



Euxton Church of England Primary School



In our Christian family, we all SHINE in the light of Jesus.

Subject Leader Report - Geography

SUBJECT LEADER(S): Helen MacDonald

INTENTION - Subject Overview:

Geography is delivered with the locality of Euxton at the heart of the tailored curriculum. The strands of Geography gradually build over the course of the curriculum. The curriculum is ambitious and evolves to address the current climate, with an expectation that case studies can be fluid and adaptable. This enhances the children's understanding of current affairs and creates opportunities for open debate. From EYFS to Year 6 children are encouraged to question and enquire about their own geography, therefore creating a relevant and engaging curriculum which is specific to our school. This strong sense of place provides the skills to enquire about other localities around the globe. It develops a sense of stewardship for the world as well as respect and tolerance of other cultures. The curriculum is delivered discretely, with a vision of geography being a 'science of the world.' This allows us to objectively explore and compare places around the world using a wide range of data including maps, graphs, infographics and photographs.

Children are taught from the earliest point to acquire fieldwork skills and to look at their environment in an objective as well as empathetic way. Weaved into the curriculum are opportunities to appreciate different cultures, deepening the children's understanding of the world. We seek to be diverse and objective in our exploration of the world. For example, we objectively look at reasons for and against settling in a location; this is enhanced by our history learning which consistently explores the movement of people around the world. This can then be enriched by our studies of other religions and visits to different places of worship. Children are encouraged to observe physical and human patterns throughout time, drawing close links with people and their physical environment. This enables them to build an understanding of patterns of democracy and respect in both ours and other countries. They have an appreciation of how the opportunities within our environment influence our life and are encouraged to draw comparisons with those of other geographical areas.

Opportunities to make learning practical by working outside the classroom enhance our love and understanding of the world. Children build confidence in using practical equipment and working upon various terrains and in different weathers. They build resilience and work as a team. We make plentiful use of our local environment to make fieldwork observations. We carry out local trips often and across all year groups. EYFS tour the school grounds and their local area; Year 3 visit our woods; Year 5 go to Blackpool and Year 6 visit Buckshaw Village and also complete a River study. We use our local geography to build our understanding of the world around us.

IMPLEMENTATION - Planning:

Geography is taught across three half terms in each year group. In some instances, the same topic will be covered over two of these half terms, in order to allow time to cover the objectives in depth. The main areas of geography are:

- Locational knowledge;
- Place Knowledge;
- Human and physical geography;
- Geographical skills and fieldwork.

Substantive and disciplinary knowledge required for each unit of work has been identified with a Key Knowledge document. This informs curriculum planning as well as assessment. Substantive knowledge lays the foundations for growth of understanding through the subject, through the acquisition of key knowledge. This is supported by the development of disciplinary knowledge where 'being' a geographer is integral to learning. These key skills include field work; data analysis; observations and discussion. The geography curriculum is designed to incorporate a good distribution of both types of knowledge throughout school. To further ensure coverage of the National Curriculum and to ensure we are delivering the best possible geography, a National Curriculum audit is consulted. This is especially useful as we are fluid and creative in the use of our case studies and this audit anchors our learning objectives.

Locational knowledge is steadily acquired. In Year 1 children learn the continents and oceans and in Year 2 they zoom into the United Kingdom. Throughout Key Stage 2, children expand their locational knowledge of Europe, together with key features. The continent is zoned into European regions which largely connect to the case studies which will be learnt during that year. This allows children to gradually acquire knowledge and understanding in a meaningful and relevant way. We teach a wide variety of case studies, spanning North and South America as well as Europe. The children visit maps with great regularity, constantly building upon their locational knowledge. Regular retrieval is integral to creating automaticity in locational knowledge and so this is practised regularly.

Place knowledge, together with human and physical geography, is taught with the use of exciting and relevant case studies. Maps, graphs and photographs are integral to allowing children to use an inquiry approach to their learning. From the very beginning of their geography journey, the

children are aware that our physical and human world is interconnected. They explore the physical mechanisms of a system and then consider the connection and impact of humans. This allows the children to deepen their understanding and appreciation of other cultures as well as challenge their own actions.

Geographical skills and fieldwork are embedded throughout the curriculum. Fieldwork opportunities are sought from an early age, allowing children to develop a bank of skills which enables more sophisticated fieldwork studies as they progress through school.

Key knowledge and understanding is re-visited consistently throughout the key stages. At the beginning of each new unit, children work through a document which activates their prior knowledge. This is commonly a series of pictures or diagrams which connects their prior learning. With each new learning opportunity, children build upon their prior knowledge. As the curriculum progresses, the case studies become more complex. Children are able to synthesise their knowledge and skills. They also have the skills to create their own geographical inquiries.

IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence

Progress is monitored both within and across sequences of lessons. Lessons are adapted to suit the needs of individuals and classes and assessment is used to inform future tweaks to lessons within a unit. Assessment is on-going, in the form of observations, questioning, discussion and written work. Children receive verbal and written feedback. Work can be both collaborative and independent. Children record their work in their topic books. This allows them to refer back to what they have learnt previously in the year, reinforcing their understanding.

There is a geography monitoring document which provides all staff with an overview of knowledge for each topic. Each topic has an individual set of substantive and disciplinary knowledge which will be covered during that unit. This provides a framework within which the teacher will assess each child's understanding of each topic. They will be recorded as a brick wall statement and held in the Yellow Class Folder. At the end of each year, the class teacher will make a final judgement on each child and make a record on an end of year brick wall, which will be passed onto the next teacher. These judgements can inform future planning to address any gaps. In addition to this, all teachers complete a RAG rating of the key areas of geography at the end of each academic year. Children across the school are interviewed about their experience of geography and books are sampled over the year. All this information is used to address overall strengths and weaknesses and helps provide focus for targets for the subject in the following year.

IMPLEMENTATION AND IMPACT - Enrichment

Year 3 carried out fieldwork about green spaces, using our local woods as an example.

Year 4 have a day of Forest School where they connect with nature.

School once again paid for MPS to share in our Christmas hot chocolate tradition once again, they sent us a lovely thank you video. They also arranged for the transportation of a full set of football kit to be sent to Kenya. We had a zoom phonecall with members of the charity and the headteacher of Mikoroshoni Primary School. School Council sold ice lollies after school and the proceeds were donated to Friends of Mikoroshoni.

Year 5 interviewed two different people from eastern Europe; a lady from Poland and another from Czech. The children created interested sets of questions and were given incredibly detailed responses.

Year 6 carried out fieldwork looking at the success of Buckshaw Village and were given freedom over their written outcomes to demonstrate independence.

Year 4 again visited Ewood Park because Blackburn Rovers was one of the first professional football clubs. This links to our work on the geographical identify of North West England on a global scale.

The Enrich Education orienteering course has been successfully used by all children in the school.

EVALUATING IMPACT ON LEARNING, SEPTEMBER 2022-23

INTENT	IMPLEMENTATION	IMPACT
Oracy in Geography	I will attend an Oracy in Geography course in January 2023. I have already contributed exemplars of work, together with unit plans for this course. Staff will identify at least one writing focus for Geography over their three units.	There are more written outcomes with an emphasis on geography and the overall standard of written work in geography books is improving. Children are proud to show off their work.
Locational knowledge	Use of the orienteering course to improve navigational skills and spatial awareness.	All staff have made use of the orienteering course. The children appear to enjoy it. We have renewed the subscription to enrich and I have given feedback on possible improvements. It has allowed children to take more learning outside and has improved map skills.
Connections between history and geography to improve understanding of multi-culturalism (British Values)	When a geography topic relates to the movement or settlement of people, the class teacher will connect it to prior learning from history lessons. This is to deepen	Connections are made across history and geography topics and children demonstrate tolerance and understanding of other cultures. Children are able to identify that invasions and migration have happened throughout history.

	understanding that people have migrated throughout history, for many reasons leading to our multi-cultural society.	
Fieldwork and digimaps	Staff will receive training in the delivery of fieldwork to improve confidence.	Training was found useful and staff have implemented more use of atlases, maps and digimaps. Confidence in fieldwork has improved, although could improve further. The children have a richer experience of fieldwork and geography outside the classroom. The continuity of this across school identifies geography as a subject more clearly to them.

FOCUS FOR LEARNING, SEPTEMBER 2023-24

INTENT	IMPLEMENTATION	IMPACT
Locational knowledge will improve.	Document on the progression of locational knowledge will be updated and circulated. Retrieval of locational knowledge will be expected at the beginning of every Geography lesson and this will extend to natural features including rivers and mountains. Evidence of atlas work is expected via discussions with children. There will be more awareness of how locational knowledge can be enhanced and can also act to enhance other subject knowledge, e.g. through English and History.	
Improvement of metacognition through fieldwork.	Children will use the metacognitive cycle (geography.org.uk) of plan-monitor-evaluation during fieldwork. Staff will be given specific training on this fieldwork cycle to enhance their understanding and confidence. The fieldwork progression document will be used by all staff to support learning and outcomes may be recorded in multiple forms (written/oral).	

"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12