

### **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.
- 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 reports 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.
- 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.

- 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.
- There are strong curriculum links with maths (e.g. handling data) and History (e.g. 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)**

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## **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. See our Autumn 2022 curriculum report for a summary and our response to the review.

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. See our Autumn 2023 curriculum report for a summary and our response to the report.

## **Wider Enrichment, including trips**

Geography wider enrichment includes trips – some of which have a specific geography focus; online and face-to-face workshops; and engaging in activities as part of whole school weeks such as our summer term PSHE week which focuses on the world around us. As a school, we arrange many school trips and acknowledge that they are all opportunities to explore the local area and beyond – regardless of the specific curriculum area they are 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. Children will also use trips relating to different subject areas as an opportunity to spot famous landmarks and features of the environment. These enrichment experiences aim to encourage children to develop curiosity and a love of exploring the world and give them the opportunity to take part in fieldwork.

## **Successful examples of enrichment from 23/24:**

### **Trips with a Geography Focus**

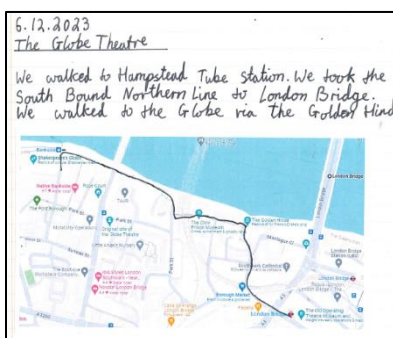
Many trips children go on have a specific geography focus. Sometimes these trips aim to enrich the learning that has taken place in the classroom, for example, last year, Year 4's trip to the Natural History Museum allowed them to learn more about natural disasters and Year 5's Thames Explorer trip allowed them to conduct fieldwork in the Thames building on their learning about rivers. Reception's trips to Hampstead Heath also allow for children to explore the local area and nature in different ways. Each year, Year 6's school journey provides 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/2023/12/Y4-trip-to-the-Natural-History-Museum-December-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2024/01/Reception-Heath-Trips.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2024/02/Y5-Thames-Explorer-trip-February-2024.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Y6-school-journey-assembly-November-2022.pdf>



### **Other Trips**

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, last year, a trip to The Globe Theatre



provided 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. Our KS2 Buckingham Palace trips last year also provided children with similar opportunities.

- <https://christchurchschool.co.uk/wp-content/uploads/2023/09/Y6-art-trip-to-Buckingham-Palace-September-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/09/Y3-and-Y4-trip-to-Buckingham-Palace-September-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/09/Y5-art-trip-to-Buckingham-Palace.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Y5-trip-to-the-Globe-Theatre-December-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2024/02/St-Pauls-Cathedral-LDBS-service-February-2024.pdf>



### CAP – Global Goals

In the autumn term, our Christ Church Arts Project focused on the UN Sustainable Development Goals. These are 17 Global Goals agreed by world leaders back in 2015 with the aim of working together towards a greener, fairer and better world by 2030. Children learnt that we can all take actions towards the Global Goals and that each action, whether small or big, can make a difference. The focus of

many of the Global Goals linked to our geography curriculum, particularly those about sustainability and migration.

- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Global-Goals-Art-Exhibition-Leaflet.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Art-Exhibition-November-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Global-Goals-art-work-Year-2.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Global-Goals-art-work-Reception.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2024/01/Global-Goals-art-work-Year-5.pdf>



### Year 4 Cultural Exchange

To enrich their learning about Italy and further compare Italy to the UK, Year 4 took part in a cultural exchange with children from a school in Pegli, near Genoa in Italy. They wrote booklets all about London and our local area and sent them to the children in the Year 5 class there. After this, they sent us brochures about different provinces in Italy. The Italian pupils then visited our school.

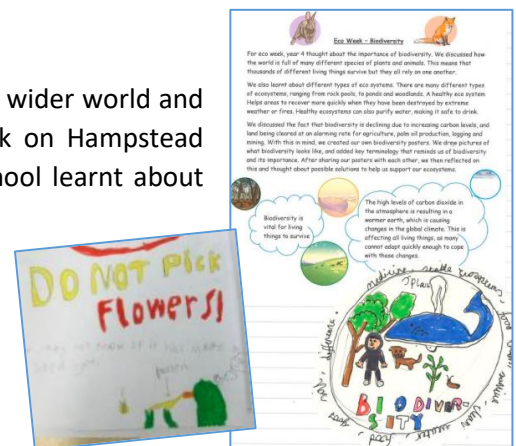
- <https://christchurchschool.co.uk/wp-content/uploads/2024/07/Y4-and-Italian-school-collaboration.pdf>

Year 5 took part in a cultural exchange with a school in the Lebanon, with pupils in both countries writing and sharing poetry based on their local areas, thereby learning about the differences and similarities in their lives and locations.

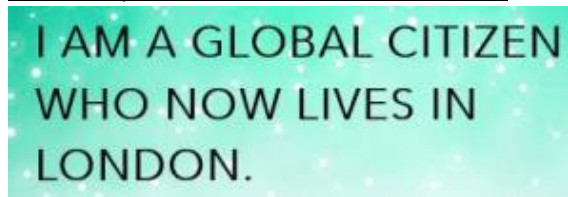
### PSHE Week / Eco-Day

Classes participated in lots of different activities focused around living in the wider world and becoming an active citizen which included helping with conservation work on Hampstead Heath. Last year's Eco-Day focused on bio-diversity Children across the school learnt about what bio-diversity is and that it is important we do all we can to encourage the biodiversity of our wonderful world. All children were given wildflower seeds to scatter on their way to or from school.

- <https://christchurchschool.co.uk/wp-content/uploads/2024/06/Biodiversity-day-May-2024.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2024/07/Y4-PSHE-week-wider-world.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2024/06/Y1-PSHE-week-wider-world.pdf>



### 'What's Special About Me?' Presentations



Through the children's amazing individual presentations, other children were introduced to other countries, travel, migration transport (and many more interesting topics!)

- <https://christchurchschool.co.uk/wp-content/uploads/2023/11/Whats-special-about-me-November-2023.pdf>

### Charity Work

Through our charity work (and the charities our school supports), children are exposed to how places can be different to where we live and some elements of human geography. For example, during our harvest collection (whole school), children learnt where foods come from around the world.

- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Christmas-Box-donations-December-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/12/Y6-Carol-Singing-December-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2024/01/Carol-Singing.pdf>



## International Food Fair

The Friends Association organised a fantastic International Food Fair, celebrating the diversity of our school community and sharing wonderful cuisines from around the world.

<https://christchurchschool.co.uk/wp-content/uploads/2024/04/International-Food-Fair-March-2024.pdf>

## Last year's key developments and successes in 2023/24

1. Continued curriculum refinement, with a particular focus on certain identified year groups where the curriculum could be improved upon. *Tweaks to the curriculum in certain year groups will further enhance the effectiveness of our curriculum and impact on the children's geography learning.* **Achieved (2023/2024)**

– Geography curriculum in different year groups was tweaked; the subject leader worked with ECT in Year 3 to review sequence of lessons in Year 3 and to look at use of maps within lessons. Similarly, the subject leader worked with ECT in Year 5 to review South America unit and think about how to condense certain lessons. In Year 6, the teaching of migration and grid references was reviewed and edited to further enhance the impact on children's geography learning.



2. To map out where and when children will be explicitly taught and expected to practise key, specific elements of data handling in fieldwork. *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.* **Partially achieved (2023/2024)** – Fieldwork reviewed by subject leader and mapped out for each year group. In addition, a fieldwork techniques document was produced and shared with staff in 2024/25. Subject leaders will continue to work together with teachers this year to ensure children are explicitly taught how to do different elements of data handling.

3. To distil selected documents from the geography pack into one-page handy memos for teachers, in a similar way to the history pack. *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.* **Partially achieved (2023/2024)** – Documents such as the fieldwork document (see above) were created and these have been shared with teaching staff. 2024-25 subject leaders to work together to finish these documents and ensure they are all shared with teaching staff this year so that teachers have the same handy reference documents in history and geography.

4. To further explore potential opportunities to encounter the same places with different lenses. *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.* **Achieved (2023/2024)** – Review of our comparison units in Year 2 and Year 4 (Australia and Italy) took place to ensure every opportunity was taken to encounter the same place with different lenses. Year 6 also took part in a cultural exchange with a school in France. Although this had a predominantly MFL focus, children learnt about a different geographical environment and culture.

## Key actions moving forward (development priorities for 2024/25)

<u>Target and intended outcome</u>	<u>Planned actions (including dates where applicable)</u>
Current subject leader to work with new joint subject leader to further develop their understanding of the geography curriculum. <i>Ensure new subject leader has a strong start to leading geography and a good understanding of the curriculum, ensuring a smooth transition of the subject from one leader to another.</i>	Current subject leader and new subject leader to work together on key priorities for this year. New subject leader to attend LA CPD sessions to develop geography leadership. Current subject leader and new subject leader to undertake a book look together to discuss how geography monitoring takes place.
To work with teachers to ensure geography fieldwork is successful and support the implementation of the fieldwork enquiry cycle. <i>Teachers' understanding of how to plan for geography fieldwork to take place in a cyclical way is developed further. Children take part in all areas of a fieldwork enquiry.</i>	Current subject leader and new subject leader support fieldwork in specific year groups. Teachers to use the geography fieldwork document to support fieldwork taking place in each class. Review of how to present fieldwork activities in children's books.

<p>To review the use of maps in the curriculum and ensure teachers are confident using websites like D Maps and Digimaps. <i>Teacher confidence in a range of sources for maps is increased.</i></p>	<p>Current subject leader and new subject leader to use book look (see above) as an opportunity to review the maps being used for map reading and map making. New subject leader to lead staff meeting to deliver CPD on how to use D Maps and Digimaps effectively.</p>
<p>To finish the work on distilling selected documents from the geography pack into one-page handy memos for teachers. <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></p>	<p>Current subject leader and new subject leader to work together to continue to 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.</p>

### **Pupil Voice 2023-24**

All children could talk confidently about a place in the world or the UK they had learnt about:

#### **What can you tell me about somewhere else in the world or this country you have learnt about?**

Year 1- There are 4 countries in the UK: England, Scotland, Wales and Northern Ireland.

Year 2- Tromsø has the northern lights. The days are short and the nights are long. In the summer there are slightly longer days.

Year 3- Australia is split into four parts. It can fit 32 UKs into it! Some of the territories are Western, Queensland, Victoria and Tasmania.

Year 4- England Split up into different regions- Kent, Greater London, West Sussex, East Sussex, Oxford, Surrey, Hampshire.

Year 5- Italy. It looks like a boot on a map. The Romans invaded Italy and changed it all, using slaves. Rome has a theatre and the slaves had to battle in the theatre. It is smaller than the UK. On a map it is next to Asia.

Year 6- South America, the continent. Some of the countries in South America are Brazil, Peru, Guatemala, Chile. Climate is very different to the UK, it is humid and sunnier than the UK.



#### **When probed about something more specific in their learning:**

Year 1 – We learnt about the seasons and what the weather is like in each season. We also learnt about weather forecasts.

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

Year 3 – We did some fieldwork to find out about the traffic near our school. We did this when we were learning about our local area.

Year 4 – We learnt all about tectonic plates and how these link to earthquakes and volcanoes; Fieldwork is going outside and looking at the landscape and studying the earth.

Year 5 – We have learnt about different types of mountains like fold mountains, fault-block mountains and volcanic mountains. We also learnt about the major rivers of the world like the Amazon and how the water cycle links mountains and rivers. We learnt that it is called the hydrological cycle in geography.

Year 6 – We learnt about longitude and latitude and how we can find anywhere in the world using this. We also learnt about different time zones and migration. We learnt what it means to be a migrant, a refugee and an asylum seeker.

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

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

- Opportunities 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 provide 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. There is also 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 about this report**

- Targets for the coming year – all linked to refining our curriculum and ensuring it is always 'fit for purpose'
- Adaptive teaching and how this looks in geography.
- Fieldwork progression documents and examples of this in practice