

Intent

Our curriculum is designed with the aim of fostering a curiosity and a love of exploring the world (and the people who live in it). With this in mind, we hope it will widen horizons, through knowledge of the world and its people, for all children regardless of the starting point of their cultural capital. Many of our families have links in Europe and around the world, therefore geography is important to our community and we endeavour to utilise and acknowledge these links whenever and wherever we can. Our curriculum is carefully mapped out using the National Curriculum (2014). It seeks to cumulatively build learning about physical and human geography through the year groups so that children have the opportunity to briefly revisit and consolidate learning by linking previous learning to their new learning. Through their learning about physical and human geography, children practise, develop and cumulatively build their skills in using maps, creating maps and fieldwork. We believe fieldwork is an important practical element of geography; that it [geography] is best learnt through the soles of your feet (Scoffham and Owens, 2017). Fieldwork also provides interweaving opportunities where children can practise for example data handling, measurement, research skills, reasoning skills, weighing up evidence and creating an informed viewpoint. We recognise that through fieldwork there are opportunities for children to grow spiritually and gain an increased sense of identity. Through our aim to provide a wider geography curriculum we try to consider sustainability, particularly in terms of how human and physical geography combine, with the children learning about what they can do now and as adults to support the future of our planet.

Our geography curriculum is delivered over the first half of the academic year to enable children to be immersed in one area of study. It provides children with better opportunities to recall learning and make links between concepts, knowledge and skills. For SEN and disadvantaged children, this proves to be effective in providing an equitable experience as the learning is not spaced too far apart and therefore makes learning and remembering easier and more successful. In organising the geography curriculum like this, curriculum enrichment opportunities also become more relevant, meaningful and more purposeful; children are able to transfer knowledge from trips, visits and fieldwork quickly to their work in the classroom and vice versa.

Implementation

- Class teachers deliver geography lessons and help to draw out links between previous learning and other curriculum areas. Geography is taught through the first half of the academic year to focus learning, CPD and sharing and to allow children to move through the topics and build on previous learning at pace.
- Geography knowledge is revisited throughout the second half of the year both through spaced retrieval quizzes and through application of geographical knowledge and skills in other curriculum areas (e.g. locational knowledge used in PSHE when learning about the impact of climate change, skill of creating and using a key or interrogating data in maths learning about statistics). Some field work activities also continue throughout the year, e.g. collecting photographic evidence of changing seasons in Year 1.
- Class teachers are supported by the geography subject leader and receive CPD through staff meetings and tailored support. A new subject leader network has been established in Camden.
- Both formative and summative assessment is used in geography. Teachers will use formative assessment to help shape a lesson, direct learning, provide feedback and adapt future lessons. Summative assessment is carried out at the end of the geography topic.
- Children use a wide range of relevant resources to help them with their learning
- The curriculum is enriched through various trips and visits: Thames Explorer, Earthquake Simulator at the Natural History Museum, PGL, Heath trips, orienteering. This stands alongside our use of the local area and London through other curriculum areas and trips where children develop incidental knowledge like identifying local landmarks and landmarks of the city, reading maps (including the tube map) etc.
- Strong curriculum links with maths (handling data), history (Romans/Rome, Mayans/South America).
- Parental support through activities like Around the World Night.
- The geography skills are taught through learning the geography content. Lessons are carefully planned to ensure skills progression within each year group, as well as throughout the school. By the end of year 6, pupils should have built solid fieldwork and map skills and have secure knowledge of world geography.
- During the period of school closure between March and June 2020, the vast majority of the geography curriculum had already been delivered at school. Therefore, teachers planned some geography activities to ensure consolidation of learning took place.
- During the period of school closure between January and March 2021, teachers carefully and skilfully adapted their geography plans so the rest of the curriculum could be delivered via home learning.

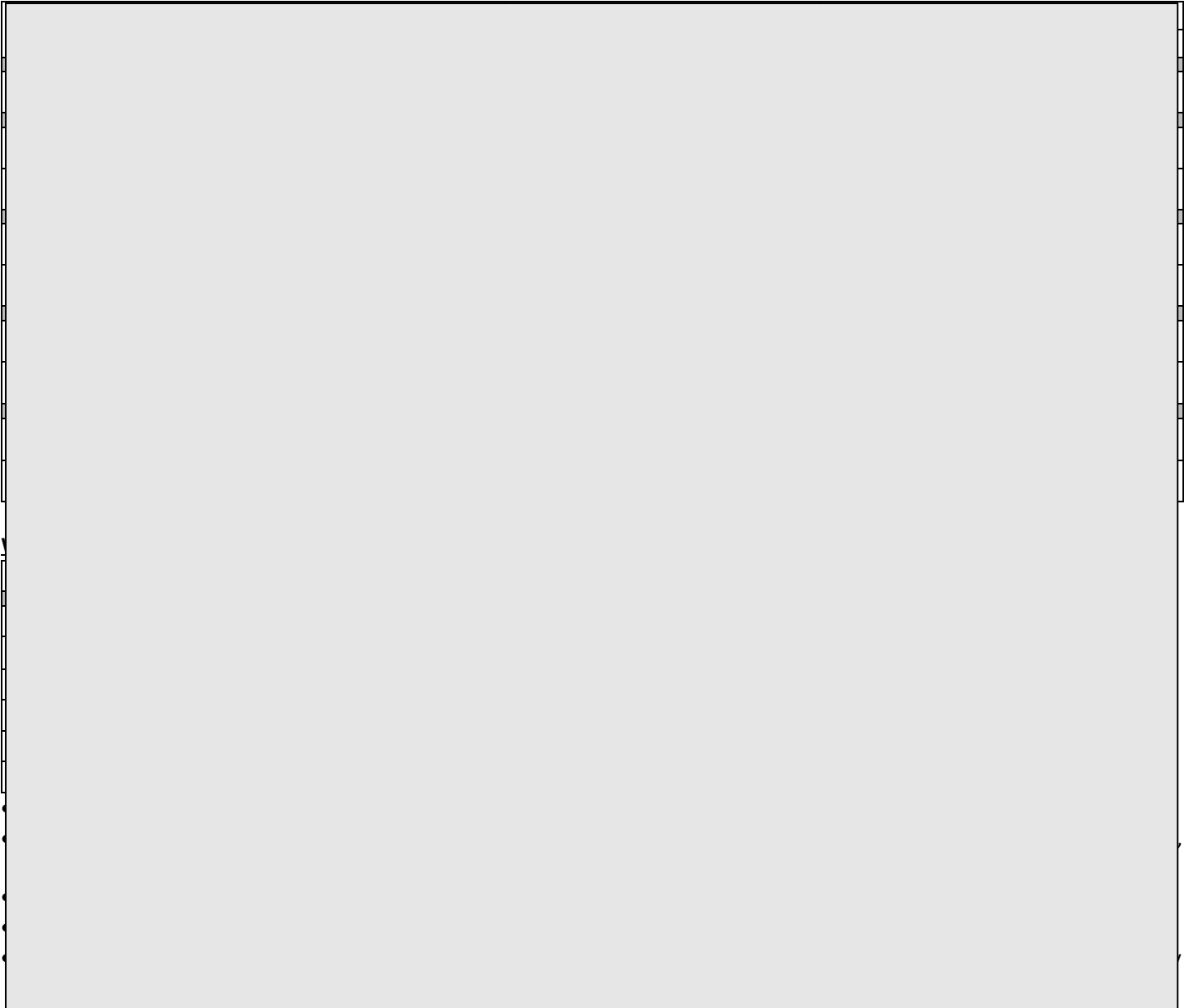


Impact

- Children enjoy and are interested in their geography learning.
- Children have a growing knowledge of locations and places alongside a developing knowledge of human and physical geography.

- Children demonstrate a good understanding of their learning.
- Children have the opportunity to use cross-curricular skills.
- Children ask relevant geographical questions using subject specific language.
- Chance for children to express views and opinions on topic which are important to them, e.g. climate change, plastics.

Whole School Standards (2 year trend)



Last year's key developments and successes in 2020/21:

- Conducted work scrutiny (20/21 target achieved). Progression in content and skills evident across the school. Class teachers had made good attempts to continue geography fieldwork and map making despite COVID lockdown making this more challenging.
- Geography specific pupil voice conducted in both Spring 2021 and Autumn 2020 (20/21 target achieved). In the Spring pupil voice, children were able to share their work and talk about it. Children were able to talk about pieces of work they were proud of, what they had learned in the lesson, how it linked to previous learning and what happens to help them remember what they have learned in geography.
- Evaluated impact of geography fieldwork (20/21 target achieved) and have worked alongside teachers to make the geography fieldwork even more rigorous. Ensuring new materials bought/upgraded where necessary – e.g. Year 4 weather station to be electronic to ensure the data collected for interrogation is as accurate as possible.
- Where virtual/digital opportunities could be made, these were taken up (20/21 target partially achieved). For example, a talk in Year 4 about using satellite maps to work out weather and climate.
- Successful review of curriculum packs and planning. The review demonstrated that the curriculum is well sequenced in terms of content and skills. Slight amendments made to the curriculum pack along with highlighting of the progression of skills document (in a ready to progress style) to identify key skills that need revisiting to ensure they are in place to be built upon in coming years.
- Subject leader meetings with governors. This proved to be a good opportunity to showcase geography, share quantitative and qualitative data and to feel supported in my subject leader role as well as appropriately challenged.

- Creation of a 'top tips' geography sheet which seeks to remind teachers about key important things to remember in this curriculum area. This also includes signposting to relevant resources.

Anti-Racism Review of the Geography Curriculum:

As part of the key developments during 2020/2021, an anti-racist review was carried out which looked at the curriculum as a whole but it also honed in on geography. Here are some of the actions/developments which came from this review:

- Use of the Robinson Projection (and not the Mercator Projection) when displaying whole world maps. Staff are able to continue using D-Maps when looking for continents in isolation etc.
- Review of the ethnic groups which make up our school community to ensure geography learning reflects their heritage as much as possible, where possible.
- Double check that our geography curriculum has a suitable global overview (where possible) and not a predominant focus on western continents and countries.
- Reminder to staff about avoiding negative stereotypes when exploring different parts of the world and the people who live there, ensuring images used are a fair and accurate representation.

COVID impact – remote learning and the recovery curriculum

- The geography curriculum continued, uninterrupted during the home learning periods. Fortunately, the vast majority of the curriculum had been covered when the first lockdown occurred (March 2020 – June 2020) and consolidation of learning took place alongside spaced retrieval. The second closure of schools (January – March 2021) did impact the geography curriculum, however, teachers were, at this time, already very good at adapting the delivery of all lessons to ensure learning at home was high quality. This included the geography curriculum.
- High levels of positive engagement with home learning as a whole, this included the geography curriculum. Teachers set children good (COVID safe) fieldwork projects, like creating sketch maps of the local area/high street. This was appreciated by most families because it was an activity away from the computer and a reason to go outside.
- Other incidental activities promoted geography skills and knowledge by connecting with the amenities around them. For example, painting rocks with positive messages and leaving them somewhere for people to find; creating artwork using nature etc.
- Any school visits linked to geography (in particular fieldwork) had to be considered in line with the DfE's school's coronavirus operational guidance.

The DfE recovery curriculum document emphasises the importance of locational knowledge, developing children's skills in using maps and atlases and their understanding of key concepts (e.g. trade, migration) which link the world together. We have not had to make any substantial changes to our curriculum but teachers have ensured that key map skills and locational knowledge is recapped and revisited regularly within their teaching this year. Key concepts which link the world together are taught in our existing Year 6 geography topic which will be taught in full this year.

Key actions moving forward (development priorities for 2021/22)

<u>Target and intended outcome</u>	<u>Planned actions (including dates where applicable)</u>
<p>1. Create exemplar documents for fieldwork and map making which highlight the progression in each. <i>Teachers can see where their hard work fits into these strands of the Geography progression. It will highlight how the progression works and act as a guide in the future to ensure high-quality Geography continues.</i></p>	<ul style="list-style-type: none"> • Carry out a book look as part of the staff meeting cycle and address any issues, if needed. Also use the Geography learning walk to look at books. • Support staff in any areas they need advice/help • In December 2021, gather in books and track through to find progression directly linked to the progression maps
<p>2. Support teachers with the recovery of the Geography curriculum following the pandemic <i>Ensure that the children have the important skills and knowledge from their previous year groups in order to continue the cumulative build of knowledge and skills</i></p>	<ul style="list-style-type: none"> • Highlighting key important areas in the skills progression (with the help of the recovery curriculum document) • Monitoring – book looks, lesson observations, pupil voice etc. • Open door policy to help with planning and to provide advice etc. • Signpost teachers to appropriate materials/visit/resources • CPD through staff meetings
<p>3. Ensure high-quality enrichment activities are reintroduced safely into the curriculum and take the opportunity to look for more, if possible. <i>Children are able to be Geographers and use some of the fieldwork skills they have used in school. An engagement with our local area to ensure opportunities for geography are used to their fullest.</i></p>	<ul style="list-style-type: none"> • Share and promote ideas for class trips (and support staff to plan them and get the most out of them) • Assess if any virtual trips/learning could continue to take place to enhance and enrich the curriculum • Support Reception and KS1 staff, if needed to help them get back to using the local area (Heath) for their learning • Encourage staff sharing of good ideas, including enrichment activities. Also work with other subject leaders (PSHE) to provide interleaved opportunities (like the canal awareness sessions)

Pupil Voice

Autumn 2021 – 12 children (from year 1 to year 6) were spoken with, this included three pupil premium children and no SEN children.

1. Can you tell me what you have been learning about recently in Geography?

All children were able to talk about their learning in Geography, citing appropriate examples to elaborate further upon the topic: 'We are learning about months and seasons and what weather we have in different seasons. We are in autumn now which is rainy and sunny.'

'We have learnt about land types such as villages and hamlets. We also learnt about conurbation where a city can swallow up surrounding areas.'

2. From your book, I can see you've been looking about _____, what can you tell me about what you have learned?

The children were able to talk about relevant learning and provide relevant facts without their books:

'Geographical features of continents: The largest mountain in Asia is Everest.'

'Types of mountains and how they are formed: Dome mountains are like a hill. Magma bubbles up under the surface but doesn't break through like a volcano.'

3. How does your learning in Geography at the moment fit with your learning in Geography last year? How does this learning help you now?

Most classes could talk about the links between prior learning and current learning.

'We learnt about the capital cities of the countries of the UK this time. We also added a key to our maps. We also found out about continents and more oceans.'

'We found out that a volcano is a type of mountain. Learning about how mountains are formed links to our learning about tectonic plates in year 4.'

'We learn about hamlets and villages and had to choose a settlement. Our knowledge of mountains and fertile land from previous years (and other subjects) helped us choose. Learning 6 figure grid references followed on from Year 4 when we learnt how to use 4 figure references.'

4. How are you helped to remember what you learn in Geography?

Most children stated homework tasks as a predominant what of achieving this. Some other points mentioned by the children were: morning work, recapping and green pen comments.

Additional Children's comments:

Some children were able to see how learning in other subjects had been built carefully to support geography learning and skills:

'We learnt about line graphs in Maths and how to draw them. Then we used this in our Geography lesson to create a line graph of the weather in a mountain environment over the year.'

What makes our curriculum provision for Geography exceptional and beyond the expected?

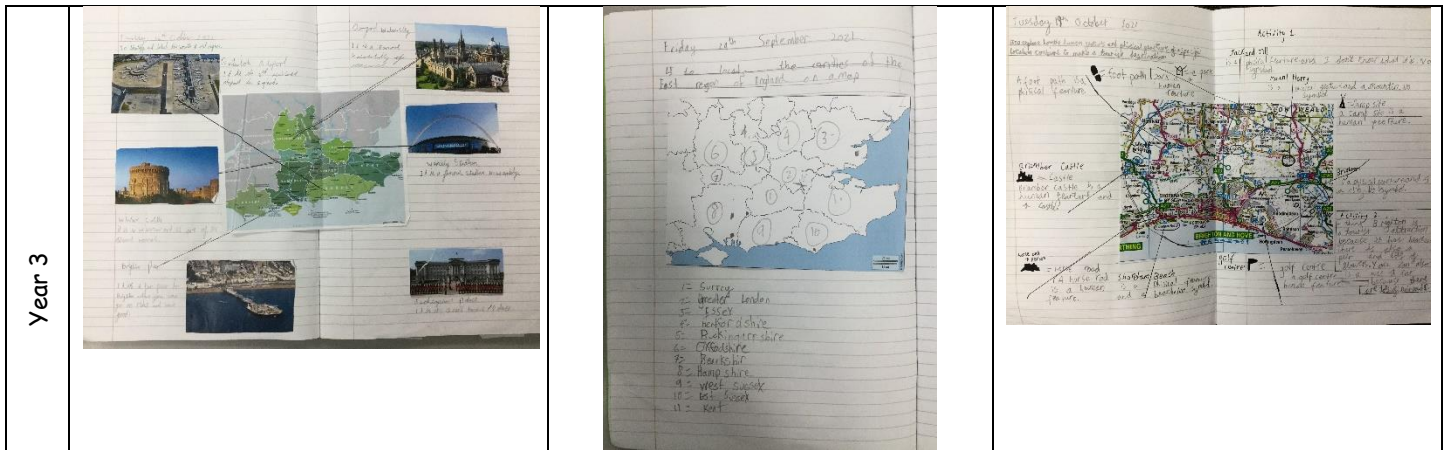
- Opportunity to explore local geography prior to going on trips. Class teachers will look at maps and routes with children when going on trips, this will involve looking at the tube map and planning any potential walking routes.
- EYFS and Year 1 use of the Heath to explore and be inquisitive. This allows the children to build a sense of place and from this, they build a basic understanding of their part of London. They develop a sense of place and community.
- Annual presentations. Children in all classes have the opportunity to present something to the class each year on a varying theme, however, this generally culminates in children 'having their say.' The topics children choose do vary and some of them have focused on things like climate change, a special event (cultural) which may have taken place in a different country, a special place, littering etc. All presentations provide the other children in the class with the opportunity to be inquisitive and curious.
- Trips. Although trips planned as part of the geography curriculum should be expected, trips like the Thames Explorer etc. It is the opportunity taken by teachers, while on other/all trips in different subject areas, to undertake discrete geography teaching. For example, the Heath Survival trips for geography provides children with knowledge of how to interact with the physical features of the Heath and to stop and look at the London skyline to appraise human geography. The opportunity to recap features of the Thames whilst on a trip to Shakespeare's Globe. Even on school journey, the children get to learn more about the geography of a coastal area and how that differs to their own locality.

Key points for discussion with governors about this report

- Additional targets achieved under last year's plan, specifically the top tips in Geography
- Work sampling demonstrating all strands of the Geography progression map
- Positive pupil voice and the children's ability to talk about their Geography learning using key vocabulary and prior learning

Created in December 2021 as one of the action plan targets (target 1) in this plan:

	Fieldwork	Map Skills - using maps and map knowledge	Maps skills - making maps
Reception	 <p>Regular Heath trips allow children to explore the world around them. A precursor to seasons and the local area.</p>	 <p>Chances to play in class with things like cars on road, farmyards which leads to moving around a mapped place.</p>	 <p>Drawing and making maps of imaginary places. This one maps out the adventure in, 'We're Going on a Bear Hunt.'</p>
Year 1	 <p>Using observational skills to carry out a small weather survey of the local area.</p>	 <p>Using maps to identify the UK in the world and locating the 4 countries within the UK.</p>	 <p>Adding symbols to a map of the UK to create a weather map</p>
Year 2	 <p>Adding labels to a photograph of the local area.</p>	 <p>Locate and name the 7 continents and 5 oceans.</p> <p>Recap and revisit the 4 countries of the UK and extend to learn (and plot) the capital cities</p>	 <p>Children are also introduced to basic keys - using and constructing them.</p>



Year 3

Locate the position of a photo on a map - regional map
Appropriate terminology - physical/human

Name and locate several counties and cities of the UK. This page shows counties, the next page in the children's books shows cities.

Recognise and use OS map symbols, including on a key. The key was used in the lesson to help identify the symbols they were relooking at/for.

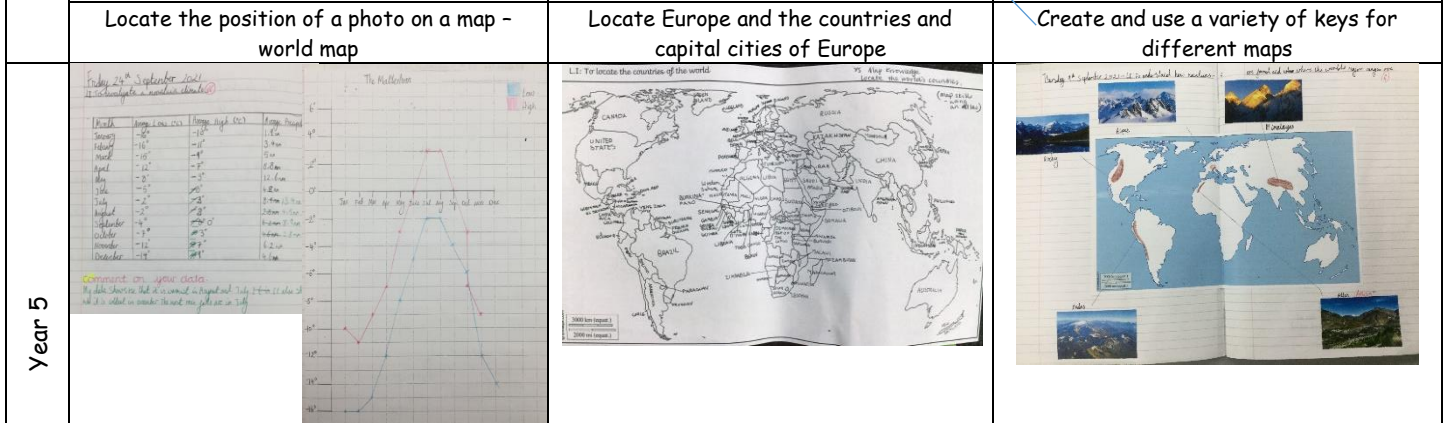


Year 4

Locate the position of a photo on a map - world map

Locate Europe and the countries and capital cities of Europe

Create and use a variety of keys for different maps

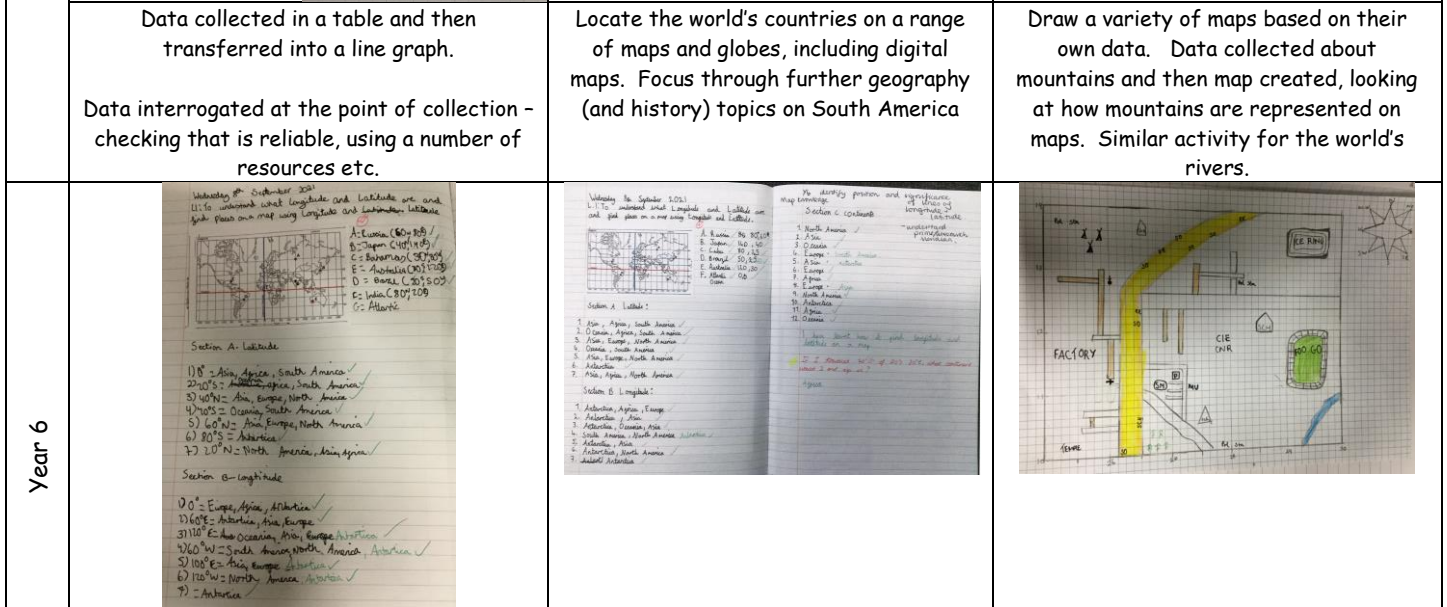


Year 5

Data collected in a table and then transferred into a line graph.
Data interrogated at the point of collection - checking that is reliable, using a number of resources etc.

Locate the world's countries on a range of maps and globes, including digital maps. Focus through further geography (and history) topics on South America

Draw a variety of maps based on their own data. Data collected about mountains and then map created, looking at how mountains are represented on maps. Similar activity for the world's rivers.



Year 6

Data collection linked to longitude and latitude.

Locate the world's countries on a range of maps and globes, including digital maps. Focus through further geography (and history) topics on South America.

Drawing plans of increasing complexity (the above plan includes lines of longitude and latitude, map orientation, OS symbols).

Notable Enrichment:

<p>Thursday 12th October 2021 LE: To draw a map to plan our trip route.</p> <ul style="list-style-type: none"> • Leave Carden Station • Turn right onto Carden High St • Turn left onto 1 corner st • Then turn left onto Cleveleys car • Finally turn right onto over rd and until you find gravel walk 	<p>Thursday 12th October 2021 LE: To draw a map to plan our trip route.</p> <ul style="list-style-type: none"> • Leave Carden Station • Turn right onto Carden High St • Turn left onto 1 corner st • Then turn left onto Cleveleys car • Finally turn right onto over rd and until you find gravel walk 	<p>Plotting routes for trips prior to going.</p>
		<p>Geography Trips (eg Thames Explorer, CLC Green Screen)</p>
		<p>Year 1 and Reception Heath trips</p>
		<p>Year 6 PGL - Engaging with a different outdoor environment (hiking, orienteering etc.)</p> <p>Good opportunities capitalised on, e.g. creating sketch maps of a new locality</p>