



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – GEOGRAPHY

GEOGRAPHY LEADER: Rebecca Kanski

Subject Overview:

At Primrose Hill, our Geography curriculum is designed to help children understand the world, its environments, places near and far and the processes that create or affect them. It encourages a holistic approach of how the world works and develops the skills of place and locational knowledge, human and physical geography, mapping, fieldwork, enquiry, investigation, communication and technology.

We have a forward thinking and active Eco Committee who have been proud to be awarded Green Flag status for six years running. There is a whole school approach to being a 'green' school where children understand the affect their actions have on environments locally and globally. Eco Busters in every class also relish the responsibility of helping to ensure the targets on the Eco Code are achieved.

Fundamental Great British Values:

We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Together we will make a difference". This is evidenced through our inclusive teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

At Primrose Hill, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We teach our children to show mutual respect for the environment and teach global citizenship through a range of curriculum areas so that children understand how their actions can have an impact on the lives of others

Planning:

Our Geography planning provides a rich, broad and balanced learning for all our children. Through active, real life learning opportunities, children not only learn about the world they live, but also how works and fits together. Through careful and considerate curriculum planning tangible and effective cross- curricular links are made through other subjects and allow for progression of skills across the key stages. Embedded within our geography curriculum are the key concepts of outdoor learning, children's personal geographies, spatial awareness and environmental awareness. Children are encouraged to develop their enquiry skills, asking questions, collecting evidence and drawing conclusions, they are free to challenge opinions and ideas through debating about real life issues.

Geography is taught through a thematic approach. Our curriculum is carefully planned to engage and excite all of our learners – ensuring all children are taught progressive geographical skills and concepts. Geography lessons are differentiated through additional support and challenge and our phase maps detail the units of Geography covered by each year group every term.

Assessment:

Assessment of geography is ongoing and is used to inform next steps in learning. This information comes from a variety of sources including questioning, discussion, observing as well as children's recorded work. A clear marking

policy is used across school to ensure children are aware of targets achieved and how to develop their geography learning further.

Throughout all Geography topics the pupils are assessed against the key skills taught and their knowledge and understanding of the subject. This is reported termly on grade cards to parents and in their end of year report, stating whether they are working at age related expectations, working at greater depth or working towards the expected standard. Brick wall trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed, any trends or areas of development are identified and this is used to inform the subject development plan.





Collecting evidence:

Evidence of progress and attainment in Geography is continuously collected throughout the year in a variety of ways including discussions with pupils, planning checks, teacher discussions, photographs and work scrutiny.

Through annual Governor Weeks, members of the Governing body spend time in school, experiencing geography lessons and talking to the children and observing Geography teaching.

Enrichment opportunities:

Enrichment is the key to developing exciting relevant and meaningful learning opportunities in Geography. Opportunities provided at Primrose Hill include:

Year Group	Enrichment opportunity
Year 1 Study of the local area, identifying manmade and physical features	
Solomon from Taiwan visited Year 2, children asked questions about life in Taiwan and learnt about places they would like to visit like Jade Mountain.	
Year 3 drawing maps of the local area and comparing them to maps of Southport, including using digital software Digimaps.	
Year 4 river study at Cuerden Valley Country Park.	

Year 5 Orienteering Astley Park



Year 6 Investigating and comparing localities- London



Targets:

<ul style="list-style-type: none"> ➤ Continue to monitor real life Geography-outdoor learning opportunities 	<ul style="list-style-type: none"> ➤ Pupil attitude questionnaire children's feelings towards geography ➤ Photographs to support LOTC is taking place ➤ Highlight LOTC on phase maps
<ul style="list-style-type: none"> ➤ Discussion with teachers about any areas of Geography that children are finding difficult to achieve AGD and plan appropriate learning opportunities/resources especially in Yr 2,4 and 6. 	<ul style="list-style-type: none"> ➤ Identify any particular areas that need resourcing, learning opportunities providing. ➤ Collect samples of work showing AGD in Geography
<ul style="list-style-type: none"> ➤ Continue to monitor writing in Geography-Writing for a purpose 	<ul style="list-style-type: none"> ➤ Highlight on phase maps where extended writing opportunities have been planned in Geography
<ul style="list-style-type: none"> ➤ Achieve Bronze Learning outside the classroom award (LOtC Award) 	<ul style="list-style-type: none"> ➤ Fulfil all the criteria to achieve LOTC Bronze award including evidence for: <ul style="list-style-type: none"> • Organising planning • Making good use of resources • Monitoring and evaluating the impact of LOTC • Managing risk

Impact of staff training:

<p>STAFF CPD</p>	<ul style="list-style-type: none"> • Staff meeting time given to share good practice and ideas to maximise the use of outdoor learning opportunities • Staff to include learning outside the classroom LOTC ideas/ opportunities on all subject planning, including code LOTC • 2x Cluster meetings with other Geography Coordinators.
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Future Targets:

Continue to develop the role of Eco busters and the Eco Committee within school.

- Enrichment opportunity- organise Charity shoe donation to support UNICEF charity.
- Achieve Bronze outdoor learning award and develop more community outdoor learning opportunities.
- Collect evidence of Global learning throughout the school.
- Work alongside staff to increase the number of children achieving Greater Depth in Geography- possible training opportunities.