SJSB Subject on a Page: Geography

Subject Headlines:

Geography is assessed in a check in/check out method at the start and end of each unit.

This, along with teacher assessment, provides the children with a level at the end of the year.

Each skill is assessed through teacher assessment and this information is entered into Integris termly.

Autumn 2 – School Improvement Officer came to look at Geography

Subject Strengths

- Check in and check out system is working well to show progress in Geography.
- Misconceptions are addressed in Geography with purple pen and hot spotting.
- Children enjoy Geography, especially fieldwork and exploring our local area and beyond through trips and experience.
- Quality resources are available to staff to enhance learning including maps, globes and Letters from Afar.
- Termly collaboration planning ensuring consistency and objectives are met.

Areas of development:

- To promote sticky vocabulary through learning challenge stickers in books and flashbacks to aid long-term memory.
- To ensure check in and check out responses are built on year by year when recapped in out spiral curriculum and ensure that check ins check prior learning. Any weak areas of knowledge can be targeted through the unit.
- To ensure Geography is rigorously monitored and evaluated throughout the academic year to secure the Geography National Curriculum.
- CPD sessions to be organised for the Geography lead to help develop curriculum and train staff in high quality teaching in Geography.

6. Governor Link 7. Raising profile of subject: Google form has been sent to Governors – awaiting responses. National Geography Week WWF World Earth Hour - 28th March Earth Day (Competition) - 22nd April World Oceans Day (Eco Team to lead assembly) -8th June 5. Parent Links #SJSBGeography SeeSaw/Tapestry **Subject Next Steps** 4. CPD/ staff meetings Staff meetings will be scheduled into the academic year to provide CPD to teachers to enable them to understand some of the skills the children are learning in History and how they can be used across all areas of the curriculum. 3. Assessment Children identify targeted children on planning -PPG, SEND, HA or CIC and stretch and challenge accordingly. Children are assessed at the beginning and the end of a unit, in a check in, check out way. These are done in books or on SeeSaw. Teacher assessment carried out each lesson during live marking so feedback can be instantly given.

1. Monitoring

- Ensure that teaching and learning is consistently good or better through learning walks and monitoring planning.
- Planning uploaded onto shared area for review to ensure lessons are following a linear structure and relate to the long-term planning.
- Monitor the level of challenge and how planning is adapted in a key stage so that it is accessible to both year groups.
- Book looks to monitor consistency within key stages and across school – use of learning challenge stickers with sticky vocab, flashbacks etc.
- Staff meetings to discuss findings during book look and staff suggestions for improvement.
- Learning walks throughout all years to observe quality teaching and learning opportunities are in place.

2. Curriculum & Book Monitoring

- The curriculum across the years has been adapted to meet the needs of our children ensuring all children have access to a broad range of activities covering all of the curriculum.
- Collaborative planning in key stage teams to ensure consistency across the year group.
- Maintain high expectations and identify areas where planning can be adapted/differentiated to suit children's needs and abilities.
- Book Look completed in Autumn 1 where topics were looked at against school's long-term planning and to ensure sequence of lessons were coherent.
- High quality next steps chn to respond and reflect on learning at the end of lesson – eg. answering a Big Question in green pen.
- Trips/visitors to be organised to further the children's