



Curriculum Audit – Review of current curriculum

Present your findings in your subject area in a staff meeting and make any amendments based on the views of other staff

How are the medium-term plans for all year group organised?

*The national curriculum has been used to structure and organise the teaching of Geography into each individual year group. Within the national curriculum there is clear overview of what should be covered in both KS1 and KS2 and this has been included within our Geography progression map to ensure that teachers are aware of the content they need to cover in class.*

*The medium-term plans are structured around topics and enquiry questions. Following guidance from the national curriculum, KS1 Pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.*

*Meanwhile in KS2, Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*

*From our Early Years curriculum, through to Year 6, lessons are structured around the following disciplines: Locational Knowledge, Place Knowledge, Fieldwork and Human and Physical Geography. Children are given the opportunity to study the local environment and each year group has a specific area of focus on sustainability and the environment.*

*Often, Medium-term plans are structured around a half term block of learning and knowledge and skills to be taught within the topic are included in the progression map. Throughout the academic year, medium term plans are shared on the school 'share point' so that all staff aware of the knowledge and skills progression across the whole school.*

What is your rationale for organising the curriculum this way in this order from Reception to Year 6?

*When organising the curriculum there have been many points to consider from all sides. To begin with we have had to ensure that there is a clear and consistent progression in knowledge and skills with children regularly given the opportunity to build on their prior knowledge.*

*Structuring our curriculum within the four main geography disciplines of the national curriculum, allows children to make clear links and retrieve information from the previous year group.*

*It has also been of utmost importance to ensure that not only does the curriculum provide the essentials skills but that it is also engaging, creative and inspiring to ALL pupils, regardless of ability. We ensure that the topics covered within our curriculum are exciting and have many*

## Geography

*different lines of enquiry for exploration, discussion and debate. Our curriculum from EYFS encourages children to question, explore and become critical thinkers. It has also been important to ensure that the topics although for teaching staff to deliver their lessons in a cross curricular way so that topics have a clear thematic focus. For example, within our Year 4 curriculum, children study Ancient Greece in their history lessons but also continue to develop their understanding of life within modern day Greece within their Geography sessions. This fully immerses children within their studies and aims for a practical, creative and memorable learning experience to be explored further at a higher level.*

**How does the current curriculum compare to the national curriculum? Is anything missing?**

*The national curriculum was used as the framework for creating St Breock School's Geography curriculum. All of the national curriculum is present within the school's current subject progressions. In addition to the national curriculum (and where teaching staff have been given more creative freedom) children learn about features of their local environment of Wadebridge, Cornwall and The South West. At times, such as in Years 4 and 5, there are strong thematic links between the areas studied in Geography and History.*

**How does your curriculum fit the context of your school / local area?**

*At St Breock School 'Learning, Love and Laughter' is at the forefront of all we do and this is certainly the case within our Geography curriculum. Teachers strive to ensure that Geography is taught in an informative, practical and memorable way. Children are encouraged to take an active role in their lessons and taught from EYFS to be inquisitive about their learning. Many classes hold trips or fieldwork to launch or conclude their topics and the learning experience of the child is placed at the heart of all we do.*

*In all classes, pupils build on their cultural capital by making links between their local environment and the wider world. In KS1 children are given the opportunity to carry out fieldwork in the local park and school site. This then develops throughout KS2 where pupils begin to think critically about their local environment with regards to sustainability. There are also opportunities to compare communities from around the world to our locality.*

## Curriculum Self – Evaluation

### **Consider your curriculum intent:**

Does your curriculum have an intent? Does it match or exceed the national curriculum?  
Is the necessary timetable allocated for meaningful coverage?

How is the curriculum designed to meet the needs of ALL learners, particularly those with SEND or disabilities?

Is the subject curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points?

How have you decided to sequence your curriculum? Why?

How is the curriculum ambitious and ensure the same academic, technical ambitions for almost all learners?

How do you ensure subject knowledge is retained?

*At St Breock Primary School we endeavour to inspire a thirst for knowledge and curiosity within all our students, creating individual thinkers of the future.*

## Geography

*From the very beginning children are taught to think and behave like Geographers. We encourage discussions, questioning and investigation so that children are able to actively make their own deductions about the world in which we live.*

*Beautifully intertwined with our PSHE, British Values and History curriculums, to name but a few, our Geography curriculum promotes mutual respect, tolerance and individual liberty on a regular basis. Through class trips or themed days children are able to develop a deeper understanding of our world in order to make the world a better place.*

*Within KS1 children begin to enhance their investigative and questioning skills whilst learning about their local environment and the UK.*

*In KS2 children are taught Geography through a study of the wider world. They begin to think critically about their surroundings and how they can care for the environment.*

*Throughout their learning students will develop their vocabulary, questioning, reasoning, writing and ICT skills in order to consistently carry out their own lines of enquiry.*

*The children in each year group should be able to recall significant facts about an environment studied, with most children being able to comment on comparisons to other environments.*

*Upon leaving St Breock Primary School, children should have a secure knowledge of location and place. They should be able to comment on physical and human features of Geography and be able to carry out some basic fieldwork. In short, we should be equipping them with a strong foundation upon which to further their skills in KS3 and beyond.*

### **Areas for development:**

- *Although staff uphold strong expectations for **all** pupils in Geography and key concepts are taught with careful questioning to support learners according to their ability, there is room to develop this further. Currently, some tasks are differentiated by outcome and support is given to those less able pupils. It is vital we explore differentiation by task too so that Geography can appeal to ALL children and types of learners.*
- *Initially retention of subject knowledge was poor and some children were unable to retrieve and build upon the skills taught in previous year groups and key stages.*
- *Following a recent questionnaire staff subject knowledge and confidence teaching geography was also weak and so adopting a scheme such as 'Grammarsaurus' may ensure that staff are forming lessons on a secure foundation.*

### **Implementation:**

How do you ensure teachers have strong subject knowledge in your subject? Have you led any CPD or signposted staff to online training? Any coaching sessions or planning support you have given for individuals and the impact this has had?

From your monitoring how are teachers checking learners are systematically identifying misconceptions or providing clear feedback.

## Geography

How is the teaching designed to help learners remember the long-term content they have taught?  
How is assessment used to help pupils embed and use knowledge fluently or to check understanding?  
What are the typical gaps in pupils' knowledge and skills? How is the curriculum sequenced to address these?  
How are resources and the environment used to allow pupils to focus on learning?

### **Areas for development:**

### **Impact:**

Do pupils achieve well in your subject? Do they have detailed knowledge and skills across the curriculum? What evidence you have to demonstrate this? (work scrutiny / pupil discussions / lesson observations)  
How do you monitor and evaluate the subject across the school?  
How do children progress in your subject over time - do they know more and remember more?  
How are pupils prepared for the next stage of education?  
Do pupils read widely and often, with fluency and comprehension?  
Give some examples of how you may have supported staff in teaching or planning your subject and the impact this has had?  
What CPD have you done to improve your own subject knowledge? Or developing own knowledge eg joining organizations such as historical association?

### **Areas for development:**

### **Subject Leader Toolkit**

- Ensure you have an Intent, Implementation, Impact statement for curriculum.
- Ensure there is a progression document for your subject and explain your rationale.
- Half termly progression document for your subject.
- Self-evaluation for your subject.
- Monitoring the long term / weekly planning for your subject.
- Completed a book scrutiny for your subject.
- Completed a learning walk for your subject.
- Completed pupil discussions for your subject
- Consider staff views on your subject – hold teacher discussions.
- Visit some lessons to gain an insight into the implementation of your subject
- Share any training / CPD you have led or attended and the impact of it.

## Geography