' including walks around the local area and investigations in our forest school. Children grow a deeper sense of the natural world and environment through weekly mud kitchen sessions throughout the year. These sessions not only allow for natural exploration, but exposure to all the seasons and weather types and children can grow a true appreciation for the outdoors. The local town offers exciting opportunities for trips to the local library, vegetable market, and further afield to a local farm.

SEN Provision

At Highfield we are committed to providing a safe, stimulating learning environment that meets the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel like a valued member of the wider school community. Provision is tailored to more specific needs in Cedar and the Orchard but follows our knowledge-rich, child-led approach.

Impact

Geography assessment is ongoing throughout the relevant cross-curricular topics to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where geography objectives have been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced. Pupil voice is also used to enable leaders to assess the impact of the Geography curriculum and whether pupils know more and remember more Geography-specific terms and content. Book monitoring and pupil voice throughout all year groups also takes place to complement this.

Action plan 2022-25

| Objectives: | Actions | Monitoring – who? when? how? <i>(Observation/Walkthrough/</i> | Training and support: <i>Internal/Adviser/ Consultant/ School to school support/</i> |
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| | | <i>Book Look/Pupil Interview/Deep Dive/Data Analysis)</i> | CPD / INSET |
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| To ensure the implementation and coverage of geography milestones within year groups and across the school is consistent and shows progression. | Staff meeting - redesign curriculum maps and effectively plan year group topics and ensure there is coverage of all milestones throughout school. | All teachers, staff meeting - planning in key stage teams. | Monitored by Subject lead and curriculum leaders. |
| To ensure skills and knowledge of geography are taught throughout the school, in a progressive format. | MTP completed and stored centrally for each term. Complete for Autumn term. | NT - Planning check Repeat for Spring and Summer terms | Supported by Curriculum leaders. |
| To embed teaching strategies to enhance 'sticky learning' - learning is a change to long term memory. | <p>Deliver a staff meeting about geographical skills, Milestones, sticky learning and Location Knowledge.</p> <p>Set take-away tasks then monitor impact throughout the year.</p> <ul style="list-style-type: none"> - Cold task to name and locate UK and World locations - Lesson starters to include location knowledge - 'Where is Chorley' lessons - Identify and label North in each class - Display key geographical vocabulary for each topic | <p>NT - staff meeting (18/5/22)</p> <p>NT - monitor take-away tasks set for all teachers to complete</p> <p>NT - Pupil voice later in the year to monitor 'sticky learning' for location knowledge.</p> | Staff meeting |
| To understand how fieldwork and geographical skills can be incorporated into the Primary Geography Curriculum | Attend ' Supporting fieldwork and geographical skills in Primary Geography ' with Rob Musker, Lancashire CPD | NT - follow up with a Geography staff meeting | CPD |

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| To bring geographical and fieldwork skills to life, with a purpose. Pupils to become Geographers. | Deliver a staff meeting about fieldwork and introduce 'The Chorley Project'. Key stage teams to plan own fieldwork investigations to be completed in September 2022. Evidence to be shared in Book Creator, pupil books and a corridor display to be created. Celebration assembly to share 'The Chorley Project' | NT - staff meeting (17/7/22) NT - book look, pupil voice, after The Chorley project has been implemented. | Staff meeting |
| To develop and improve the whole school geography resources to support our curriculum | Audit of resources and revised curriculum maps. Place order for new globes, compasses, Ordnance Survey maps, Digimaps, and class sets of atlases. | Resource audit and order new resources | |
| To monitor the use and impact of new geography resources | Ensure resources are clearly visible for children to make sure Geography is taught throughout the year even if it is not a geography topic. | NT - monitor use and impact of new resources | |
| To implement effective and purposeful assessment of Geography across school | Develop an assessment system for Geography. | NT to work with SLT/ curriculum leaders | |