



Subject area		Geography	Subject Leader	Alison McCarthy
Date		6.10.21		
Sections		Summary evaluation		
1	Introduction <i>Why do we teach what we teach?</i>	<p>Geography is a subject that develops pupils' curiosity and interest to explore the world around them and to learn about people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Learning in Geography equips children with transferrable enquiry skills. Geography also teaches children the importance of their place in the world, how and why they need to care for it.</p>		
2	Curriculum Intent <i>(Include reference to SEND and disadvantaged pupils)</i>	<p>Through Geography we aim to ignite a love of learning and key skills and knowledge which will support them in their other learning. During both discreet Geography lessons, cross curricular lessons and ongoing links, pupils engage with a range of skill, knowledge and experiences to ensure progress is made. We ensure progression through our planning so that our children grow as Geographical thinkers and learners, building on their knowledge and understanding and encouraging the application of skills. The Geography curriculum is accessible to all children and enables all children to develop their skill and understanding at their pace including SEND and disadvantaged pupils.</p> <p>We believe that by adopting a language-rich environment, all children (including SEND and disadvantaged pupils) will build important cultural capital. Our mastery approach will mean children will practise speaking in full sentences using Geographical vocabulary to reason and explain. We will repeat and reinforce the use of language so that the children's learning is engrained in their long-term memory. Our learning intentions are simple and sharply focussed, ensuring that knowledge is taught and repeated until it is mastered. Learning intentions are referred to throughout the lesson so children know what they are learning and can therefore self-assess. We support our children to learn independently with a strong emphasis on modelling, providing security, confidence and clarity for what the children need to do to succeed.</p>		
	Implementation	<p>Geography is taught both discreetly and in a cross curricular manner, from Reception to Year Two. The children make good progress in developing an understanding and curiosity about their local environment and environments further away. They progress from learning about their home and school as their community to the wider community of Molesey. In the Early Years they present their Geography through Understanding the World links (Early Years Statutory Framework). Children have the opportunity to access Geography related activities throughout their self-initiated learning. In Year One and Two children then learn about where Molesey is as part of the UK, they learn about London and countries and capital cities of the UK. They use their growing understanding of the UK to compare with Africa. They know the seven continents and oceans and human and physical features.</p> <p>The children engage in practical and talk based learning presented in a cross curricular manner for Geography. This learning is supported by trips and visitors. Pupils go on trips into the local area to apply the skills taught in lessons e.g. walks through the local high street. The reception year group invite visitors such as parents to extend their learning and make links to PSHE with regards to respect people of differing backgrounds. Children in Reception take part in Cultural week in which visitors are invited into school and they engaged with a range of resources relating to that locality e.g. food and clothing. In Year</p>		

		<p>One trips are made into the local area with opportunities for quality field work. Each classroom has a globe and a map that is on constant display for teachers to refer throughout the school day. The children enjoy exploring these in class conversations, their book corners as well as in Geography lessons.</p> <p>Each year group follow The Orchard Geography Scheme of Work, this ensures each year group continuously develop the skills required in Geography.</p>
	<p>Impact <i>(Include reference to SEND and disadvantaged pupils)</i></p>	<p>Children show progression of knowledge and skills and discreet vocabulary. Children can locate and label the map of the UK. Children have transferrable enquiry skills that they apply to their Geography and across all subjects. Children enjoy discreet geography lessons and are engaged. Pupils demonstrate an inquisitive manner towards geography and links are made continually throughout the school day e.g. weather discussions each morning. Children can work both independently and collaboratively. Pupils know how to ask questions and are beginning to use research skills to help locate the information they require.</p>
<p>3</p>	<p>Broader curriculum <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</i></p>	<p>At The Orchard we aim to develop responsible citizens who take care of their local environment and community. Children are involved in recycling paper and fruit waste and parents are encouraged to recycle clothes in our clothes bank. Pupils understand the importance of looking after that the environment, they enjoyed taking care of the school grounds with their family on Grounds Force day. Also, children enjoy planting around the school. The curriculum is enriched by visitors, speakers and special events such as Cultural week in Reception. We encourage children to share their languages, cultures, festivals and experiences from around the world. Annually family members are invited to support their children in caring for the grounds of the school, discussing in class the impact of looking after our environment and why we do this.</p>

4	Successes in the subject in the previous year <i>Focus should include the contribution of the subject to meeting whole school priorities.</i>	<ul style="list-style-type: none"> ➤ Implementing schemes of work into planning ensuring good coverage and development of skills ➤ Using the Learning Challenge Curriculum to inform planning ➤ New non-fiction texts for book corners ➤ Photo packs prepared 	
5	Achievement <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i>	Strengths	Areas for Development
		<ul style="list-style-type: none"> ➤ Children's engagement with key vocabulary 	<ul style="list-style-type: none"> ➤ Develop the use of "talking points" and philosophy to extend vocabulary and discussion
		<ul style="list-style-type: none"> ➤ Children engagement with enquiry 	<ul style="list-style-type: none"> ➤ To continue to improve the quality of non-fiction texts to aid research
		<ul style="list-style-type: none"> ➤ Children's knowledge about places and people 	<ul style="list-style-type: none"> ➤ Develop the use of IT to improve research opportunities
6	Teaching <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i>	Strengths	Areas for Development
		<ul style="list-style-type: none"> ➤ Teacher engagement with scheme of work ensuring progression of skills through year group 	<ul style="list-style-type: none"> ➤ Ensure sufficient discrete evidence in books
		<ul style="list-style-type: none"> ➤ Evidence of Geography throughout the school 	<ul style="list-style-type: none"> ➤ To develop the use of mapping skills in Year 1 and 2
		<ul style="list-style-type: none"> ➤ Children's learning through cross curricular opportunities 	<ul style="list-style-type: none"> ➤ To make greater use of the local environment
7	Learning Behaviours <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i>	Strengths	Areas for Development
		<ul style="list-style-type: none"> ➤ Pupils are engaged in geography lessons 	<ul style="list-style-type: none"> ➤ Continue to develop research skills
		<ul style="list-style-type: none"> ➤ Pupils enjoy learning about geography 	<ul style="list-style-type: none"> ➤ Assessment process across year groups
		<ul style="list-style-type: none"> ➤ Parents support children's learning through special days, events and trips 	
8	Leadership/Management <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i>	Strengths	Areas for Development
		<ul style="list-style-type: none"> ➤ Teachers and SLT high expectations and engagement with subject 	<ul style="list-style-type: none"> ➤ Monitor the impact of The Learning Challenge Curriculum.
		<ul style="list-style-type: none"> ➤ Curriculum that caters for all pupils 	<ul style="list-style-type: none"> ➤ Analyse and form action plan to ensure effective involvement with SEND children
		<ul style="list-style-type: none"> ➤ Leader is enthusiastic, proactive and communicates well to others 	<ul style="list-style-type: none"> ➤ CPD for geography leader
9	Overall effectiveness	<p>Overall, pupils enjoy Geography. They demonstrate transferrable enquiry skills with a bank of key vocabulary. Children enjoy learning geography in a cross curricular manner and the links continuously made throughout their school day. Pupils, staff and parents give positive responses to the curriculum and outcomes. Children's learning is embedded through talk and practical learning.</p>	
10	What is a good learner like on leaving The Orchard?	<p>A good learner demonstrates confidence and responsibility and makes the most of their abilities. They learn transferrable enquiry skills, key vocabulary and demonstrate good geographical thinking and skills.</p>	
11	Key areas for subject development <i>Especially achievement and quality of teaching</i>	<ul style="list-style-type: none"> ➤ Incorporating the use of non-fictions texts to aid researching skills ➤ How we record the learning with a lesson and achievements ➤ Monitor the impact of The Learning Challenge Curriculum on teaching and learning 	