

Name of Governor	Joanne Steel
Date of Visit	26 th June 2024
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	School Development Plan 2022-2023 and review of first full year of delivery of new geography curriculum– Geography as a Key Development Focus Area. Third and final follow up visit following initial visit in January 2023 with Mrs Neale and initial follow up with Mrs Griffith in November 2023
Name of Staff	Mrs Jo Griffith
HUGG shared? (if subject area)	Yes

Next Steps/follow up from previous monitoring – The follow up steps from Jan 2023 and November 2023 have been completed. There will be no further follow ups on this subject area in the coming year as we move focus to other areas of the curriculum.

- Follow up visit from Nov 2023 to include:
 - Review of Geography within Topic Books across year groups – Completed
 - Look at progression with assessment and LTPs (for new curriculum) – Completed

Geography data over time

	2018 Geography		2019 Geography		2022 Geography		2023 Geography		2024 Geography (No GDS)
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE
Year 1	100%	0%	90%	0%	67%	3%	97%	7%	93% 28
Year 2	93%	22%	76%	7%	97%	37%	61%	0%	94% 29
Year 3	75%	36%	89%	25%	73%	27%	90%	20%	81% 26
Year 4	84%	16%	84%	38%	87%	39%	80%	30%	90% 27
Year 5	80%	20%	69%	21%	73%	20%	83%	30%	80% 24
Year 6	93%	20%	90%	20%	91%	38%	76%	20%	83% 25
Y1-6	-	-	85%	19%	84%	29%	81%	17%	87%

Key Area in SDP: Monitoring Findings from this visit

- Topic Books** – a selection of books from 2023/24 were reviewed and noted across all year groups and different ability levels. These provided evidence of clear progression in Geography throughout the school. This was the first year that Geography was taught as a discreet subject under the revised curriculum, and this was clear from the specific geography/history books. This made it easier to review progress against the learning goals for each child, and with the knowledge organisers in each book, easier for children to identify it as a stand-alone subject. It is clear that teaching it as a discreet subject has enabled better and easier assessment by teachers and provides evidence of curriculum delivery, compared to trying to identify Geography pieces within Topic books.
- Planning and online resources** – Planning software Kapow, has been used since September for Geography. This has helped with workload pressures, enabled more consistent planning across the school and provides useful tools such as recaps at the start of each lesson to ensure delivery and assessment of the “essential knowledge”. Teachers have provided feedback that they are happier with the Geography curriculum being more specific and that Kapow has provided a clear benefit. The school will continue to review other outside resources such as the Government's Oak National Academy (AI for teachers), utilising it where useful.

- **Assessment** - ongoing assessment was undertaken by Class teachers with no moderation with other schools and no national data to form comparisons. The school continues to use a number of "Walk through" assessment strategies to ensure consistency across the school. It was noted that marking in foundation subjects focussed on achievement of essential knowledge in that area in a simple yes/no format (i.e. foundation subjects are not marked for e.g. spelling/grammar - this is to ensure that children are assessed on the requirements of the subject itself and that difficulties in other curriculum areas are not a barrier to learning in foundation subjects).
- **Knowledge Organisers** had been created and used for each year group to highlight the essential knowledge required in Geography at the end of each year group. Feedback from pupils and teachers was that these could be further refined and reduced to make them more useful. This would be carried out for the next academic year.
- **School trips** - widely acknowledged to help embed essential knowledge in foundation subjects. A number of trips had been undertaken during 2023/24 with a geography/science focus: Year 1 trip to Littlehampton seaside; Year 2 trip to Windsor to observe the local area and compare it to Nepal; Year 5 residential trip to the Jurassic coastline in Dorset; Year 6 residential to Mill on the Brue. Similar trips would be planned for the following year as well as a trip to the Living Rainforest for Year 4.
- Mrs Griffith was currently working with Mrs Tones to try and create useful links between EYFS and KS1 in Geography to further embed essential knowledge. "Geography" within the EYFS continued to be more cross-curricular and light touch focussing on forest school, a child's place in the world etc.

Pupil Voice:

- A number of pupils from Y1-Y6 were interviewed about what they have learned in Geography this year and provided the following useful feedback:

Key Stage 1

- The children like learning new facts about the world and continents.
- The children have used Google Earth, globes, maps to help with their learning and made a school map with a bird's eye view.
- Year 1 were excited about going to Littlehampton beach and said that they had also looked around the school grounds and went to The Lookout.
- Year 2 were looking forward to their trip to Windsor so they could compare it to Nepal. I was lucky enough to join this trip with Year 2 and they all enjoyed looking out for local landmarks, drawing the castle, tallying up swans on the river and drawing their favourite view of the river.
- Year 1 were able to share that they had learnt about the UK capitals and countries as well as physical and human features around the UK like the River Thames and parks in London. They are currently learning about the seaside and what it looks like. They had also made an ariel map of the school.
- Year 2 shared that they had learnt about the 7 continents and seas and also about Nepal. They can find these on a globe.
- When asked what would make Geography even more fun at Holy Trinity, the pupils said they would like to use globes and maps more as well using ICT in Geography.

Key Stage 2

- KS2 children said that they liked learning about the world, but PowerPoints were used a lot which was a negative.
- The children said that they used Maps, Atlases, ICT, globes and Knowledge Organisers to support their learning, but more of these were needed so that they could use maps/atlasses more and look at PowerPoints less. **Action** - Mrs Griffith will ask the PTA to help fund additional/updated Geography resources.
- The children were asked about their field work activities and where they had been. Year 4 remembered that they had been on a walk in the local area when they were in KS1. Year 5 had lots of fun learning about coastal features on the Year 5 residential. Year 6 had had a visit from a parent looking at climate on the school site.
- Key stage 2 had learned about different places and cultures with Year 3 having learnt about Brazil and what it's like to live there. Year 4 shared that they had learnt about the rainforest and what that's like as well as about volcanoes and earthquakes. Year 5 had been learning about Spain and explored tourism and culture in Spain. Year 6 shared what they had learnt about Fairtrade and how this affects farmers in other countries.
- The Pupils had some great ideas on how Geography could be further improved at school. They would like to learn more about culture and food, for example having a food tasting day when you're learning about different countries. The use of more real-life maps and atlases independently - not just look at one together on the whiteboard - was a common theme across year groups.

Other suggestions included doing a geography project for homework; more fieldwork; learning about people like Greta Thunberg and David Attenborough in relation to climate change; learning about what the politicians are doing to help save the planet (G20 Summit); and having more maps on display in the school and in the playground. **Action** – the leadership team would look at further incorporating these ideas into the curriculum.

- Pupils had said that they had created their own Knowledge Organiser's for History to leave for the following year group coming in and would like to do one for Geography.
- In general, the children were proud of their creative work in Geography (e.g creating leaflets and maps). They enjoyed finding out about real people and how they made a difference to the environment (Eg David Attenborough, G20). Children could see the links between Geography and Science (the natural world).
- Children would like a Geography display similar to the History one in the corridor, outside the School Hall. **Action** - Mrs Griffith will ask the PTA to fund this request.

Adaptations to ensure curriculum available to all:

- To ensure that children with SEN had the same opportunities to achieve the Geography objectives as those without, adapted resources are in place. For example, additional adult support to help look up vocabulary in a dictionary; using a scribe etc.
- Ofsted had praised the school for enabling all foundation subjects to be accessible to children with SEN.

Actions used to identify findings

- Reviewed Geography work within books for all year groups.
- Reviewed Knowledge Organisers for all groups
- Reviewed feedback from cross-section of pupils
- Reviewed end of year assessment data (Summer 2024)
- Detailed conversation with Mrs Griffith about the school-wide delivery for Geography over the year and resources.

What outcomes have been identified as a result of my visit

- Mrs Griffith to request funding from PTA for additional Geography resources and Geography display.
- Leadership to consider incorporating pupil feedback into curriculum where possible.

Impact of this visit

- Mrs Griffith is satisfied that changes made to the curriculum and use of planning resources (Kapow) have further improved delivery of Geography at Holy Trinity.
- As link Governor for this area, following my three Geography visits, I am satisfied that Geography is being well planned and delivered throughout the school and there is clear progression throughout the year groups. I have been impressed with the pupil feedback and the evidence that children are achieving the essential knowledge required. I am also satisfied that appropriate adaptations are being made for children with SEN to ensure that barriers to learning are removed as far as possible.

Aspects I would like clarified/Questions I have

- N/A

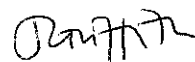
To be shared with the school staff and school Governing Board.

Signed:



(Governor)

Signed:



(Headteacher/Staff member)