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Subject Curriculum	**Does the subject curriculum match or exceed the breadth of the National Curriculum?** It matches the NC (evidence in the curriculum matching document.) However, some objectives, such as the using compass directions and locating the counties and cities of the UK are revisited in more than one year group, adding extra depth and understanding.
	Is challenge understood in terms of curriculum end points? Yes, skills are built on step by step and progress is made across the Key Stage in small steps so the challenging end points can be met. For example, children begin Key Stage 1 with understanding both the physical and human features of their local area. They then compare this with a village, giving them understanding of how other people in the UK live. Once they reach Y2, they look in more detail about the different countries in the UK before looking at the wider world. They compare cities and villages in the UK and India, before drawing this all together in a report which demonstrates their understanding. In KS2, they don't just describe how the land is being used (NC objective) but, by the end of the Key Stage, analyse how it has changed, why it has changed and the advantages/disadvantages of this. Additionally, when looking at the human geography of towns, they look in more detail at how transport can be controlled and the effect this may have. This leads well into the Year 7 National Curriculum Objective which looks at urbanisation of towns.
Curriculum components	**Do pupils have the prior knowledge necessary to learn new curriculum content?** Yes, lessons build on each other and the curriculum is sequential. <u>Across the Key Stages:</u> For example, when learning about locational knowledge, EYFS start with looking at where they come from, where they live and where there school is. This is built on in Y1 with identifying the human and physical characteristics of the local area, before looking at villages (a contrasting area of the UK). Y2, build on this by looking at the four areas of the UK and identifying what life is like at the coast, before looking at the wider world for the first time. At each step, the human and physical characteristics of the areas are compared with children drawing on their previous knowledge. This culminates with children in Year 2 comparing life in London with life in Mumbai. In KS2, they build on this knowledge of the UK by looking in greater depth about how villages (Y3), towns (Y4) and Cities (Y5) began and are changing over time. By Y6, they draw this together to look at how land is developed, how old sites can be re-developed and the impact of this and how transport can be controlled. <u>Within a unit plan:</u> For example, in Y4, they start by learning about the human features of a town. They then build on this by identifying different types of towns (eg. Market towns, port towns, mill towns). They then look at how towns can change over time and the impact of this, including looking at listed buildings and why these may be preserved. Finally, they draw this together by looking at ways towns can be improved and the effect this will have on the town itself and the environment.

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	Does curriculum planning identify small enough component steps so that all pupils can ultimately achieve ambitious end points? Yes, see the previous example of Y4's unit plan on understanding how and why changes may be made to town planning and the component steps required to get there. Within each lesson, teachers use their professional judgement to help those children with SENd access the curriculum and also achieve the end points. This may be greater scaffolding or access to simpler atlases and globes.
	Are unhelpful substitutes used instead of identifying and teaching component content? Not sure what this means…
Curriculum sequencing	**Does planning consider the sequencing of content at different scales to create readiness for future learning:** **a) Within the lesson sequence** Yes, each lesson plan specifically reviews the previous learning at the start of the lesson. Teachers are given questions to ask to refresh memory. Where applicable, this may be retrieving relevant information from a few lessons previously. Small steps of knowledge are built on within the lesson. **Within the topic** Yes, In KS1, there is an overall enquiry question, for example 'what's special about our planet?' which introduces rivers/lakes/sea, mountains and volcanoes. In KS2, each topic is based around a strand of geography, for example locational, which not only teaches children the differences between the different strands of geography but also allows comparisons to take place. In addition, weekly quizzes help children retain this knowledge outside of their Geography lessons. In KS2, Knowledge organisers help children identify and remember the key learning from each topic. **b) Within the year or phase?** Yes, the planning is sequential so objectives are revisited in different year groups with a different focus. See previous detailed examples.
Rigour (where relevant)	**Do pupils gain disciplinary knowledge of how the subject 'works' and engage in disciplinary practices?** Yes, geography is taught as a specific subject, rather than as past of a wider topic. Children in KS2 are specifically taught across strands of Geography so they can see the links between human geography, physical geography and locational geography. Throughout topics, they learn how to use positional language which extends to compass directions in KS1 and 6 figure grid references in KS2. They create simple maps and understand aerial views in KS1, while in KS2 they use maps, atlases and globes to locate places. They use computer mapping (such as digimaps for schools) to create their own maps and locate places and features.
	Do teachers ensure pupils are drawing on enough knowledge to answer subject-specific questions or engage meaningfully in subject disciplinary practices? Yes, teachers start each lesson retrieving the relevant prior knowledge to aid understanding. They then explicitly teach the new vocabulary which children will need in the lesson. Each lesson is 'knowledge led', so the key knowledge is taught and modelled explicitly by the teacher. This enables children to have the

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	vocabulary and in-depth knowledge to answer Geographical questions. Additionally, children re-visit learning through weekly retrieval practise.
	Do teachers confuse 'learning through doing' (a pedagogy) with the curriculum goal of acquiring disciplinary knowledge? The knowledge children should know by the end of the unit is explicitly set out in each plan. Children are then quizzed on this weekly. This is supported buy a knowledge organiser which has all the key information children should know. For example, when learning about how landscapes are created in Y6, children are explicity taught the five different natural forces which shape the land. They then identify them before using this knowledge to analyse which forces affected the way the landscape in the UK is formed. They are not asked to investigate what the different types of erosion may be, before the knowledge has been taught. Geography is a knowledge-led curriculum. Teachers ensure that the key vocabulary and knowledge is taught first, before the skills (for example map-work) are applied.
Memory	**Do teachers identify crucial components, emphasise and repeat these and ensure they are remembered long term?** Yes, each lesson starts with revisiting prior knowledge. Retrieval practise each week ensures that children know and remember more of the key information for each unit. In KS2, knowledge organisers are used to help children know and remember more.
	When pupils struggle, do teachers check which prior knowledge components are missing/not automatic? Yes, this would become apparent both in the weekly retrieval practise and at the start of each lesson. Teachers have key questions to identify the prior learning necessary for that lesson (this may be from the lesson before, a few lessons previously or even the previous year). They can then address this immediately.
Pedagogy	***Do teaching decisions achieve curricular intent?***
	Do teachers apply generic pedagogies, e.g. differentiation, feedback) without considering curricular intent? Differentiation is carefully planned for SENd children, so that they can access the curriculum. All other children are expected to attain the learning objectives, but scaffolds may be used, for example key word mats. Children are also given information strips from Year 2 up, which helps them use the geographical terminology they've learned when writing reports.
	Is 'challenge' misunderstood as generic activity types? The curriculum has a challenging end-points across the key stages. Children are expected to meet these challenging end-points through carefully planned component steps, rather than extra 'challenges' at the end of the lesson.
	Do activities require confident knowledge of too many 'fragile' components, overloading working memory? No, units are planned to have small steps leading to a component task. Learning is revisited at the start of lessons and through the spiral curriculum to aid working memory.
Assessment	***Timely feedback on component learning?***
	Is formative assessment fit for purpose, e.g. a timely check that curriculum components have been remembered, rather than, more problematically, a summative test of composites being used to identify components?

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	Yes, at the start of each lesson Weekly in retrieval practise
	Is summative data collection disproportionate, inefficient or unsustainable for staff? No, teachers highlight the objectives children have understood which demonstrate whether they are at Expected Standard or not.
	Are pupils who fall behind identified within the lesson sequence, or less helpfully, are interventions based on data from a summative assessment? There are no specific extra interventions for Geography but teachers use questioning throughout the lesson to assess who may need extra support. Teachers use their professional judgement to use scaffolds for children with SENd where appropriate.
Culture	***A climate of high expectations where pupils' love of the subject can flourish***
	How do teachers get the best from pupils? Lessons are interesting and engaging. Children apply skills in a range of different ways eg. using both atlases and computing mapping programs. Children's own life experiences are drawn on, for example when looking at listed buildings in Y4, examples are chosen from buildings the children know and therefore have an interest in.
	How do teachers enrich the curriculum subject? Where possible, teachers are encouraged to enrich with trips and visitors, for example Y6 visit the Natural History museum to enrich their learning about how different forces shape the landscape.
	Are there mechanisms for taking action when pupils display low effort, for example in written work and homework? If children showed low effort in classwork, they would repeat it. High expectations are demanded of all.
Systems	***Subject processes and staff support***
	What do the strengths or weaknesses already identified indicate about effective functioning to deliver a quality subject curriculum? Teachers are given training in PDMs. Where potential weaknesses are identified (for example through book scrutiny's or extra support for new members of staff) 1-1 coaching meetings are held with the subject leader.
	Probe systems for staff support and subject CPD, curriculum construction and to ensure consistent quality of subject education. Weekly PDM's offer coaching for staff. These can be subject specific for Geography (usually once a term) to enhance subject knowledge and pedagogy or improve Geography teaching through other focuses. For example, PDM's on information strips have ensured that children can draw on relevant information when writing reports in Geography and PDM's on helping SENd children access the curriculum ensure that they can access the high standards of the curriculum.
Policy	**Impact of whole school-wide policies on subject delivery?**
	How whole-school timetabling, marking, assessment, CPD policies and priorities etc affect the quality of subject education. • Timetabling – - half term swap with History which ensures each subject has more time and can be covered in more depth

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	• Marking – This is fit for purpose and not onerous for teachers. Where possible, teachers mark alongside the children so they have immediate feedback. • Assessment – formative assessment is used continually throughout the lessons and teachers use their marking to feed into their next lesson. • CPD policies - • Priorities (link to school improvement plan) – the school improvement plan promotes oracy across all subject areas which is supported by the key vocabulary taught in Geography and giving children the knowledge to speak clearly and knowledgably about the subject.