

# ONE VOICE GEOGRAPHY AT TORKINGTON PRIMARY SCHOOL



nurturing potential, inspiring excellence

# Curriculum Intent

## How does the geography curriculum take account of your locality and context of your pupils?

In this section you are expected to show that you have excellent awareness of the pupils that attend your school. This includes having a full understanding of issues linked to their cultural capital, e.g. are your learners familiar with world wide travel?. Identify how this, and other experiences they have, knowledge has helped you make amendments to the geography curriculum.

At Torkington, we have an engaging and topical geography curriculum. Our geography curriculum is linked to both past and current geographical changes to the area we live in and the wider world. Throughout our rich and varied curriculum lessons, the children are encouraged to use key vocabulary, learn new skills and develop a deeper understanding of the world we live in. Our geography lessons are differentiated to support all our learners and nurture any experiences they have.

## How does the geography curriculum ensure that pupils are building on prior learning and sequentially improving their knowledge as they get older?

Ensure that you have clear progression plan which starts at the foundation stage and moves on to Year 6. Within the overall plan you should have created strands, such as 'place knowledge' and 'mapping' and demonstrated how the new learning supports pupils' prior learning and understanding. There is also a need to take account of personal experiences and knowledge.

There is a whole school progression document that highlights our key skills, knowledge and cross curricular links through the geography curriculum. The 4 main geography strands are clearly signposted to in this document along with knowledge and skills covered.

# Curriculum Intent: 2

How does the geography curriculum take account of the needs of all pupils, including your most disadvantaged and SEND pupils?

Look for evidence of differentiation by support and challenge. On the whole, the content should be the same for all pupils.  
Is there any evidence of making use of learning links to self or previous geographical learning to help maximise opportunity for retention?

Geography is often taught as a whole class lesson at Torkington, so we use differentiation by outcome. The children are taught a new skill or provided with a specific task, how the children go on to present their findings is their choice. Differentiation through resources is used as a secondary option when scaffolded support is needed. At the point of need, teacher and TA intervention is made to children who have been identified as struggling or in need of an extra challenge.

How do you ensure that the geography curriculum assure that pupils in Years 2 and 6 have full coverage which is not lessened by the amount of additional time given to English and maths?

This should be a quick check to ensure that, particularly in Year 6, all geography units are being covered and that the focus on reading, writing and maths SATs has not meant that geographical learning has been reduced or rushed.

This is an area for development at Torkington.

# Curriculum Implementation

**How do ensure that the staff's geography subject knowledge is strong and secure enough to deliver motivating and exciting lessons?**

During observations or learning walks, do staff come across as confident when delivering geography? Do they take the opportunity of explaining any misconceptions or mis-understandings? Are they maximising opportunities to move into greater depth, if it is required? Are staff prepared to move away from the prepared plan if the lesson demands?

The scheme allows opportunities to explore misconceptions. However, observations and learning walks need to be conducted in order to gain a greater understanding of staffs subject knowledge and delivery.

**How does the geography curriculum provide opportunities for pupils to make learning links to prior learning and their own personal experiences?**

Is there enough time given for pupils to retrieve learning from previous geography lessons and is this something that is consistently built into the learning?  
Is there any opportunity for pupils to make learning links to self experiences, such as experiences of visiting places with natural geographical features, such as lakes, reservoirs, etc.?

Children are reminded of their previous learning at the start of a new geography lesson. They are able to access the geography learning walls which are regularly updated to display current key information.

# Curriculum Implementation: 2

**How is the geography curriculum guaranteeing that pupils will remember and retain for the long term key knowledge and skills?**

Are all staff using the key knowledge and skills outline for geography that has been agreed?

Is there enough time given to retrieving previous knowledge from the subject and also personal knowledge (learning links)?

Is there any time afforded to reflecting on the new learning at the end of units?

Torkington have a whole school overview document for geography, which is accessible and accessible to all staff members. The key geography skills are highlighted on the child assessment so children can clearly see what they are aiming towards.

From the Collins scheme that is followed, there is an overview of the knowledge and skills that children will learn in each unit of work. Throughout their time at Torkington, the children learn and develop their key geography skills.

**How do formative and summative assessments in geography help to recognise progress pupils are making and to identify gaps in their learning?**

Are the assessment procedures fit for purpose?

Do they help to identify gaps in provision or in understanding?

Are you able to justify the assessments procedures and protocols in place?

How often are they reviewed?

Does your assessment take account of the EEF's research stating that assessing too close to the point of teaching can be misleading?

Teachers assess the children at the end of each lesson using a coded assessment system, E, M or X. Children are given the opportunity to assess themselves against their learning outcomes at the end of each lesson. Teachers then use this information to inform the planning for the subsequent lesson which allows them to offer support or challenge children where necessary.

# Curriculum Implementation: 3

## How well are resources, including maps, used in geography to help pupils gain first hand information about the world and its people?

How well are geographical resources, including maps, used by staff across the school?  
Is there a noticeable difference between KS1 and KS2?  
How are teachers deploying teaching assistants in geography lessons?  
Does the school make the most of resources such as digimaps and Google Earth?

Children are able to access geographical resources relevant to the lesson at the point of need to support their learning.

As I am new to the subject lead, I am keen to do a subject audit to ensure we have the resources needed for each year group. This will inform me of the differences between KS1 and KS2 geography.

## How is the geography curriculum developing pupils' research and reading skills?

How much opportunity is provided for pupils to carry out their own research in geography?  
How are pupils encouraged to gain a curiosity and fascination about the world and its people?  
How are pupils being encouraged to read more in geography?

Children are provided with opportunities to research different topics in geography using our school iPads and Chrome Books. The geography scheme provides scope for children to use problem solving skills when learning about the world. Children have access and are signposted to key texts linked to our geography units of work.

# Curriculum Implementation: 4

## How well are staff ensuring that pupils have time to reflect on their learning in geography?

Is there enough time provided for pupils to synthesise their learning before moving on to the next unit of learning?  
How is this being managed across the school?  
Do older pupils, in particular, put presentations together to support aspects of their geography learning?

Each unit of work is taught across a half term, which allows the children to fully engage with the topic before moving on to something different. Topics are often linked to English texts or Guided Read sessions.

As I am new to the subject leadership role, I would like to observe geography throughout school to ensure children are given time to synthesise and reflect on their learning.

## How well do staff 'model' and 'scaffold' learning in geography?

Is there enough time provided for pupils to carry out field studies and how is this encouraged and organised?  
When researching, is there too much guidance provided so that pupils are not having to do the thinking and reasoning?

Teachers ensure to clearly model the lesson objectives before children complete an activity independently. Children are always encouraged to think and reason for themselves, however teacher support is given if children are struggling. Teachers will challenge and extend the learning of children who have met the lesson objectives prior to the end of the lesson.

# Curriculum Impact

## How do you know that pupils are making positive progress in geography?

How is progress measured within lessons in geography?  
How is progress measured over time in geography?  
How do you know how many pupils are attaining at the level expected for their age at the end of each year?  
Does this also include measurement of pupils showing specific giftedness?

We measure progress throughout the unit of work in a variety of ways. Children are questioned verbally in lessons and are provided with written feedback that they can respond to at the beginning of the next lesson. Both children and teachers assess against the learning outcomes at the end of each lesson. This provides a clear learning journey for each unit of work. At the end of each unit, teachers update a spreadsheet using the code E, M, X to track the progress of each pupil throughout the year.

Which aspect/s of the geography curriculum seems strongest, and why?  
Is there an aspect of geography that needs further development?

Looking at different aspects of geography, such as mapping, place knowledge or human and physical geography, is there evidence of strengths and weaknesses in any?  
Does this vary across key stages and across different year groups?

New to subject lead.



# Curriculum Impact: 2

How do you ensure that pupils' mathematical, reading and writing skills are being enhanced within the geography curriculum?

What is the quality of writing like in geography?

How are staff ensuring that the quality of writing is remaining as high as pupils' writing in English lessons?

Are pupils reading widely in geography?

Is there maximum opportunity taken to use mathematical skills (age related) in geography?

Mathematical skills are used when map reading and completing bar graphs and tables in geography lessons.

Children are able to access a variety of books linked to their geography topics, including non-fiction texts. The children are able to develop their comprehension skills by drawing on what they have read, along with specific guided read texts.

Children record their ideas in their geography books and are able to complete extended writing pieces in their lessons, these could be investigation write ups or writing activities based on subject knowledge.

How well prepared are pupils to take on the geography curriculum in Key Stage 3?

Are opportunities taken by upper KS2 staff, in particular, to get to know the requirements of the KS3 curriculum? What links have there been created between the school and secondary schools to ensure that pupils are well prepared for their KS3 geography lessons?

New to subject lead.

# Leadership: 1

What impact have you had on the geography curriculum being delivered at your school/ academy?

How have you set out to ensure geography is taught to a very high standard?  
How do you define high expectations?  
How are you providing leadership by example in geography?  
How do you monitor and evaluate the quality of education provided in geography?

New to subject lead.

What CPD (including research) have you received for your leadership role this year?

How do you keep abreast of the latest research into the teaching of geography at KS1 and KS2?  
Do you (or the school) belong to the Geographical Association?  
How confident are you about leading geography across the whole school?

New to subject lead.

# Leadership: 2

How have you communicated changes/ alterations to the geography curriculum to the staff and leadership team?

How often is the geography curriculum reviewed?  
How do you go about communicating any amendment or alteration to the geography curriculum to the rest of the staff, to governors and to parents?

New to subject lead.

What are your priorities for next year?  
How have you identified these?

How do you go about identifying what has gone well and what has not?  
How do you set about creating a priority list?  
How do you collect evidence to support your findings?

New to subject lead.