

## KWS Geography Report

Summer 2 – July 2022

### **Summary of Main Findings**

#### Key Areas to Celebrate:

- Coverage is significantly improved from last year.
- Staff voice indicates that Toolkit is making an impact upon quality of teaching and knowledge retention.
- Positive learning walks, work scrutiny and pupil voice support subject SEF judgement of Good.
- Learning linked to Geography off-site is exciting and comprehensive – see cultural capital grid.
- Pupils speak positively about geography and their learning experiences. Most enjoy geography and speak passionately about it.
- New exemplification documents are beginning to be produced to support teacher judgements and agree the expected standard.
- Children respond to and revisit the End of Unit quizzes to check knowledge retention.
- Pupil data is more accurate than the previous data collections and broadly in line with core subject outcomes.

#### Part 1: Discussion with Senior Leaders / Subject Leaders

- Leaders confidently articulate their approach to the sequential teaching of Geography across the school. There is a skills and knowledge progression document in place to support teachers in understanding the required knowledge and skills to be taught in each year group.
- The teacher toolkit is designed to follow a whole school intent model of PROVIDE, ENHANCE, ENRICH, BE.
- Planning ensures the incremental building up of the knowledge and skills. This is mapped out in medium term plans which identify the Knowledge Mats being taught in each half term, as well as which skills will be taught to acquire the knowledge. and when they are being taught. It also provides opportunities to see where learning is linked to other subject areas. E.g., Living things and their habitats and hot and cold places. It also provides links to enrichment opportunities such as Year 4 residential to York.
- Prior learning is identified in the toolkit. Teachers are able to see the skills and knowledge that was taught in previous year groups to inform their own planning.
- Evidence for progress and attainment is found in end of year teacher assessments, as well as through a range of monitoring activities such as work scrutiny, pupil interviews and learning walks.
- Assessments are completed at the end of each unit and responded to on the Knowledge Mat.
- The subject leader cites evidence of disadvantaged pupils achieving broadly in line with their non-disadvantaged peers. Data collection occurs at the end of the year and is informed by the assessments identified above.

- From a range of evidence, leaders believe that achievement in Geography is broadly comparable to achievement in Maths and English.
- Leaders provide a clear example of identifying a weakness – i.e. the lack of hands-on fieldwork and varying amounts of map-work/data handling in some year groups.
- To quality assure delivery of Geography and to support colleagues, the subject leader conducts learning walks, conducts observations, checks planning, talks to pupils, carries out work scrutiny and provides training inputs.
- Improvement plans for Geography are clear and concise. This includes improvements in hands-on investigative work as identified above.
- The Curriculum Lead leads the subject networking group across ASPIRE MAT and supports the Geography facilitator in managing and auditing the curriculum.

### Part 2: Book Scrutiny: Coverage and Achievement

- There is sufficient work in books to indicate that teachers have been delivering according to their curriculum plans. Topics indicated on the planning are evident in books.
- Regarding achievement, pupils' work provides evidence of the building up of understanding - e.g. there are differences in challenge and expectation between KS1, LKS2 and UKS2. There is also evidence of work recapping on previous learning.
- The scrutiny provides clear evidence that teachers have been following the vocabulary and skills progression document.
- Quality and amounts of work have improved following feedback from work scrutiny and staff discussions.

### Part 3: Discussion with Pupils

- Pupils express an enthusiasm for Geography, especially for acquiring new knowledge and for practical activities:
  - “It [Geography] is very interesting and we learn about places and countries that we haven't done before. We also learn about what people do there.”
  - “I get to learn about different interesting places.”
  - “We get a chance to research lots of new things. We use iPads and atlases to find out new things.”
  - “Geography is fun. Every lesson we find out something new.”
  - “I enjoy learning about new places and different places around the world.”
  - “I learn all kinds of facts about places I have never been to.”
  - “I learned how to use atlases and Google Earth better.”
- Pupils were clear that they are getting better at Geography.
  - “I am getting better. I can read maps better than I could before.”
  - “In Year 2 I didn't know a lot but now I know more.”
  - “We have a *VocAPPulary* lesson where we learn new words and we can keep using them.”
  - “We look at the knowledge mats and answer questions about the topic. I know more at the end.”
- Pupils could identify the topics they had been taught previously.
  - “We learned about York and we went there on a residential.”
  - “Last year we learned about Kirkby [local area] and found out how it had changed.”

"I learned about hot places and the animals there are different to cold places."

#### Part 4: Discussions with Teachers

- Teachers can confidently discuss how Geography units are planned and how they know what to teach.
- Teachers are able to explain a child's journey both within their year group and beyond using the toolkit to identify prior and future learning.
- Teachers identified that learning in Geography focusses on personal Geography and broadens into national and international perspectives. Opportunities for linking geography back to our personal perspectives are built in so pupils can see "why learning this matters."
- Teachers' responses make it clear that the school's progression and planning documents greatly support the incremental journey from Early Years to Year 6.
- Teachers talk passionately about the importance of linking learning across multiple subject areas to broaden children's understanding and commit learning to long term memory more often.

**Conclusion:** Whilst a single subject deep dive is never going to provide enough evidence for a secure Quality of Education judgement, the key question we ask on each deep dive is the same: "Does the evidence of this deep dive support or challenge the school's self-evaluation for Quality of Education?"

I feel this Geography curriculum review supports the school's self-evaluation of good.

#### **Recommendations:**

- Continue to develop opportunities for investigative work and questioning. Making this more explicit in books. Is each unit using source-work to find out about, and make guesses about the world.
- Developing pupil vocabulary – talking during the topic and when recalling taught information
- Pupils articulating metacognition in history "How are you getting better and how do you know?"
- SEN Pupils achievement – How can we assess this more effectively if written and spoken communication are not strengths?
- Subject Leader to continue to strengthen understanding of EYFS and how to track this knowledge and skills progression
- Continue to develop links across the MAT – "what does expected standard look like? How are we measuring it?"