

Geography Curriculum Review

Autumn 2 - 2023

Summary of Main Findings

Things to celebrate:

- Planning across all year groups matches the curriculum intent. Long Term Planning contains all topic areas to be taught. Half-termly skills plans contain all skills statements from the toolkit intended to be taught. (Intent)
- Learning is effectively linked across subject areas which meets the intent model (Enrich)
- All children spoken to said they enjoyed learning about Geography and that learning at Kirkby Woodhouse School was fun and enjoyable.
- Quality of teaching seen was at least good.
- Challenging vocabulary was built in to lessons and used by staff and children.
- Excellent relationships between teaching staff and children
- Behaviour seen in lessons at least good and children engage in learning tasks enthusiastically.

Part 1: Discussion with Senior Leaders / Subject Leaders

- Leaders articulate a clear curriculum intent based on their Beyond Expectations Model. Learning:
PROVIDES: A clear knowledge and skills progression.
ENHANCES: Geography learning is linked with other subject areas to commit learning to long term memory. E.g. Tudors and the Spice Trade, Volcanoes and Earthquakes with Rocks and soils topics.
ENRICHES learning through trips and residentials indicated on the cultural capital grid. Some experiences are directly linked to topic areas e.g. York – Y4 and a city study of York. Some are experiential linking to the N.Curriculum E.g. Walesby Residential in Y3.
BE – Go beyond expectations. Synthesizing this curriculum intent allows children to know more and remember more.
- Leaders articulate that the curriculum for each year group is adapted from the National Curriculum and contained in a Teacher Toolkit for Geography that outlines the skills and knowledge expected within each year group. This document supports teachers in know what learning has taken place before and which learning takes place after.
- Monitoring takes place through learning walks/lesson observations, work scrutiny and pupil interviews as well as data analysis. Leaders said that often the weakest area of data analysis was pupil interviews. Children could recall

lots of facts when asked closed questions, but found it hard to talk more broadly about their geographical experiences.

- Data analysis is informed by this triangulation as well as through End of Unit quizzes contained on Knowledge Mats designed to support pupils learning.
- Data is collected at the end of the year and moderated by the curriculum lead. Data for tracking effective progress is currently incomplete as a new curriculum has been implemented and only one data drop completed at the end of academic year 20-21. Data analysis shows that attainment in Geography is at least in line with core subjects. Data collection from Year 5 and 6 exceeds this.
- Data analysis indicates that children with SEN or PP achieve less well than their peers, most notably in year groups identified from Covid. This is reflected in core subjects also and an action plan is in place to raise attainment for these pupils in line with the SDP.
- Leaders recognise that moderation and monitoring of the expected standard is in transition. An action plan is in place to increase moderation across the MAT and to develop a document that collects examples of children's work that demonstrate the expected standard to support teachers in making assessment judgements. This action plan has clearly a defined time framed and is listed in the recommendations below.
- Currently, moderation of results and teacher assessment is doing in house via a quality assurance process led by the curriculum lead.

Part 2: Book Scrutiny: Coverage and Achievement

Samples of work were collected from Reception through to Year 6 from all classes.

- In line with long term planning, not all year groups have Geography work present in curriculum books. Year 6 have completed a full sequence of learning. Year 3 and 5 are midway through. Year 1, 2 and 4 have planned to cover their curriculum allocation later in the year.
- Work in books matches skills indicated in curriculum planning documents and in line with the curriculum toolkit.
- Not all work is sequenced exactly as intended but completed sequences identify that all intended objectives are covered.
- Marking in books is up-to-date in line with the marking policy although opportunities for responding to marking after the point of teaching are not evident.
- From limited work seen, it is clear that expectations in terms of content and coverage is increased throughout school. A recommendation has been made to complete a new work scrutiny in the spring term once there is a full unit completed for each year group to compare progression and attainment more effectively.

Part 3: Discussion with Pupils

- Pupils express an enthusiasm for Geography, especially for acquiring new knowledge and for practical activities:
 - All pupils spoken to said that they enjoyed Geography.
 - "We learn about different habitats, where volcanoes are, landmarks and historical places."
 - "We are learning about Francis Drake and our Tudors topic. He circumnavigated the globe It's really interesting."
 - "We are learning about volcanoes. We learned about pyroclastic flows ("It's basically all the stuff that comes out a volcano when it explodes.")"
 - "We learned about South America and looked at different cultures and made empanadas."
- Pupils stated that they are getting better at Geography:
 - "I know more about different countries and know the names of more countries."
 - "We do a test at the start on the knowledge mat, and then a test at the end to see how much we know."
 - We do questions to remind us in the register.
 - "We use the knowledge mat to help us get better."
 - "I can do more than I could last year."
- Pupils could identify the topics they had been taught previously.
 - "Last year we did South Africa (Year 4) and learned about how people had different house to us and lived differently."
 - "We learned about rainforests in year 5 and the different layers like the emergent layer."

Key Findings:

- Pupil discussion was the weakest area for evidence gathering in terms of specific information.
- Children answered questions from knowledge mat quizzes, but struggled to articulate specific Geography lessons. Many answers were combined with other subject/topic areas e.g. history/science. An action has been recommended for pupil discussions below.
- Pupils were clear about what a good Geography lesson looked like including the opportunity to learn through different activities such as using atlases and through other subject areas e.g. art. They also talked about the opportunities for outdoor learning and learning off-site, which they said happened often.

Part 4: Discussions with Teachers

- Teachers clearly articulated why they had taught the lessons seen as part of the dive and where they fell in the sequence of learning.
- Teachers talked confidently about how they knew what was expected to be taught in their year group. They referred to the toolkit and the discrete knowledge and skills expected to be taught. They also talked about the importance of the vocabulary included on the toolkit that they needed to model and teach to the class.
- Teachers were clear in articulating how their lessons fed into the school intent model including the PROVIDING of key knowledge and skills. They also articulated how they had ENCHANCED learning together across multiple subject areas to commit learning to long term memory. In the case of teachers interviewed the following learning was linked together:
 - Tudors, Tudor Exploration and Francis Drake's circumnavigation, Trade Routes and Making Tudor Spice Cakes.
 - The Stone Age, Rocks and Soils, Volcanoes and Earthquakes
- Teachers talked about how they sequenced learning within the unit and explained why they had ordered the sequence of learning according to the school's planning format. They also recognised the importance of flexibility within the planning structure of the school to move lessons around to fit the time constraints of a busy school or the constraints of working within a job share, where some lessons may need to be taught in a different order / a different time.
- Teachers spoke clearly about the subject toolkit and how it supported them knowing and understanding what content had been taught previously, and they used this to revisit learning if necessary to support future learning. Comparing Tudor and Viking exploration, for example.
- Teachers also discussed using knowledge mats to check what pupil's knew at the start of the unit and compared this to what they knew by the end of the unit to measure progress. They also discussed using the end of unit quizzes to help them make judgements about what knowledge had been retained.
- Teachers knew the assessment process for the school. They said that data drops for Geography happen at the end of the year when a full set of knowledge and skills has been taught. They use their teacher judgement alongside the end of unit quizzes, children's work in book and discussions with pupil to support the recorded judgement.

Part 5: Lesson Observations (if conducted)

3 lessons were seen, across Y3 and 5 as part of this dive. The topics seen were: Volcanoes and Earthquakes (Y3) and Tudor Exploration and Trade Routes (Y5).

- Behaviour in classrooms was at least good. Children worked towards the tasks set diligently
- Group work seen was effective and purposeful.
- Teachers have strong and warm relationships with pupils.
- Engagement of pupils was at least good.
- Expectations for work were clear and expectations for presentation was high.
- Use of metacognitive strategies with all lessons referring to the knowledge mat as a method to support learning.
- Good geographical vocabulary modelled by teachers and pupils during the lesson. "pyroclastic flow", "magma and lava".
- Learning referenced prior learning and teachers checked what had been retained from previous lessons.
- Some lessons linked to future learning e.g. "when we used the spices we have traded to make spice cakes."
- In all lessons seen, only one task was set for all pupils. Adults were used to support learning for some pupils.

Part 6 – Additional monitoring

- The geography page on the curriculum website contains information as agreed by the curriculum lead.
- Data analysis has identified potential line of enquiry to support development of the school.
- Currently, no resource audit is in place – this is a recommended action below.

Conclusion:

This is a positive dive. Planning, discussion with leaders and staff, and work scrutiny shows that teachers are working hard to fully embed this curriculum within its second full year of implementation. Pupil voice shows that key knowledge and skills are being taught, but pupils can find it hard to articulate what they know through discussion. They are, however, able to answer questions that are contained on knowledge progression documents to indicate that knowledge is being taught and retained past the point of teaching. Teaching seen was strong. Teachers were clear about what they needed to teach and how they wanted to deliver the sequence of learning. They were also reflective of past practice and recognised that "Children know more than ever before." Staff were happy with how the curriculum was progressing and were positive about the teaching of Geography. Data analysis indicates there are some line of enquiring for children with barriers to learning, particularly in lower key stage 2. Leaders have already begun to address this

through interventions to support reading and writing which they see as key indicators for improving pupil outcomes in all subject areas, not just Geography.

Recommendations:

These recommendations have been made through discussions with leaders, teachers, pupils and other forms of monitoring.

Recommendation	Solution	Time-frame
Ensure that staff's knowledge of an expected standard in Geography is more consistent.	Work moderation across ASPIRE MAT	Spring 2 before annual data drop.
Ensure that staff's knowledge of an expected standard in Geography is more consistent.	Creation of an Expected Standard Document as per science and history	Summer 1 before annual data drop.
Ensuring progression of knowledge and skills.	Work scrutiny to ensure progression of knowledge and skills when more evidence is available	Spring 1 – once every class has delivered a full Geography unit
Ensure that pupils know more explicitly about subject areas being taught.	Adapt lessons to ensure that titles of work in book include the discrete subject area	Curriculum review document following SLT discussions. – Spring Term.
Improve pupil voice	Include children in future monitoring to strengthen pupil voice. E.g. A curriculum council	Spring 2
Resourcing	Complete resourcing audit	Spring 1