



Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Geography	Date:
Leader		G Kecskes	18.10.2020
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments and the interactions between them. Geography also helps us understand how and why places are changing and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected and the importance of location.	
2	CURRICULUM <ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 	It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through active, real life learning opportunities, children not only learn about the world they live, but also how works and fits together. 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. By revisiting these areas of learning regularly children will remember more, know more and understand more. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. Geography teaching at Hurst Park Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations. Our geography curriculum provides opportunities for all pupils, including SEND and disadvantaged pupils, to develop the skills, knowledge and independence to continue their future geography learning in Year 7 and beyond.	
	<ul style="list-style-type: none"> • IMPLEMENTATION 	<p>Geography is taught in all classes from EYFS to Y6 and is well-supported by extra-curricular opportunities. Each class follows the Primary Connected Geography – Collins scheme for their year group, which enables teachers to present subject matter clearly and systematically in an interactive, engaging manner. The scheme is increasingly demanding and ensures progression throughout the school, with pupils building on the learning they have completed in the previous year. Wide range of resources – online, from the subject leader– is available to support all staff.</p> <p>In the Foundation Stage Geography is studied as part of the Area of Learning 'Knowledge and Understanding of the World'. Children are encouraged to observe, identify and find out about differences between features of the local environment and to use appropriate vocabulary differentiate between them. They are also asked to find out about their environment and to talk about those features they like and dislike. Discussion about where they live, the houses they live in and their journey to school provide a starting point for geographical studies.</p> <p>At Key Stage 1 pupils investigate West Molesey and a contrasting locality in the UK or one overseas, to find out about the environment in both areas and the people who live and work there. They learn about the wider world in which they live and carry out simple geographical investigations inside and outside the classroom. Whilst doing this, they are encouraged to ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.</p> <p>At Key Stage 2 pupils investigate a variety of places and environments at different scales in the UK and abroad, including more detailed studies of the locality of Molesey and make links between it and different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom, ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.</p> <p>The Scheme of Work outlines in more detail how Geography is planned across the whole of the key stage with each year group having areas of work allocated to them in the form of topics. Every year we organise a special Geography Week or Geography day when children in all year group learn about their own geographical studies around the school or their local area. We differentiate to ensure that the varying needs and abilities of the children are catered for through tasks differing in difficulty and outcome. We work with the whole class/group or individual work and appropriate strategies will be employed for the very able and those with special needs. Where applicable links to geography will be made to develop the children's topical learning.</p> <p>Pupils are assessed termly using the steps and statements on Target Tracker – the school's assessment system – in the same method as other curriculum subjects. This enables all pupils to make progress based on their starting points from the previous year. Assessment focuses on the skills elements of Geography, as contained in the skills curriculum overview. Assessment is normally continuous with teachers making judgments about pupils' learning on an ongoing basis in order to inform the next steps in learning for individuals and groups. Verbal feedback in lessons is critical to moving children forward, but some work is annotated with points about what pupils need to do in order to improve and concludes with simple targets for improvement.</p> <p>The school is committed to providing positive outdoor experiences and learning outside the classroom so that children can enrich and support their learning through hands on practical experiences. Each year group's</p>	



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		<p>curriculum plan will provide opportunities for visits and visitors as well as activities in the local environment and further afield to support the Geography Curriculum including visits in the local area and Molesey Reservoirs and Termly Forest Schools activities support the Geography Curriculum.</p> <p>Children will be provided with opportunities to develop and apply their ICT skills to support their learning in geography. Through the use of CD ROMS and Internet for research and programmes for recording and presenting data, Geography specific ICT skills will also be developed.</p>		
	<ul style="list-style-type: none"> IMPACT (Include reference to SEND and disadvantaged pupils) 	<p>Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Each year, pupils produce good quality work and develop detailed geographical skills, knowledge and understanding from the previous year.</p> <p>Evidence of progress and attainment in Geography is continuously collected throughout the year in a variety of ways including discussions with pupils, planning checks, teacher discussions, photographs and work scrutiny. SEND and disadvantaged pupils achieve well based on their starting points. All pupils leave Year 6 well-equipped for the next stage of their Geographical education.</p>		
<p>3</p>	<p>BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</p>	<p>We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school. This is evidenced through our inclusive teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance. At Hurst Park, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We teach our children to show mutual respect for the environment and teach global citizenship through a range of curriculum areas so that children understand how their actions can have an impact on the lives of others.</p> <p>We have a forward thinking and active Eco Team who have been proud to be awarded Green Flag status for this year. 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 Team in every class also relish the responsibility of helping to ensure the targets on the Eco Code are achieved.</p>		
<p>4</p>	<p>SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities</p>	<ul style="list-style-type: none"> ▶ Geography week/day, Family assemblies (cross-curricular geography), Eco Team ▶ Addition of extra-curricular geography to support curriculum, e.g. Air – Quality Workshop, Travel Tracker ▶ Introduction of Primary Connected Geography scheme. 		
<p>5</p>	<p>ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum</p>	<p>Strengths</p>	<p>▶ Grade 2</p>	<p>Areas for Development</p>
		<p>▶ Children can retain knowledge that is pertinent to geography with a real life context.</p>		<p>▶ Develop pupils understanding of map reading.</p>
		<p>▶ Chn can read maps.</p>		<p>▶ To create better cross curricular links in year groups</p>
		<p>▶ Geography accessed by all pupils.</p>		<p>▶</p>
<p>6</p>	<p>TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.</p>	<p>Strengths</p>	<p>▶ Grade 2</p>	<p>Areas for Development</p>
		<p>▶ Pupils exposed to a range of geographical experiences.</p>		<p>▶ Confidence/subject knowledge of staff – especially new staff/staff new to teaching geography this year.</p>
		<p>▶ Evidence of Geography on display in classrooms.</p>		<p>▶ Differentiation/challenge for all (see above)</p>
		<p>▶</p>		<p>▶ To improve the number and variety of enrichment activities throughout school through participation in Global Learning.</p>
		<p>▶</p>		<p>▶ Discussion with teachers about any areas of Geography that children are finding difficult to achieve AGD(Atlas Geographic Data) and plan appropriate learning opportunities/resources</p>



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			especially in Yr 2,4 and 6.
	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	Grade 2
		<ul style="list-style-type: none"> ▶ Geography is embedded in the ethos of the school and expectations are high. 	<ul style="list-style-type: none"> ▶ Continue to develop geography across the curriculum.
		<ul style="list-style-type: none"> ▶ Almost all pupils view Geography positively and enjoy learning about it. 	<ul style="list-style-type: none"> ▶ Continue to monitor real life geography outdoor learning.
		<ul style="list-style-type: none"> ▶ Parents/members of the local community hold the school in high regard in terms of local environment.. 	<ul style="list-style-type: none"> ▶ Continue to further develop the geography curriculum so children know more, remember more and understand more.
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	Grade 2
		<ul style="list-style-type: none"> ▶ Subject leader and SLT have high expectations. 	<ul style="list-style-type: none"> ▶ New staff/existing staff new to teaching geography (including HLTAs) requires additional training.
		<ul style="list-style-type: none"> ▶ Staff receives regular input/support from SL; parents, members of local community and other geography professionals contribute to the subject. 	<ul style="list-style-type: none"> ▶
		<ul style="list-style-type: none"> ▶ Primary Connected Scheme, weekly geography lessons ensures good curriculum coverage. 	<ul style="list-style-type: none"> ▶
9	OVERALL EFFECTIVENESS	Overall, pupils achieve well in geography and teaching is good. Some staff still lack subject knowledge/confidence but the implementation of the PCG scheme has helped this; they are well supported by the subject leader. Pupils and staff are positive about geography and expectations are high.	
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner enjoys geography and be able to use the key vocabulary that a Geographer would use. They have a good understanding, curiosity and fascination about the world and its people that will remain with them for the rest of their lives.	
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	<ul style="list-style-type: none"> ▶ Continue to monitor real life geography outdoor learning – this will require further staff training. 	
		<ul style="list-style-type: none"> ▶ Work alongside staff to plan and deliver Geography projects linked to class countries. The aim of this is to develop children's knowledge of global issues at an age appropriate level. 	
		<ul style="list-style-type: none"> ▶ To continue to develop the quality of geographical enrichment across school to ensure broad and balanced opportunities for all children. 	
		<ul style="list-style-type: none"> ▶ To create better cross curricular links in year groups 	
		<ul style="list-style-type: none"> ▶ Work alongside staff to increase the number of children achieving Greater Depth in Geography - possible training opportunities. 	