

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, local fieldwork in Hampstead. 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).
- 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.

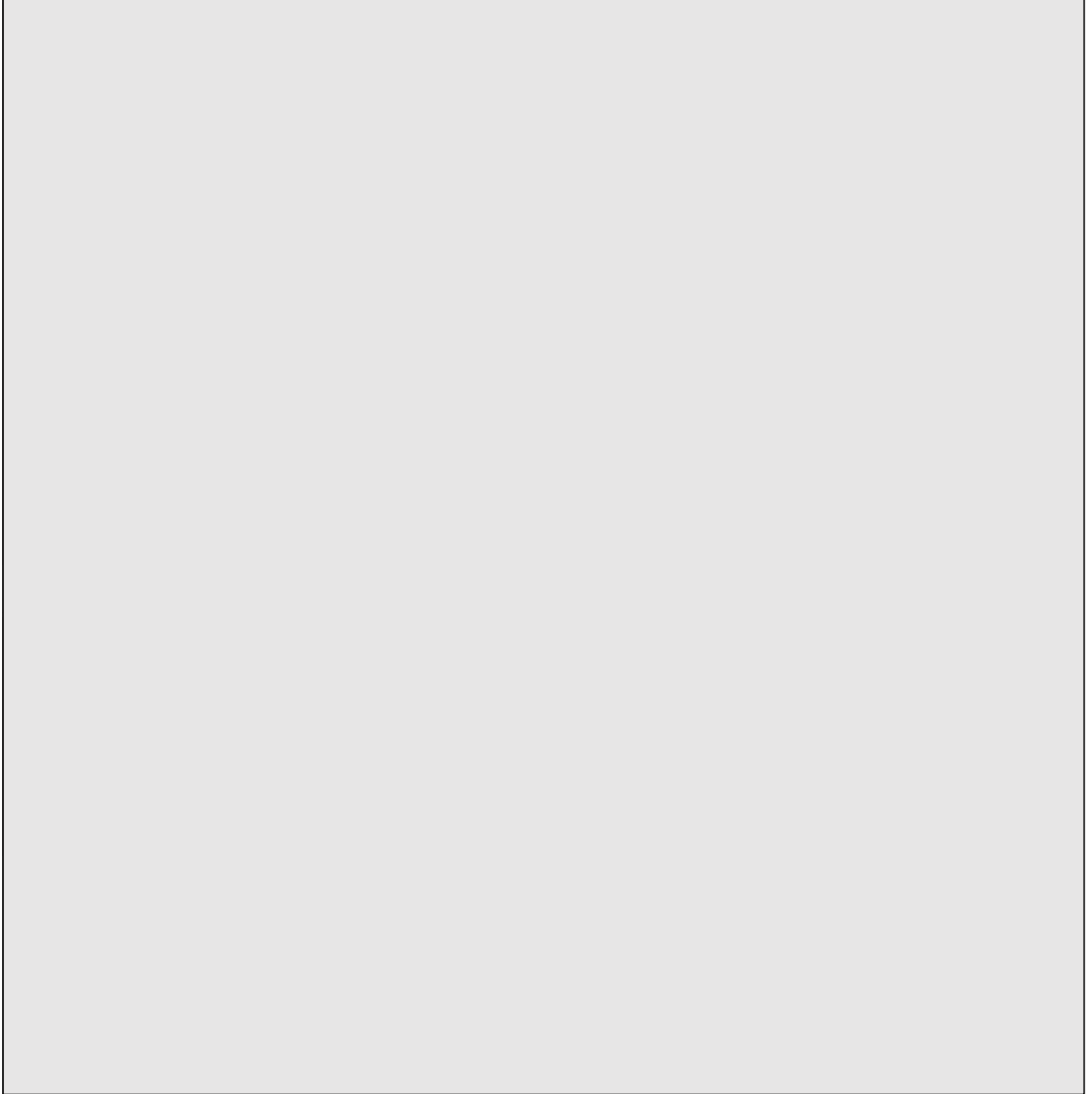
Impact

- 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 in regular spaced retrieval and pupil voice sessions.
- Children have the opportunity to use cross-curricular skills.
- Children ask relevant geographical questions using subject specific language.
- Opportunity for children to express views and opinions on topic which are important to them, e.g. climate change, plastics.

Whole School Standards (3 year trend)



Approach to assessment in Geography

Formative Assessment

Formative assessment is incredibly important in geography lessons. Teachers have to make adaptive decisions within lessons based on their formative assessment by adapting their teaching on the spot (e.g. addressing misconceptions, recapping prior learning) to ensure that core learning is delivered in an effective manner. On other occasions, the teacher will use the formative assessment from the lesson to inform future lessons and planning (e.g. squeezing in an extra spaced retrieval session in the week, inserting a low stakes quiz into the next session, providing consolidating homework).

Teachers carry out this formative assessment in a number of ways:

- Listening in to children through speaking and listening activities
- Spaced retrieval responses/activities
- Mind mapping

- Low stakes quizzes
- Questioning
- Observing
- Marking children's work in lessons (and after the lesson – including homework)
- Children's self-assessment

Summative Assessment

- Each topic is framed as an enquiry question which children will then be expected to answer (typically) at the end of the topic – this can be orally lower down the school but should progress to more substantial and well thought out written responses in upper KS2. This seeks to assess both substantive knowledge and disciplinary knowledge.
- Key learning in geography is identified for each year group and this is assessed at the end of the year. Statements in our annual report then seek to inform parents and carers about how children have achieved against this core learning. This information is then also used internally (and has been for many years) to analyse school performance in geography and to drive standards. Individual children are identified as being below or above the national expectation and this information is passed on to the next teacher along with specific details of these children's needs in geography with the aim of closing the gaps for these children or to inform improvement planning for geography.



Year 5 at the Prime Meridian at Greenwich

Last year's key developments and successes in 2021/22:

- Create exemplar documents for fieldwork and map making which highlight the progression in each (21/22 target achieved). Exemplar document created for map making (alongside strand looking at using maps and map knowledge), these strand progressions can be seen at the end of this document. Provided access to this document to all staff.
- Support teachers with the recovery of the Geography curriculum following the pandemic (21/22 target achieved).
- Ensure high-quality enrichment activities are reintroduced safely into the curriculum and take the opportunity to look for more, if possible (21/22 target achieved).
- Attend subject leader CPD sessions and disseminate information to staff (21/22 target achieved and ongoing)
- Source and provide further high-quality resource materials. (21/22 target achieved and ongoing)

Response to DfE Recovery Curriculum document in 2021/22:

The DfE recovery curriculum document emphasised the importance of locational knowledge and developing children's skills in using maps and atlases. It also highlighted the importance of covering 'underpinning knowledge' which will be needed for further geography learning in the future. We did not make any substantial changes to our curriculum in 21/22 but teachers ensured that key map skills and locational knowledge was recapped and revisited regularly within their teaching. Key knowledge has been identified in each year group with teachers being aware of how important this key knowledge will be for learning subsequent knowledge about human and physical processes later on.

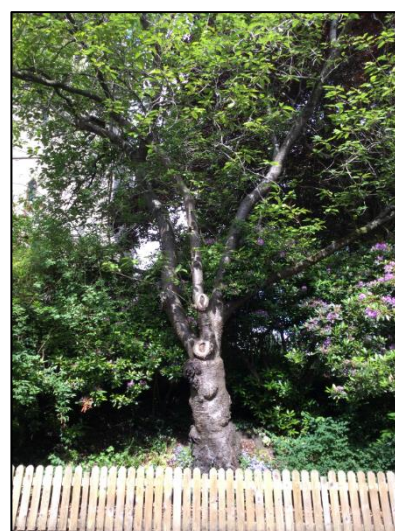
Ofsted curriculum research review – summary and response/reflection

The Ofsted curriculum research review for Geography (June 2021) reviews a wide range of relevant educational research into both primary and secondary geography teaching. It provides useful direction and guidance on what an excellent geography curriculum could and should look like. Below are just some of the key points from the OFSTED Research Review for Geography and our school-based response explaining our own practice:

- **The curriculum starts in the EYFS where children should begin to acquire a wide range of vocabulary and develop a sense of place. They should learn to create and read simple plans. We have a strong curriculum in the EYFS which lays superb foundations for geography in our school. Reception children have weekly trips to Hampstead Heath where they engage with the world around them and nature; they have opportunities to explore and to be inquisitive. In the classroom, geography is interwoven into all topics and free play. Children play with 'small world' toys which can involve creating roads, streets/towns, farmyards etc. The subject leader has observed the children in our EYFS creating basic maps/plans of a familiar place with great success.**
- **Map reading skills should be taught to automaticity. Through being able to interpret a range of maps, children develop spatial thinking and increase their understanding of how places are connected. Children should have access to a wide range of up-to-date maps and atlases. Our curriculum is structured so children lower down the school explore their school and the local area, this then branches out to the United Kingdom, a region of the UK, Europe and then the wider world as the children move into upper key stage 2. This allows children to focus on certain areas of the world in certain year groups. By doing this,**

the children hone their map reading skills year on year and it develops automaticity in locating places around the world through spaced retrieval activities. Children have access to a range of maps and atlases both in paper form and online.

- **Carefully choose examples and contexts to exemplify geographical concepts.** By exploring different concepts in the same example, we can avoid telling a 'single story' about a place and give a fuller picture which can avoid creating stereotypes. Teachers carefully consider the content of their lessons to ensure they do not create or reinforce any stereotypes. In recent learning walks, the subject leader has also been aware that the teachers are alert to any stereotypes or 'single stories' which may be presented by the children. As a Rights Respecting School, this is really important to us. Teachers are also careful when it comes to using maps, where possible they will use the Robinson Projection rather than the Mercator.
- **Children bring a range of misconception to their lessons which teachers should be continually addressing.** Children develop these misconceptions in many different ways but they can involve misunderstandings based on their experiences (what they see and hear around them). These misconceptions can relate to things like immigration (and other current affairs) and over-generalisations about places. This links to the point above. It is important to note that in recent learning walks, teachers have shown they are very good at being aware of misconceptions and, where they may occur, rectifying them immediately.
- **Children with SEND should generally follow the same curriculum and only in exceptional circumstances have the curriculum modified to meet their needs.** Where possible, modifications to teaching approaches should be made in order for children to access the geography curriculum, rather than modifications to the curriculum itself. All children currently access the geography curriculum at Christ Church School. As a school, we support the approach set out in the OFSTED Research Review and we strongly believe that high expectations for all should exist. Children who need adaptations to how the curriculum is delivered receive these in a sensitive manner but the same curriculum is accessed by all.
- **Fieldwork is integral to the curriculum and should occur regularly and with purpose:** it enables formal learning to occur outside the classroom and immerses children in the key content of their learning, allowing them to think deeply and therefore make stronger memories. We conduct different types of fieldwork linked to our geography curriculum and this starts in Reception with their Heath trips. Classes will visit different locations to undertake fieldwork, for example, Year 5 visiting the River Thames and Year 6 using their school journey as an opportunity to undertake fieldwork activities. Many fieldwork activities also take place in school, for example, taking photos of a specific tree over time to show the seasons changing in year 1 and recording the weather over a period of time in year 4 (including wind speed and rain fall). We also develop the skills children will need for fieldwork, like data collection, handling and analysing within geography lessons – we recognise this can take place outside the official 'fieldwork' activities.



Year 1 fieldwork - photographing seasonal changes over time

Key actions moving forward (development priorities for 2022/23)

Target and intended outcome	Planned actions (including dates where applicable)
To actively participate in the LA geography subject leader group, share resources with colleagues at the group and disseminate information to school staff as part of our rolling CPD programme. <i>Staff, including the subject leader, have access to high quality and up to date CPD and support in Geography, including signposting to additional resources.</i>	Attend and contribute to every geography subject leader network. Share materials with colleagues. Use materials from the sessions to provide CPD for staff or resources for them to use for teaching and learning.
To continue to source high-quality resources for class teachers to use with the children. <i>Teachers continue to have a range of resources to use for their planning and teaching. Children continue to have access to high-quality materials/resources.</i>	Continue to explore new materials as they are released (topic books, text books, sources of evidence, planning) to ensure teachers have high-quality materials. (Target linked to reducing workload for teachers).
To formally review curriculum with staff to make any necessary tweaks and modifications. <i>Ensuring the curriculum is continually evolving and meeting the needs of all children and our context; ensuring the geography curriculum continues to be high-quality.</i>	Use a summer staff meeting to formally review planning. Check if there are any areas that could be further refined and improved. This is also an opportunity to weigh up recent events from around the world and whether these should be added to the curriculum. Book sharing – allow teachers time to look at each other’s books (this will also be done in Autumn 22) so they can magpie ideas and conduct professional conversations.
To review opportunities for fieldwork that teachers choose to quality assure them in terms of their continued strong links to our curriculum. <i>Ensure fieldwork has strong curriculum links and continues to contribute to the core/key knowledge and create memorable experiences.</i>	Speak to teachers to evaluate the fieldwork trips they take. Does it provide children with good geography experiences? Could we ask any providers to tweak what they do to ensure it fits with what we want? Take pupil feedback about the fieldwork – what did they learn?

Pupil Voice

All children could talk confidently about what they have been learning:

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

Year 1 – Weather and Seasons

Year 2 – The UK and Australia

Year 3 – The South-East of England (the children stated it was important because that’s where we live)

Year 4 – Volcanoes and Extreme Weather

Year 5 – Mountains and Rivers

Year 6 – Where food comes from, where natural resources are located and come from, time zones, longitude and latitude

When probed about something more specific in their learning:

Year 1 – We created a seasons wheel and added the months to each season and drew what kind of weather there is. (*One child spoke about the fieldwork and how they were taking photos of the tree to see what happened as the seasons changed*).

Year 2 – We learnt how Australia is split up and used iPads to find out about some of the places.

Year 3 – Finding human and physical features on a map of the South-East. We had information about each feature and it said where each one was so we looked at the map to find that place and drew a line to it.

Year 4 – We learnt about how earthquakes happen and then we learn about an earthquake in Japan. We drew pictures to show what happens at a convergent plate boundary.


Year 6 – We learn about different settlements. We drew maps and added a key, used 6-figure grid references, titles, scales and compass.

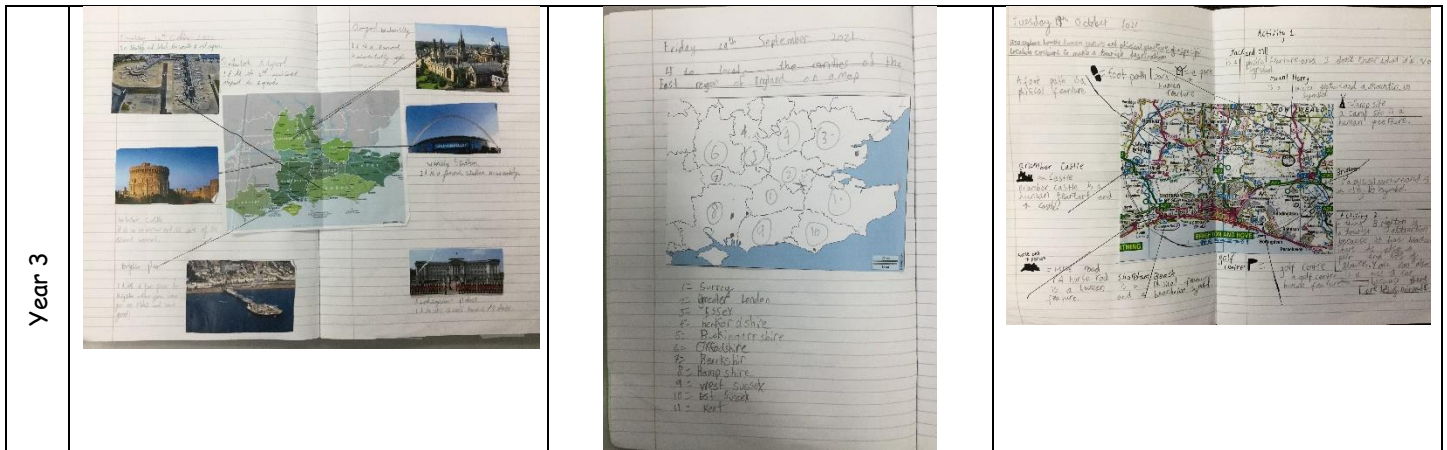
The children then looked for map work in their books so we could see how this progresses through the school. The children could see how this built from year group to year group and could spot the links between the learning. For example, they talked about how in year 2 they had a map with the continents and oceans but in year 4 (they had recapped this briefly) and added the equator, hemispheres and tropics.

The children were also able to talk about how we help them to remember their learning (transferring key knowledge into their long term memory). Here are a sample of the things they mentioned:

- * Quizzes at the start of lessons
- * Recapping in lessons
- * Age-appropriate reading comprehensions about things they have learned about in previous year groups
- * Rapid recall
- * Having opportunities to look back in their books
- * Displays in the classroom
- * Spaced retrieval and morning work

Work sampling - these examples highlight progression in three key areas only:

	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.

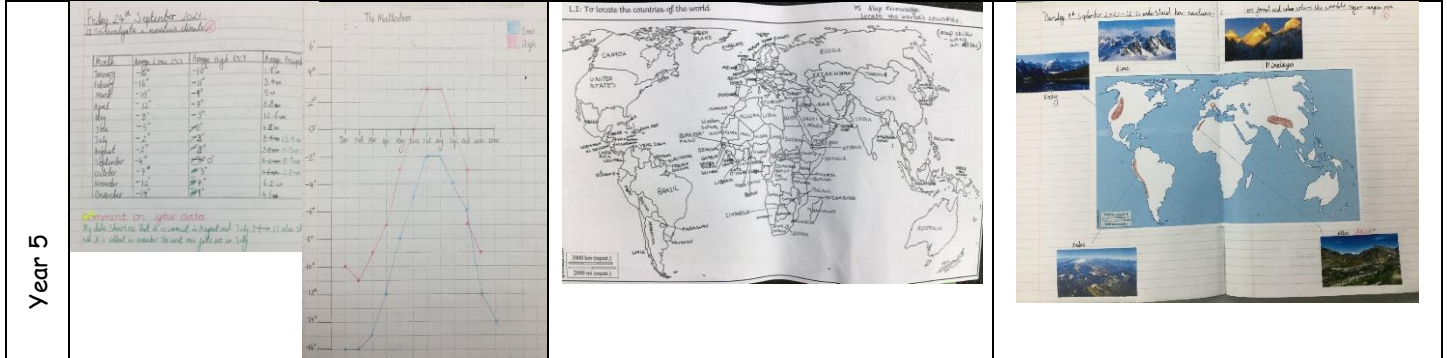


Year 4

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

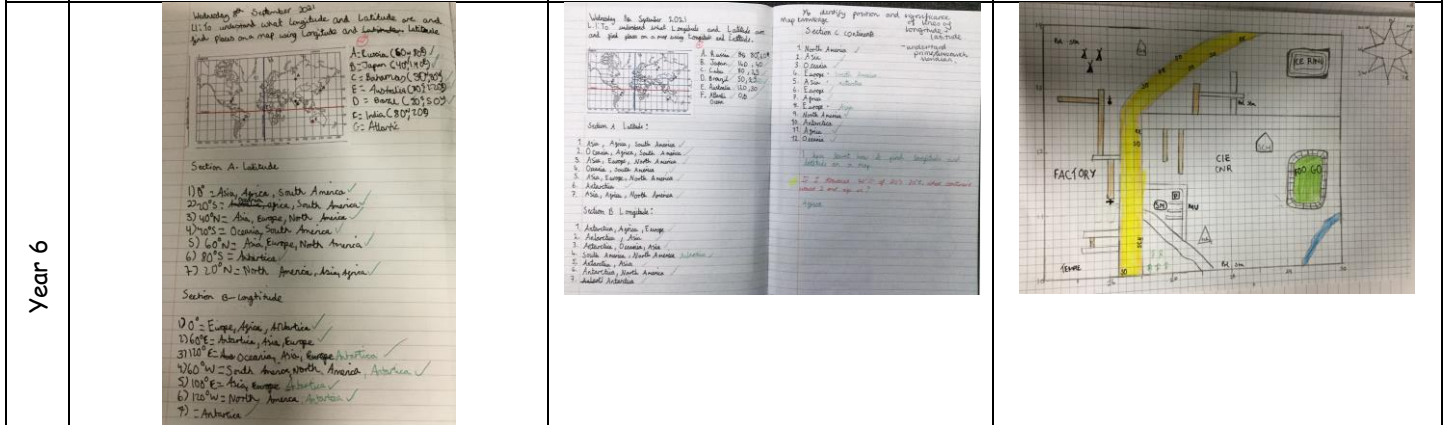


Year 5

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).

Some examples of our 2021/22 enrichment trips:

Year 6 School Journey – An opportunity to compare a different location to their own, use maps for orienteering and create their own sketch maps

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y6-school-journey-October-2021.pdf>

Weather Reports at the CLC (Y1) – The children used their learning about weather and seasons to create realistic weather reports:

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y1-CLC-trip-Geography-and-computing-November-2021.pdf>

Thames Explorer Trip (Y5) – As part of their learning about rivers, the children carried out fieldwork in the River Thames!

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y5-Thames-Explorer-trip-November-2021.pdf>

Volcanoes (Y4) – Although made as part of our art curriculum (3D sculpture), the children had to use their geography learning about volcanoes to help create as realistic volcanoes as possible:

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Y4-Volcano-eruptions-January-2022.pdf>

Some examples of our 2021/22 incidental Geography enrichment:

Harvest Collection (whole school) – Exploring where foods come from around the world:

<https://christchurchschool.co.uk/wp-content/uploads/2021/09/Harvest-Collection-for-Muswell-Hill-Soup-Kitchen-September-2021.pdf>

Stone Age Survival (Y4) – Exploring their local area and using natural resources:

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y4-Stone-Age-survival-trip-September-2021.pdf>

Try Something New Week (whole school) – Many classes explored our local area:

<https://christchurchschool.co.uk/wp-content/uploads/2021/10/Try-something-new-week-Kayaking-1.pdf>

Marvellous Me Presentations (whole school) – Through the children's amazing presentations, other children were introduced to other countries, travel, transport (and many more interesting topics!):

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Marvellous-Me-presentations-November-2021.pdf>

Our Charity Work (whole school) – Through our charity work (and the charities our school support), children are exposed to how places can be different to where we live and some elements of human geography (like refugees):

<https://christchurchschool.co.uk/wp-content/uploads/2021/12/Carol-singing-for-Christmas-charities.pdf>

Happiness Stones (whole school) – We tried to spread happiness around the UK and the world with our messages of happiness attached to stones. Many people who saw them or found them sent us messages which lead us to looking at these places on maps and looking at pictures of these places in assembly:

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Happiness-stones.pdf>

Climate Action (Christ Church Eco Warriors):

<https://christchurchschool.co.uk/wp-content/uploads/2022/02/Green-hearts-for-climate-action-February-2022.pdf>

Royal Observatory (Y5) – The children learnt about the prime meridian:

<https://christchurchschool.co.uk/wp-content/uploads/2022/04/Y5-Royal-Observatory-Trip-April-2022.pdf>

Eco Week (whole school) – Exploring Environmental Geography:

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Eco-Week-Year-3-June-2022.pdf>

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.
- Strong incidental geography learning throughout the year

Key points for discussion with governors about this report

- Talk governors through the data (3 year trend) as well as the importance of formative assessment for geography learning
- Targets for the coming year – all linked to refining our curriculum and ensuring it is always 'fit for purpose'
- Talk through some key points from the Ofsted Research Review
- Explain about the Local Authority Subject Network and the benefit of this