

Subject Self Evaluation Form

Subject: Geography

School Context

- The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster.
- The proportion of pupils eligible for a free school meal is slightly below average (although in Year 6 last year we had 30 per cent of children eligible for PPG which is above national average). In addition, many families are on low incomes.
- The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits.
- We have identified that 25% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance.
- A significant minority of our families live in the flats surrounding schools in overcrowded accommodation without access to a garden. We regularly support these families with food and clothes bank referrals as well as working with the local council to provide furniture or apply for more suitable housing.
- Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last three years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist.
- The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity.
- We are an inclusive school. In 2018, the school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.2%).
- Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.
- School is part of a number of excellent partnerships including being a founder member of SAT so we benefit from excellent links to secondary education which has supported the development of our curriculum e.g. internship programme.

Baseline

**Understanding the World
People and Communities**

60% EXS+ 3% GDS

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

Global significance

Geography develops contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Our INSPIRE curriculum provides children with opportunities to understand the processes that give rise to key physical and human geographical

features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Progression of skills

The geography skills progression allows the children to become competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

As Michael Palin states, “You can travel the seas, poles and deserts and see nothing. To really understand the world you need to get under the skin of the people and places. In other words, learn about geography. I can’t imagine a subject more relevant in schools. We’d all be lost without it.” Our curriculum and skills progression empowers the children to achieve this.

High expectations

Our curriculum is designed with the national curriculum as a starting point but as we have extremely high expectations for our children so we have added additional challenge. These can be seen in the bold objectives in our INSPIRE curriculum. Fieldwork is an integral part of our geography curriculum with trips and visits often being used as topic launches in order to provide context for the children’s learning. We use an enquiry based approach to learning in geography to allow the children opportunities to meet these expectations through their own research and understanding of carefully selected resources.

Implementation

OUR IMPLEMENTATION – How will we achieve our aims?

Geography long term plan

- Each year group will teach the areas of Geography identified in the school’s long term plan to ensure coverage of statutory knowledge and skills.
- The school’s Geography progression of skills will be used to identify the learning objectives for each year group, in line with the school’s raised expectations.
- Each of the world’s continents will be explored in greater depth by identified year groups across the school.

Cross-curricular learning and real world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of geography. Lessons will often be linked to children’s learning in English, Maths, Science, History, PSHE or RE.
- We understand that the human and physical geography of our world is constantly changing and wherever possible, real time issues and topics will be explored throughout our Geography curriculum.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as ‘knowledge harvest’ allowing teachers to assess children’s existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.

- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

Fieldwork

- We understand, through analysis of relevant research, that fieldwork is an essential element of an outstanding geography curriculum and therefore ensure it is a high priority for all learners.
- Fieldwork is carried out in every year group across the school and the skills progression ensures children gradually build their fieldwork skills over their time at Katherine Semar.

Learning about our local area

- Our INSPIRE curriculum has been designed to be relevant for our children and as a result, our local geography is central to our geography curriculum. Children in all key stages undertake an extended unit of work based on exploring our local geography.

A whole school commitment to Geography

- Geography is a highly valued aspect of our school curriculum and permeates all aspects of our school community.
- For example, children draw on, and develop their Geographical knowledge and skills in weekly assemblies where links are made to music, religions, stories and the children's own trips and experiences.
- Geography also plays a strong role in our curriculum celebration weeks, for example our Olympic Week and our Art Week, where children draw upon and further develop their Geographical skills and understanding in whole school project weeks.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

Impact									
Geography	Y1	Y2	Y3	Y4	Y5	Y6	Correct in July 2023	KS1 Average	KS2 Average
Total	59	60	60	60	61	79	Total	60	65
Foundation%							Foundation%		
Working Towards%	12	7	12	13	8	8	Working Towards%	9	10
Expected + %	88	93	88	87	92	92	Expected + %	91	90
Higher Standard%	29	20	38	28	44	37	Higher Standard%	24	37

<u>Disadvantaged</u>	-	-	-	-	-		<u>Disadvantaged</u>	-	
Total	5	8	9	6	9	5	Total	7	7
Foundation%							Foundation%		
Working Towards%	40	38	33	50	11	20	Working Towards%	39	29
Expected + %	60	63	67	50	89	80	Expected + %	61	71
Higher Standard%	40	13			22	20	Higher Standard%	26	11

<u>Not Disadvantaged</u>	-	-	-	-	-		<u>Not Disadvantaged</u>	-	
Total	54	52	51	54	52	74	Total	53	58
Foundation%							Foundation%		
Working Towards%	9	2	8	9	8	7	Working Towards%	6	8
Expected + %	91	98	92	91	92	93	Expected + %	94	92
Higher Standard%	28	21	45	31	48	38	Higher Standard%	24	41

<u>SEN</u>	-	-	-	-	-		<u>SEN</u>	-	
Total	4	4	5	7	9	6	Total	4	7
Foundation%							Foundation%		
Working Towards%	100	25	60	71	44	33	Working Towards%	63	52
Expected + %		75	40	29	56	67	Expected + %	38	48
Higher Standard%					11		Higher Standard%		3

<u>Not SEN</u>	-	-	-	-	-		<u>Not SEN</u>	-	
Total	55	56	55	53	52	73	Total	56	58
Foundation%							Foundation%		
Working Towards%	5	5	7	6	2	5	Working Towards%	5	5
Expected + %	95	95	93	94	98	95	Expected + %	95	95
Higher Standard%	31	21	42	32	50	40	Higher Standard%	26	41

<u>EAL</u>	-	-	-	-	-		<u>EAL</u>	-	
Total	8	11	7	10	10	16	Total	10	11
Foundation%							Foundation%		
Working Towards%	13	9	14	10		13	Working Towards%	11	9
Expected + %	88	91	86	90	100	88	Expected + %	89	91
Higher Standard%	50	9	29	30	50	19	Higher Standard%	30	32

<u>Not EAL</u>	-	-	-	-	-		<u>Not EAL</u>	-	
Total	51	49	53	50	51	63	Total	50	54
Foundation%							Foundation%		
Working Towards%	12	6	11	14	10	6	Working Towards%	9	10
Expected + %	88	94	89	86	90	94	Expected + %	91	90
Higher Standard%	25	22	40	28	43	41	Higher Standard%	24	38

<u>Boys</u>	-	-	-	-	-		<u>Boys</u>	-	
Total	29	32	20	29	28	41	Total	31	30
Foundation%							Foundation%		
Working Towards%	21	6	15	17	7	7	Working Towards%	13	12
Expected + %	79	94	85	83	93	93	Expected + %	87	88
Higher Standard%	28	25	40	38	36	34	Higher Standard%	26	37

Girls	-	-	-	-	-	-	Girls	-	-
Total	30	28	40	31	33	38	Total	29	36
Foundation%							Foundation%		
Working Towards%	3	7	10	10	9	8	Working Towards%	5	9
Expected + %	97	93	90	90	91	92	Expected + %	95	91
Higher Standard%	30	14	38	19	52	39	Higher Standard%	22	37

Year 2

93 per cent working at the expected level.

22 per cent working at a higher standard.

Year 6

95.5 per cent of children working at expected level.

28.4 per cent of children working at a higher standard.

Other commentary

At least 80% of pupils in every year group are working at EXP+.

Significant developments in the subject

- The movement towards a more enquiry-based approach to learning.
- Further development of mapping skills.
- Fieldwork skills have improved.
- Geography vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group.
- Early years milestones incorporated into subject progression document.

Strengths

- A wide range of educational experiences including trips, visits and events relate to and enrich the learning and Tier 3 vocabulary acquisition in Geography.
- Enquiry based approach towards planning is being developed across both key stages resulting in further opportunities to interpret evidence, form judgement and to increase the level of challenge.
- There are frequent opportunities for high quality writing evident in books.
- Superb cross curricular learning evident in books.
- Clear progression evident in books for particular aspects of geography e.g. mapping.
- Fieldwork and hands-on learning.
- A lot of our school trips are geography based.

Areas for development

- Consistency of approach with geographical language.
- Continue introducing low stakes quizzing across the school.

Monitoring and evaluation systems

OUR MONITORING – How will we monitor the effectiveness of our Geography policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our Geography policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in Geography:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of English at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

- Raise questions about the ambiguous nature of some achievements e.g. Roman legacy, Pyramids.
- Reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions.
- Reflecting on a variety of landscapes and locations.
- Reflecting on their own identity by studying their own locality.
- Gaining a sense of their own place and their own values.
- Developing awareness of interdependence and responsibility.
- Damaging and sustaining the planet.

Moral

- Evaluating the effects of human actions on their environment, including their own e.g. litter.
- Consider the moral and practical issues of pollution, conservation and sustainability of our environment.
- Engaging in discussion and action on improving their environment.
- Discussing moral issues on the theme of settlement e.g. inequality, dilemmas of development.

Social

- Studying their own locality and its relationship to the wider world.
- Evaluating what services are provided for residents.
- Discussing issues surrounding citizenship and social justice.
- Looking at environmental pressure groups.

Cultural

- Learning how people differ in their response to their environment.
- Finding out about contrasting localities, in Britain and in the wider world.
- Exploring how various landscapes provide inspiration for the arts.
- Evaluate cultural influences in their own environment.

Training

4.3.20 – Vocabulary
 14.2.20 – Subject Leadership
 28.1.20 – SMSC
 21.1.20 – Ofsted Experience
 14.1.20 – Subject Leadership
 3.12.19 – Foundation subjects – Attainment/Subject Leader Update
 17.10.19 – Vocabulary
 17.9.19 – Subject Leader Plans/Vocabulary
 23.4.19 – INSPIRE work scrutiny
 28.3.19 – SIP Review Day
 12.3.19 – STEM Training
 8.1.19 – Curriculum Team Meeting
 19.10.18 – Assessment for Learning
 9.10.18 – Curriculum Leader Teams
 16.11.18 – Staff meeting enquiry-led approach
 12.6.18 – Subject Leadership Review/MME
 4.6.18 – One day training from external expert – enquiry-led approach to history and geography
 6.6.18 – Valuing Vocabulary
 15.5.18 – Monitoring Subjects
 24.4.18 – Cross curricular writing
 14.11.17 – Writing across the curriculum
 12.9.17 – Vision afternoon (SDP)
 5.9.17 – Curriculum Bids

Enrichment

Many of our school trips are geography based, including:

- Year 2: Colchester Zoo (Antarctica/Africa), Saffron Walden museum (local area)
- Year 3: Walton on the Naze (coasts)
- Year 4: Saffron Walden common (mapping)
- Year 5: Lee Valley Country Park (rivers)