



## **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.

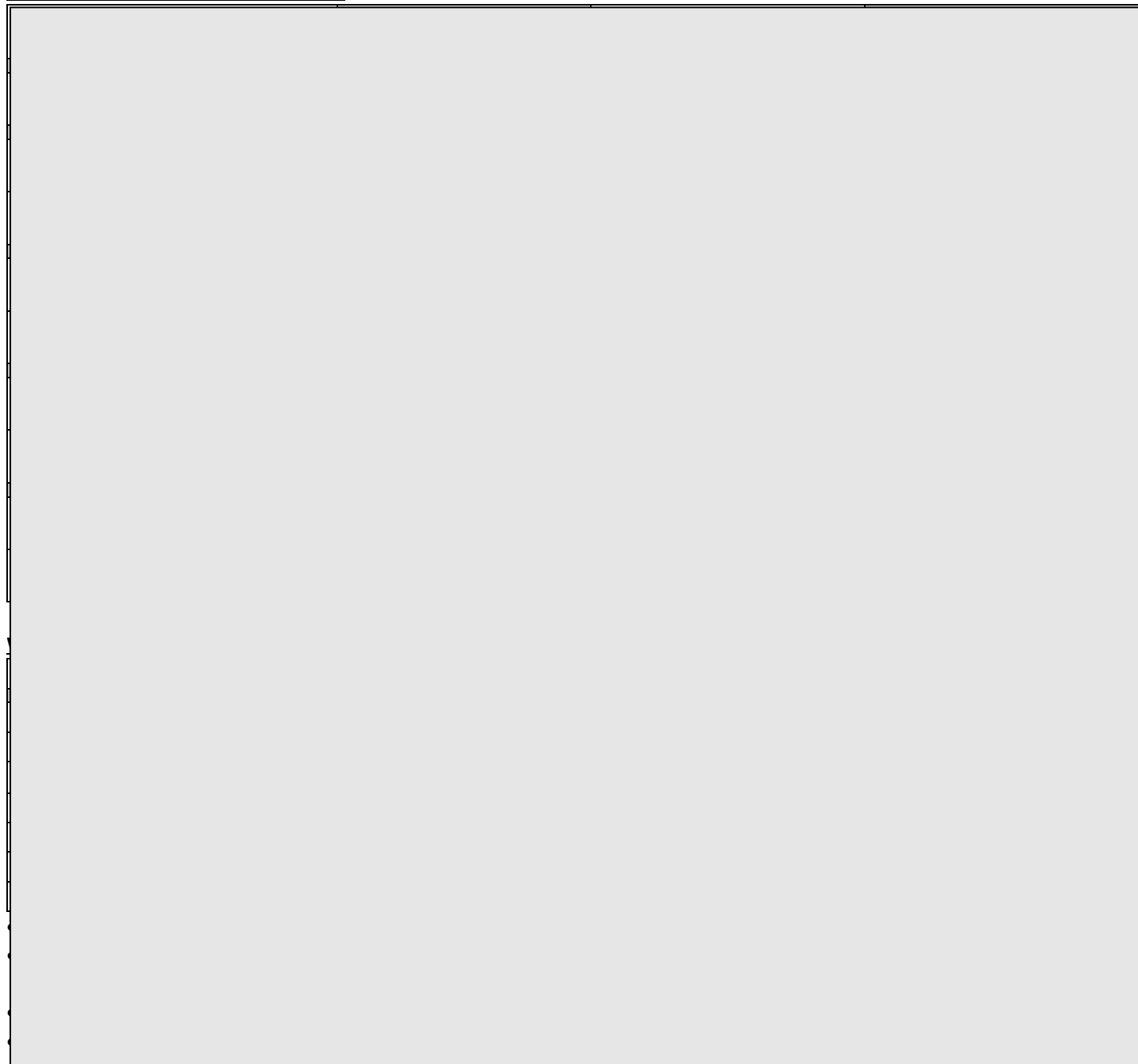
- Class teachers are supported by the geography subject leader and receive CPD through staff meetings and tailored support. The Geography subject leader attends Camden's geography subject network.
- Both formative and summative assessment is used in geography. Teachers will use formative assessment to 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) and 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 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. fitting 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.

### Adaptive teaching case studies:

Adaptive teaching seeks to provide opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. This is done in a variety of ways and will often involve teachers carefully anticipating barriers and planning to address them, using assessment before and during the lesson and making 'in-the-moment' adaptations.

Some of the adaptive teaching strategies which have been seen during geography learning walks (in the academic year 22/23) for children on the SEND register are:

- Pre-teaching of vocabulary. Children had been taught key vocabulary for the lesson which they may need detailed explanations for prior to the lesson. This has also been done using pictures/video to contextualise upcoming information. It also helps to reduce cognitive overload within a lesson.
- Providing larger physical resources or sources of a different scale. When using maps, some children have had larger copies or copies with a larger scale. For example, this has been done in tasks where OS symbols needed to be identified and this is a good example of where children meet the same expectation but the resources to get there are modified.
- Adjusting questioning to develop children's understanding where needed.
- Clear and directed use of teaching assistants. Teaching assistants are guided by the class teacher in terms of how they should be adapting/scaffolding a lesson for children with particular needs. Overtime, some teaching assistants can do this without as much direction, as they get to know the child better.

Please note, this is not an exhaustive list of adaptive teaching that has been seen over the academic year.

Most pupils with SEND or additional needs can fully access our geography curriculum without specific adaptations to teaching. These are two case studies where specific adaptations (which may be small and discreet) were seen during geography learning walks (in the academic year 22/23) for children on the SEND register:

- Pupil on SEND register with Cognition & Learning, Communication & Interaction and SEMH needs was supported with subject specific vocabulary prior to the lesson. A teaching assistant had taken the time to identify some key words which needed pre-teaching so that the child had knowledge of these words and what they meant when they went into the lesson. This freed up cognitive demand in the session and allowed the children to focus on other elements of new learning in the session.
- Pupil on SEND register with SpLD (specific learning difficulty) was observed being supported with manipulating and orientating a map during a session involving map work. Children with certain SpLDs can become overwhelmed during activities which require visual and spatial skills. The teaching assistant was aware of this and was on hand to help set the activity up correctly for the child. As a result of this, the child was able to complete the activity with independence.

It is important to recognise that in some cases, children may be following a personalised curriculum, particularly where there is a high level of need. This personalised curriculum will have high expectations and challenge, however, it will be specifically tailored to the child's needs and therefore may not result in children being expected to meet the same expectations as others.



**Last year's key developments and successes in 2022/23:**

1. 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. *Staff, including the subject leader, have access to high quality and up to date CPD and support in Geography, including signposting to additional resources.*  
**Achieved (2022/2023) – Subject leader participated in the LA geography subject leader group. It is in its early stages but will hopefully be a useful group in terms of sharing resources, ideas and expertise as times progresses.**

2. To continue to source high-quality resources for class teachers to use with the children. *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.*

**Achieved (2022/2023) – In the absence of adequate schemes/resources to support planning, the subject leader has continued to work with class teachers to renew and continue to refine the current bespoke curriculum for our school. This will continue on a rolling basis in order to ensure that all planning is reviewed, refined and updated to continue to ensure it is tailored and robust for our setting.**

3. To formally review curriculum with staff to make any necessary tweaks and modifications. *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.*

**Achieved (2022/2023) – as above.**



4. To review opportunities for fieldwork that teachers choose to quality assure them in terms of their continued strong links to our curriculum. *Ensure fieldwork has strong curriculum links and continues to contribute to the core/key knowledge and create memorable experiences.*

**Achieved (2022/2023) – Fieldwork opportunities are mapped out in every year group and they continue to be relevant to the curriculum. A review of the fieldwork took place to ensure that teachers are clear that fieldwork can be conducted not only with data gathered by the children (which is ideal) but also with data gathered by someone else (or as a collective).**

**Ofsted – Research Review and Subject Report**

The Ofsted curriculum research review for Geography (June 2021) reviewed a wide range of relevant educational research into both primary and secondary geography teaching. It was incredibly useful and key points were highlighted in the geography subject leader report last academic year. In September 2023, OFSTED released a subject report for Geography entitled ‘Getting our bearings’. This provided a distilled version of the research review alongside an exploration of common strengths and weaknesses of Geography (both primary and secondary) across the country. From this, it highlighted a number of recommendations which, as a subject leader, I have considered individually in the table below.

	<b><u>Recommendations from the OFSTED Subject Report:</u></b>	<b><u>What does this look like at Christ Church:</u></b>
Curriculum	Consider how pupils will build on knowledge, not only within a topic but over a series of topics, so that they can apply what they have learned in different scenarios.	Our curriculum is well mapped out and ensures that knowledge builds over time and throughout the school. However, this always remains under scrutiny which has led to a further development target (which is always ongoing) which can be seen in the next section of this report.
	Make sure that pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts, or look at a place through a range of geographical lenses. Pupils should have some opportunities for regional as well as thematic studies.	Teachers take care to avoid embedding misconceptions and generalising when teaching about different places. When teaching about different places teachers strive to provide sufficient detail to secure children’s understanding.  We acknowledge that it is hard to encounter the same places at different times whilst also covering the National Curriculum content. Looking at a small area of the UK (local area) and a small area of a non-European country in KS1 and moving on to a region of the UK, a region in a European country and a region in South America does make it challenge to encounter the same places. See targets in the next section.
	Plan procedural knowledge into their curriculum in the same way as they do	Procedural knowledge is clearly planned throughout the school with children being exposed to different types of maps (including with differing scales) as

	<p>substantive knowledge, so that pupils make progress in their ability to use different geographical skills.</p>	<p>they move through the school. As they engage with these, all other key procedural skills are taught as outlined by our curriculum. Our fieldwork and all associated skills are also mapped out, please see box below.</p>
	<p>Teach pupils about fieldwork. Pupils should know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this should include first-hand experience of collecting data. Pupils should get better at carrying out fieldwork over time. This will make sure that pupils who continue to A level are better prepared for geographical investigation, as they will have experienced a wider range of fieldwork techniques in different settings.</p>	<p>Fieldwork has always been mapped out by year group in our curriculum. As a result of a recent target, this was revisited – please see achieved targets above. A further body of work could now take place to identify where the children have a real specific focus on different elements of data collection, presentation, analysis and evaluation. Please see targets in the next section for more information on this.</p>
	<p>Make sure that there is a planned transition between key stages. Teachers should plan their respective curriculums to support effective transition from EYFS into key stage 1, key stage 1 into key stage 2 and key stage 2 into key stage 3, so that content is not repeated across key stages.</p>	<p>The curriculum has been designed to ensure there is no repetition across key stages. Throughout each year group the curriculum builds and as we cover the National Curriculum for key stage 1 and key stage 2, we know the children are ready for transition to secondary school and the geography curriculum there. We have taken time to look at the geography curriculum at key stage 3 and recognise that the foundations we lay are vital for the children when accessing the curriculum at key stage 3.</p>
<b>Pedagogy &amp; Assessment</b>	<p>Identify likely misconceptions in each topic and plan how they will be identified and addressed, especially to support non-specialist and less experienced colleagues.</p>	<p>As topics are taught, misconceptions are captured by teachers. They are usually addressed in the lesson, or if they need a little more time and thought, they may be addressed in the next session.</p> <p>Subject leader will consider how we capture these misconceptions to support less experienced colleagues in the future.</p>
	<p>Make sure that pupils have opportunities to apply what they have been taught. Conversely, make sure that they have been taught and have learned securely the knowledge and skills they are being asked to apply. Teachers should be aware of the problems caused by an approach that encourages them to cover content quickly when it does not lead to pupils learning it securely.</p>	<p>The geography curriculum has been carefully mapped out and as such, there are many opportunities for the children to rapidly revisit and then build upon prior learning, knowledge and skills. For example, children learn about volcanoes in year 4 and then go on to learn about mountains in year 5. Building on this, the children in year 5 will then look at mountains and rivers as they explore a region within South America.</p> <p>Spaced retrieval opportunities allow the children to frequently revisit geography learning.</p> <p>Clear links between skills and learning in science have also been mapped out as part of our curriculum and children are therefore able to apply these in other subject areas and not in isolation.</p>
	<p>Consider the prior knowledge that pupils need in order to engage in classroom activities. Teachers should avoid asking pupils to guess their way towards answers for which they do not have the necessary knowledge or to research a subject independently when they do not know how to make sense of what they find.</p>	<p>The school's pedagogical approach applies to all curriculum subjects and it considers carefully the way we use questioning. It makes it clear that questioning is used to check for understanding and to address misconceptions.</p> <p>The geography curriculum has key learning identified and because of this, teachers are actively encouraged to consider what information they will just provide the children through direct teaching. Teachers have been seen to do this effectively during periodic geography learning walks and feedback has been given about pedagogy where appropriate.</p>
	<p>Ensure that, if teachers are being asked to make some form of summative judgement about what a pupil knows or can do, this judgment is based on reliable and accurate assessment.</p>	<p>At the end of each Geography unit of work, the children answer the enquiry question which frames the unit. This is done in a variety of ways across the school, culminating in a written response in upper key stage 2.</p> <p>With Geography being taught in the first half of the academic year, it allows teachers to establish a good understanding of what children know and can do in Geography. This helps to ensure summative judgements are as accurate and reliable as possible using both summative and formative assessments as appropriate.</p>
	<p>Plan assessments that check both that pupils have learned component knowledge and that they can apply it. Assessments should check pupils' procedural knowledge as well as their substantive knowledge.</p>	<p>At the end of each Geography unit of work, the children answer the enquiry question which frames the unit. This is done in a variety of ways across the school, culminating in a written response in upper key stage 2. Teachers use this assessment to drive spaced retrieval over the course of the year.</p> <p>Procedural knowledge is assessed on an ongoing basis (as part of formative assessment). The curriculum is planned robustly to ensure procedural</p>

		knowledge builds year on year, therefore teachers are also assessing previous learning of procedural knowledge.
<b>Systems at Subject and School Level</b>	Ensure that the time given to geography matches the leaders' ambitions for their curriculum. This does not necessarily mean giving geography more curriculum time. It could mean using existing time more productively and making sure that time allocated for geography is not being used to teach other subjects.	Appropriate curriculum time is given to Geography, with book monitoring, lesson visits and planning confirming this. With Geography being taught in the first half of the year, it provides teachers with the ability to move at a quicker pace with less recapping between lessons being needed.
	Support subject leaders in gaining a deeper understanding of geography's curriculum concepts and how these help to shape a school's curriculum.	The subject leader has engaged with the OFSTED research review and the OFSTED subject report, which has provided a valuable steer in terms of how to further refine our curriculum. In addition to this, the Local Authority's group for subject leaders has provided good networking opportunities and a chance to share practice.
	Support non-specialist teachers in how best to explain complex geographical ideas and how to identify and address misconceptions.	Realistically, in a primary setting, the most complex geographical ideas are presented in Key Stage 2 (primarily upper Key Stage 2). The subject leader has worked collaboratively over the past few years with the class teachers delivering this curriculum to ensure it delivered appropriately – with the correct pedagogy in mind. A specific focus has been on geographical processes, such as the Water Cycle - ensuring it has a geographical focus as opposed to scientific focus.
	Provide the time, resources and necessary CPD for fieldwork to take place.	Fieldwork has been mapped clearly in each year group to ensure children have meaningful experiences that are linked to the curriculum. Where appropriate, trips have been booked, for example the Thames Explorer trip in Year 5, to support the fieldwork element of the curriculum. CPD has taken place in the form of staff meetings to support teachers with the fieldwork element of the Geography curriculum.

Some of these recommendations, where appropriate, have driven the development priorities below.

#### **Key actions moving forward (development priorities for 2023/24)**

<u>Target and intended outcome</u>	<u>Planned actions (including dates where applicable)</u>
Continued curriculum refinement, with a particular focus on certain identified year groups where the curriculum could be improved upon. <i>Tweaks to the curriculum in certain year groups will further enhance the effectiveness of our curriculum and impact on the children's geography learning.</i>	Gather in all annotated planning to review, paying particular attention to identified year groups (identified through conversations with class teachers). Track through with the below targets in mind to help with refinements. Work with individual teachers to track through changes where needed.
To map out where and when children will be explicitly taught and expected to practise key, specific elements of data handling in fieldwork. <i>This will further strengthen links for teachers and guidance. It will also ensure the children are explicitly taught how to do different elements of data handling in fieldwork to ensure their learning experience continues to be rich, focused and effective.</i>	Create a document similar to the one created for science to highlight working scientifically skills for geography fieldwork. Disseminate this to teaching staff to take feedback and prepare it to roll out in Autumn '24.
To distil selected documents from the geography pack into one-page handy memos for teachers, in a similar way to the history pack. <i>Handy reference documents help teacher to tailor year group planning to their year group and, when changing certain elements in collaboration with the subject leader, we can ensure continued coverage and robustness of curriculum.</i>	Review the geography curriculum pack and decide identify useful information to be summarised in a one-page summary sheet. Create summary sheets and take feedback in staff meetings from teaching staff.
To further explore potential opportunities to encounter the same places with different lenses. <i>This would seek to strengthen the curriculum if we could do this and provide the children with a complex knowledge of a select number of places.</i>	As part of the continued curriculum refinement, track through the curriculum and identify any units of work where we can encourage repeated encounters of particular places. Discuss these suggestions with teachers - take feedback.

#### **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

**Some examples of our 2022/23 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/2022/11/Y6-school-journey-assembly-November-2022.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/2022/12/Y5-Thames-Explorer-trip-November-2022.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>

Reception Heath Trips – Our Reception class, from the autumn term, go on trips to Hampstead Heath which allow them to explore nature in different ways to help develop the Understanding of the World strand of the EYFS framework:

<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Receptions-first-Heath-trips-1.pdf>

**Some examples of our 2022/23 incidental Geography enrichment:**

Harvest Collection (whole school) – Exploring where foods come from around the world: <https://christchurchschool.co.uk/wp-content/uploads/2022/10/Harvest-donations-September-2022.pdf>

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

<https://christchurchschool.co.uk/wp-content/uploads/2022/10/Try-something-new-Y3-London-Eye-trip-October-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/03/Healthy-living-workshops-February-2023.pdf>

As a school, we arrange many school trips and they are all opportunities to explore the local area and beyond – regardless of the specific curriculum area it is intended to enrich. Prior to going on the trip, children will plot the route they will take, giving them practical experience of using the London Underground Map and other different types of maps. For example:

A trip to The Globe Theatre provides children with the opportunity to observe local landmarks, both new and old in central London – particularly as they sit to have lunch alongside the Thames:

<https://christchurchschool.co.uk/wp-content/uploads/2022/10/Y5-trip-to-the-Globe-Theatre-October-2022.pdf>

A trip to Kensington Palace provides children with the opportunity to walk through a significant London park:

<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Y1-history-trip-to-Kensington-Palace-November-2022.pdf>

Whole school Christ Church Arts Project (CAP) – Every child created a self-portrait of themselves, with each class choosing a different artist for inspiration. The children created artist studies which included looking at what inspired the artist, which was often linked where they were from in the world, their experiences and their surroundings:

<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Y6-self-portraits-Frida-Kahlo-November-2022.pdf>



Year 5 and Year 6 Career talks – The children heard from various people about the jobs they do, the training they needed and where it has taken them in the world:

<https://christchurchschool.co.uk/wp-content/uploads/2023/05/Careers-talks-May-2023.pdf>

Wellbeing Champions visit to the Zoo – Taking time to look at the animals and learn with parts of the world they come from (linked to learning about biomes):

<https://christchurchschool.co.uk/wp-content/uploads/2023/07/Wellbeing-Champions-Summer-Celebration-Event-at-the-Zoo.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:

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Carol-Singing-December-2022.pdf>

An inspirational talk from an explorer and adventurer (whole school):

<https://christchurchschool.co.uk/wp-content/uploads/2023/04/Inspiration-from-an-explorer-April-2023.pdf>

PSHE week (whole school) – Classes participated in lots of different activities which included helping with conservation work on Hampstead Heath and promoting sustainable eating:

<https://christchurchschool.co.uk/wp-content/uploads/2023/06/Y3-PSHE-week-May-2023.pdf>

Year 6 Participating in a review of the Hampstead Neighbourhood Plan:

<https://christchurchschool.co.uk/wp-content/uploads/2023/05/Y6-Neighbourhood-Plan-consultation-May-2023.pdf>

Eco Week (whole school) – Exploring Environmental Geography:

<https://christchurchschool.co.uk/wp-content/uploads/2023/05/Eco-week-May-2023.pdf>

Class assemblies – Each term, every class will create and deliver a class assembly which covers the vast majority of their recent learning, this includes geography. This serves as a good way of making explicit links between the geography learning across classes but also as great spaced retrieval for children who have already covered that curriculum:

<https://christchurchschool.co.uk/wp-content/uploads/2023/02/Y4-class-assembly-February-2023.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 Subject Report
- Talk about adaptive teaching and how this looks in geography. Try to organise a subject learning walk so they can see it in action.

