



Subject Report 2023-2024

Subject	Geography	Report prepared by	Charli Elliott
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Overview of the year:

3 key messages for the year:

- Curriculum alignment: Clarification sought from curriculum lead for better understanding of geography subject leadership.
- Student engagement: Gathering insights from students on preferred geography topics for future planning.
- Classroom observation: Evaluating geography teaching methods and student comprehension to enhance subject delivery.

Curriculum: Intent, implementation, Impact

Intent

At The Cambridge Primary School, we want the children's learning to inspire them to take **ownership** of their curiosity and want to find out more about how their understanding of geography fits into the wider world. We want to nurture that curiosity in order to encourage children to be **brave** to make educated predictions about their learning before they have been taught the full curriculum. We encourage children **collaborate** together, and to think **innovatively** in order to put puzzle pieces of information together, so they can broaden their understanding of the topic.

In Geography, A Cambridge Pupil will leave with the following skills and qualities:

Key Skills	Qualities
<ul style="list-style-type: none">Use maps/atlas to locate countries (Europe, N. & S. America) and counties and cities (of the UK) and describe features studied (human and physical).Use the eight points of a compass, four and six figure grid references, symbols and key on a map.Use fieldwork to observe, measure, record and present the human and physical features in the local area.Understand and use a widening range of geographical terms.Use maps, charts etc. to support decision making about the location of places (e.g. new bypass.)Understand the geographical similarities and differences by comparing 3 different regions (from UK, Europe, and The Americas).	<p>In Geography, a Cambridge pupil is adventurous and demonstrates bravery in exploring the world around them. They exhibit a keen interest in investigating geographical phenomena independently and collaboratively as part of a team, utilising diverse resources to enhance their geographical comprehension. Pupils approach geographical challenges with innovative thinking, offering fresh insights and interpretations of geographic phenomena, while also articulating their findings coherently, drawing connections between different geographic elements and understanding the spatial aspects of these phenomena. Furthermore, pupils are eager to take ownership of their geographical learning, actively engaging in research projects, applying critical thinking skills, and posing insightful questions to delve deeper into the subject.</p>

Implementation

Geography is planned thematically to complement the overarching topic that each year group is exploring over a half-term. This thematic approach encourages pupils to make connections between subjects and enhances their understanding of real-world applications. Geography is not confined to its own subject area but is interwoven with other lessons. Pupils have opportunities to express their geographical knowledge through Art/DT and English. For example, during Year 3's 'Rocks, Relics and Rumbles' topic, children create artwork inspired by fossils and write setting descriptions of Pompeii in English. We recognise the value of practical experience in geography. School trips are organised throughout the year to allow pupils to apply their classroom learning in real-world settings. This hands-on approach reinforces the practical aspects of geography and fosters a deeper connection to the subject. To engage and immerse pupils in their geography topics, we regularly organise "hook days." These are themed days where children can dress up according to their geography topic. For example, during Year 4's 'South America' topic, everyone dressed up in bright colours reflecting the costumes worn to Rio's annual Carnival Festival, and they immersed themselves in the topic by having a festive parade through the school grounds, accompanied by traditional samba music.

Topics taught across each year group: **Yellow** = Geography topics

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Do you want to be friends?	What happens when I fall asleep?	Commotion in the Ocean	Can I tell you a story?	Are we there yet? (Journeys)	Do cows drink milk? (Farmyard animals)
Y1	Bright Lights, Big City (London)	Memory Box (Victorians)	Moon Zoom (Neil Armstrong, Tim Peake)	Superheroes (Rosa Parks, Emmeline Pankhurst)	Claws, Paws and Whiskers	The Enchanted Woodland
Y2	Castles (Windsor)	Street detectives (Local history)	Fire! Fire! (Great fire of London)	Land Ahoy! (Continents & Oceans)	Up, up and away (History of flight – Samuel Cody)	Movers and shakers (Significant people)
Y3	Through the Ages (Stone Age, Bronze Age, Iron Age)	Rocks, Relics and Rumbles (Rocks, fossils, volcanoes, earth quakes)	Rioting Romans		Flow (Rivers)	Scrumdiddlyumptious (Food around the world)
Y4	Ancient Greeks	Misty mountains	Rio, South America		Anglo Saxons and Scots	Vikings
Y5	Ancient Egypt	Space	Tudors (Shakespeare)		Settlement (Local land use, field work, allotment)	North America

Rationale for curriculum organisation:

In Geography, our curriculum is designed to provide students with a broad understanding of the world around them and to foster a sense of curiosity and global awareness. We believe that geography is a subject that enables students to explore and appreciate the diversity of our planet while making meaningful connections to their own lives. Geography is integrated into the curriculum throughout the academic year. Children engage with geographical concepts and skills once a week, enhancing their understanding of the world.

What have you done to ensure that every skill is covered?

In Geography, a comprehensive skills progression map is used to ensure that children develop a wide range of geographical skills throughout each year at The Cambridge. This framework serves as a roadmap for skill development and enables teachers to be clear on the progression of skills across each year group and topic, to inform medium and long term planning.

Impact

At The Cambridge, children find geography a truly fascinating and engaging subject. The children enjoy having in depth discussion with each other and their teacher during lessons, sharing their knowledge and comparing their learnings in class with their immediate world around them in real life. Children follow up on their geography lessons by doing extra reading and online research at home, and are excited to tell their teacher what they've found out independently. Pupil progress is accessed initially through 'live marking' as per our fast feedback policy. This takes the form of verbal feedback which is documented using a stamp in the child's book with a short note indicating what the feedback was about. Pupils are able to make changes to their work based on conversations with an adult in the moment. This means that correct knowledge is solidified in their long term memories so that retrieval practice can be most effective in the following lesson.

What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?	What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?
'Live marking' operates within our school, which means children receive immediate feedback during the lesson and review their own learning at the end of each lesson by RAG rating at the top of the page. Teachers will correct any spelling mistakes, particularly subject specific vocabulary, by rewriting them in pink. Children correct and improve their work using a 'purple polishing pen', this shows them and us where progress has been made in the lesson.	Collaboration with the curriculum lead to deepen understanding of the role's responsibilities. Research has been conducted into taking advantage of national awareness days/weeks (e.g. walk to school week) to enhance students' interest in geography and promote environmental awareness. Additionally, an initiative is underway to explore potential partnerships with experts in solar panel technology to conduct informative assemblies or workshops with children. Review of geographical skills coverage has begun, to ensure that each skill is addressed as children move up the school.

What Performance Information is monitored? What are the 3 questions are you considering for future developments?	How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?
<p>The effective teaching of geography at the Cambridge is monitored through termly book looks, lesson drops ins and observations.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> How can we enhance cross-curricular integration further? <ul style="list-style-type: none"> How can we deepen the connections between geography and other subjects, such as science. Give a more holistic understanding of the world. What else can be implemented to promote excitement about geography? <ul style="list-style-type: none"> Investigate opportunities to increase hands-on learning experiences, such as school trips and outdoor activities, to enrich students' practical understanding of geography. How can we foster a stronger sense of environmental stewardship? <ul style="list-style-type: none"> Explore initiatives to encourage students to actively engage with global issues. Global issues, such as: climate change, sustainability, and cultural diversity. 	<p><u>Fundamental British Values</u></p> <p>Promoting Fundamental British Values within geography education is an essential aspect of ensuring that children develop a well-rounded understanding of their society and its values. We encourage class discussions and debates on geographical issues, allowing students to express their opinions and learn to respect diverse viewpoints (<i>democracy</i>). We explore human rights issues around the world, including the right to education, access to clean water, and freedom of movement (<i>individual liberty</i>). We foster an inclusive and respectful classroom environment where students learn to appreciate diversity and value different cultures, backgrounds, and perspectives (<i>mutual respect and tolerance</i>).</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>We create a classroom environment that fosters bravery, where students feel comfortable expressing their opinions and asking questions, even if they fear they might be wrong. Emphasise the importance of creative thinking and problem-solving in geography, to encourage children to develop innovative solutions to real-world geographical challenges. The impact of individual and collective actions on the environment are highlighted, motivating children to take ownership of their roles as responsible global citizens. Through the KAGAN structure, children often work collaboratively with their peers to investigate key geographical question.</p> <p><u>Opportunities for Personal Development</u></p> <p>For staff, peer observations are encouraged where teachers can observe each other's lessons to share best practices, receive constructive feedback, and learn from one another. We have a culture of ongoing feedback and reflection to promote continuous improvement among staff members.</p> <p>For children, hook days centred around the topic are organised every term in order to ignite the interest of the children. In addition, school trips are organised to sites linked to geography topics in order to connect classroom learning to practical experiences.</p>
What have we done in 2023?	
Implementation	Impact
Purchased atlases x 30	Children are able to apply learning about how to search for a location using an atlas index.
What is the action plan for 2024?	
Implementation	Impact
CPD: Time with curriculum lead.	Gaining clarity on effective subject leadership practices and a clear vision of successful outcomes. Aim for a more cohesive and effective approach to subject leadership, to enhance the quality of education and the children's experience of geography.
Topic book-looks	Improves insight into students' progress, provides evidence of skills and the effectiveness of teaching strategies. (Assess application of skills, give targeted feedback, and determine where scaffolds/adaptations are needed).
Pupil conferencing (e.g. Favourite geography topics, memorable lessons, and suggestions for improving geography lessons.	Gains valuable student perspectives and insights to inform curriculum improvements.

Promote walk to school week (17th May 2024)	Fosters a sense of environmental stewardship and encourages eco-friendly habits.
Books for EYFS: Spr1 – Commotion in the ocean "Duffy's Lucky Escape" by Ellie Jackson "Somebody Swallowed Stanley" by Sarah Roberts Sum 1 – Are we there yet? "The Adventures of a Plastic Bottle: A Story About Recycling" by Alison Inches "Richard Scarry's Cars and Trucks and Things That Go" by Richard Scarry Sum 2 – Do cows drink milk? "Big Red Barn" by Margaret Wise Brown	Ensures a well-supported curriculum. Books support language, cognitive, social, and emotional development, and enhances literacy skills while immersing the children in the topic.
Resources for new year groups (Y5 & Y6) <ul style="list-style-type: none"> Globe Compasses Trundle wheels 	Ensures a well-supported curriculum. Enriches children's learning experiences by providing hands-on tools for understanding geographical concepts.
Resources to support environmental stewardship: <ul style="list-style-type: none"> Litter pickers Disposable gloves Large school compost bin 	Promotes a sense of environmental stewardship and encourages children to take responsibility for the environment around them.
Year 6 curriculum creation.	Establishes consistency, aligns with skills progression, and provides clear guidance for teachers. Enhances the quality of geography education.
Woodland Trust – Free trees for schools and communities. <ul style="list-style-type: none"> Contact local council's tree enquiries team before applying. https://www.woodlandtrust.org.uk/plant-trees/schools-and-communities/	Planting trees provides children with a tangible connection to geography concepts. Fosters a sense of responsibility and appreciation for the environment. Promotes collaboration/teamwork and allows children to witness the growth and impact of their collective efforts over time.