



Subject Self Evaluation Form

Subject: Geography

School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. 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 many families are on low incomes and need support through regular food banks and uniform referrals. 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 20% 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, damp accommodation without access to a garden.

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 five 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. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

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. 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.

The school currently holds:
The Healthy Schools' Enhanced Award
Sports Mark – Platinum Award
Music Mark
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

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 July 2024	Y1	Y2	Y3	Y4	Y5	Y6	KS1 average	KS2 average
Total	60	60	61	59	60	59	120	239
Foundation%								
Working Towards%	7	7	11	3	10	5	7	7
Expected + %	93	93	89	97	90	95	93	93
Higher Standard%	12	22	26	39	30	42	17	34

Disadvantaged								
Total	4	8	9	8	6	9	12	32
Foundation%								
Working Towards%	25	38	56	25	17		31	24
Expected + %	75	63	44	75	83	100	69	76
Higher Standard%		13	11			22	6	8

Not Disadvantaged								
Total	56	52	52	51	54	50	108	207
Foundation%								
Working Towards%	5	2	4		9	6	4	5
Expected + %	95	98	96	100	91	94	96	95
Higher Standard%	13	23	29	45	33	46	18	38

SEN								
Total	6	4	7	10	8	13	10	38
Foundation%								
Working Towards%	17	25	57	10	63	15	21	36
Expected + %	83	75	43	90	38	85	79	64
Higher Standard%	17					15	8	4

Not SEN								
Total	54	56	54	49	52	46	110	201
Foundation%								
Working Towards%	6	5	6	2	2	2	5	3
Expected + %	94	95	94	98	98	98	95	97
Higher Standard%	11	23	30	47	35	50	17	40

EAL								
Total	13	11	11	8	10	10	24	39
Foundation%						46		12
Working Towards%	15	9	9		10	49	12	17
Expected + %	85	91	91	100	90		88	70
Higher Standard%		9	27	38	20	6	5	23

Not EAL								
Total	47	49	50	51	50	49	96	200
Foundation%								
Working Towards%	4	6	12	4	10	6	5	8
Expected + %	96	94	88	96	90	94	95	92
Higher Standard%	15	24	26	39	32	41	20	35

Boys								
Total	32	32	32	19	29	28	64	108
Foundation%								
Working Towards%	3	6	9	5	10	7	5	8
Expected + %	97	94	91	95	90	93	95	92
Higher Standard%	9	28	31	42	41	36	19	38

Girls								
Total	28	28	29	40	31	31	56	131
Foundation%								
Working Towards%	11	7	14	3	10	3	9	7
Expected + %	89	93	86	98	90	97	91	93
Higher Standard%	14	14	21	38	19	48	14	31

Year 2

93 per cent working at the expected level.

22 per cent working at a higher standard.

Year 6

95 per cent of children working at expected level.

42 per cent of children working at a higher standard.

Other commentary

At least 89% of pupils in every year group are working at EXP+.

Significant developments in the subject
<ul style="list-style-type: none"> • The movement towards a more enquiry-based approach to learning. • Further development of mapping skills. • Fieldwork skills have improved. • Geography vocabulary progression developed establishing specific Tier 3 vocabulary to be taught in each year group. • Early years milestones incorporated into subject progression document.

Strengths
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Consistency of approach with geographical language. • Continue introducing low stakes quizzing across the school.

Monitoring and evaluation systems
<p>OUR MONITORING – How will we monitor the effectiveness of our Geography policy?</p> <p>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:</p> <ul style="list-style-type: none"> • 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

See Training Folder.

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)