**Report for Governors - Geography at Tithe Barn Primary School. July 2020**

**1. OVERALL PICTURE OF CURRENT PRACTISE**

**Purpose of study**

“John Hall, my geography teacher at school inspired me to a lifelong interest in geography and a curiosity about our world which has stayed with me through my life, and through [seven television series](http://www.palinstravels.co.uk/). Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.

So many of the world's current issues – at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them. [Global warming](https://www.theguardian.com/science/scienceofclimatechange?INTCMP=SRCH) as it affects countries and regions, [food](https://www.theguardian.com/global-development/food-security?INTCMP=SRCH) and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of [migration](https://www.theguardian.com/global-development/migration?INTCMP=SRCH), and the impacts of economic change on places and communities. These are just some of the challenges facing the next generation, which geographers must help solve. “

Michael Palin The Guardian

**Aims**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. We also have a unique approach in our school in that each class is named after and studies one of the seven continents. ( See Global Citizenship SOW ) They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind. Our objectives in the teaching of Geography are to:

* enable children to gain knowledge and understanding of places in the world;
* increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
* allow children to learn graphic skills, including how to use, draw and interpret maps;
* enable children to know and understand environmental problems at a local, regional and global level;
* encourage in children a commitment to sustainable development, and an appreciation of what “global citizenship” means;
* develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way;
* develop the cross-curricular use of geography in all subjects.

Taken from Tithe Barn Geography Policy Jan 2016

**HOW GEOGRAPHY IS TAUGHT AT TITHE BARN**

The curriculum has been reviewed again this year and modified and we now have a new set of updated topics for each year group. This was done after I reviewed the curriculum and discovered field work in school was in need of development. The subject is still taught across the school using a cross-curricular approach with some topics, highlighted on the grids, having a Geography focus. In some terms we teach very little Geography as History is the major focus. We run a yearly cycle in EYFS and KS1, Year 3 and 4 and a two year cycle in upper key stage 2.

**One year Cycle EYFS, KS1 and Year 3 and 4.**

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|  | **AUTUMN** | **SPRING** | **SUMMER** |
| EYFS | I am special – my family  Journey through Autumn. | Let’s make fairy tales.  What can we find growing in the garden? | Who wears a hat like this?  Adventures around the world. |
| KS1 (Y1) | Home  - Where I live – local area and Stockport | Habitats  Geographical features – natural. | Coast  Coastal features.  Compare Queensland rainforest with woodland on the local common. |
| KS1 (Y2) | London now and in the past.  Compare Manchester with London. | Staying Alive  ( Significant people linked to medicine ) | Our world  ( Explorers ) |
| Year 3 | The British Isles | Digging up the past  Stone age to Iron Age | Ancient Civilisations.  Rivers |
| Year 4 | Were the Romans a disaster for Britain?  Volcanoes, mountains and earthquakes. | Europe  A regional study in Europe - Scandinavia | Invaders - Anglo Saxons and Vikings in Britain.  Look at where the invaders came from –revisiting the map of Europe. |

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**Two year topic cycle – Year 5 and 6 - beginning Sept 2021.**

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|  | **AUTUMN** | **SPRING** | **SUMMER** |
| Upper KS 2  Year A | Ancient Greece  The Geography of Greece | WWII  Revisit Geography of Europe. | America – a divided continent.  Biomes and climate zones |
| Upper KS 2  Year B | Space Race  Latitude/Longitude/Tropics | Local Geography – study/fieldwork - Heaton Mersey Common. | How has Stockport changed?  Using maps to look at Stockport and Manchester. |

**HOW GEOGRAPHY IS ASSESSED**

Currently we still continue to assess against the NC programmes of study and assessment is not consistent across the school. Due to the pandemic staff did not have time to develop this together this academic year. From the evidence I found taking the pupil voice and the book scrutiny, it is clear that assessment continues to be a key priority in Geography.

I will organise a staff meeting early in the autumn term to discuss how we will assess progress in Geography in both **knowledge and skills**. For future development as a staff we need to look at how we measure progress by carrying out activities at the beginning of a topic and then the same activities at the end of the term to measure progress. We will also focus on how we practise recall of facts through quizzes and other retrieval activities to ensure learning is the children’s long term memory.

We also intend to develop knowledge organisers that the children develop themselves over the course of a topic.

**KEEPING INFORMED ABOUT GEOGRAPHY/CPD**

I have joined the Geography subject leadership group and attended the network meeting for the spring term virtually which was extremely useful. I will share some of the resources in the next academic year with staff. I have access to all the shared resources on Learning Leads.

I will continue to look for useful CPD and attend the termly subject leadership meetings which give members tasks to complete in school.

I will join the Geographical Association to gain access to their quality resources. This will come from the Geography budget and it will allow staff to access the resources.

# 2. MONITORING, EVALUATION AND REVIEW

**LESSON OBSERVATIONS OF GEOGRAPHY**

Due to the pandemic this was not possible this year. This is a priority for next academic year.

**GEOGRAPHY PLANNING**

Our curriculum is now complete. However we will continue to review and adapt it as we teach different units. For example, we have devised a new topic about the local common in Year5/6 which will involve more fieldwork. We will review the success of the topic once it is completed and develop resources as the unit is taught.

Next year I need to look at EYFS planning to ensure that Geography is taught discretely ensuring that the vocabulary is being introduced right from the early years. I will include EYFS in pupil voice next year.

**WHAT TEACHERS SAY ABOUT TEACHING GEOGRAPHY**

Most teachers have developed an excellent knowledge of Geographical vocabulary in their pupils this year. This is clear from the pupil voice.

All teachers are aware of the issue of fieldwork which has been difficult/impossible this year due to the pandemic. We will develop this area next year – holding staff training and developing the planning and resources to ensure staff’s confidence in this skill grows.

**PUPIL VOICE**

I carried out a targeted pupil voice in May, focusing on questions which showed the children’s knowledge about their topics. Each year group had specific questions about the topics they had covered.

The key strengths were knowledge of British Isles and use of geographical vocabulary. They also showed good skills in identifying places on a globe/map and knowledge of longitude/latitude/tropics.

These pupil voice activities are very useful and I plan to do one every term next year and also look at the work with the children – this will give me an excellent insight into the learning and curriculum coverage.

**RESOURCES**

We now have high quality atlases in school that cover all key stages.

Dawn Robertson worked with some staff and suggested texts to support the learning of History and Geography – this was particularly useful in Year 3 where she helped link the British Isles work in Geography link up with English by teaching folk tales and legends from around the British Isles.

Next year I will hopefully purchase more books to support topics from Madeline Lindley.

We will also develop a set of personalised resources linked to our local area study on the common – maps, texts and photographs.

**3. CONCLUSION**

**PRIORITIES FOR FUTURE DEVELOPMENT OF GEOGRAPHY**

* Update policy.
* Staff training on fieldwork and include it in the medium term planning.
* Look at development of children being involved in creating knowledge organisers in KS2.
* Look at assessment in Geography across the school – look at developing a system of monitoring the progression of skills.
* Look at planning in EYFS.
* Staff training session and development of resources on map skills.

**GOVERNOR MONITORING**

The current governor responsible for geography is Mr Duffitt. I had a meeting with him to discuss geography in the school in the spring term 2019 and we hopefully meet up with him again in 2021/22.

Faye Bridgehouse