

Name of Governor	Jo Steel
Date of Visit	7 th November 2023
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	School Development Plan 2022-2023 – Geography as a Key Development Focus Area – follow up visit following initial visit in January 2023 with Mrs Neale
Name of Staff	Mrs Jo Griffith
HUGG shared? (if subject area)	Yes

Next Steps/follow up from previous monitoring Follow up steps from Jan 2023:

- Follow up visit to include:
 - Review of Geography within Topic Books across year groups
 - Look at progression with assessment and LTPs (for new curriculum)
 - An overview of the ARE and percentage of children who have met this (as measured in pupil end of year reports)

Key Area in SDP: Monitoring Findings from this visit

- Topic Books – books from Spring/Summer terms 2023 were reviewed and noted across all year groups and different ability levels including children with SEN. These provided evidence of clear progression in Geography throughout the school as well as indicating that suitable adaptations were made to ensure that all children could equally access the curriculum.
- 2023/24 academic year would see the first full year of the new curriculum and Geography being taught as a discrete subject. This will allow more in-depth teaching of geography and better focus on embedding essential knowledge across all groups. A move to discreet teaching includes having a dedicated Geography exercise book, making it easier for children to identify it as a stand-alone subject, enabling better and easier assessment by teachers and provide evidence of curriculum delivery, compared to trying to identify Geography pieces within Topic books.
- Whole school planning for the subject area and a move to the "Holy Trinity Way" was discussed. Initial feedback from teachers was that this had helped with workload pressures and that it would be easier for children to understand the distinct subjects and make both assessment and identification of the strengths and weaknesses of the curriculum easier.
- An audit of physical resources to deliver the Geography curriculum had been undertaken. Atlases had been identified as coming to the end of their life as well as not being age-appropriate for KS1 and new ones would be requested from the PTA as a result. Online subscription to ordinance surveys would be included in the following year's budget.
- Planning and online resources – Planning software Kapow, had not yet fully developed its Geography offering, but this would be looked at as an option once available. At present each teacher obtained their own resources and more consistent approaches would continue to be explored.
- Teacher training and CPD: In end of year reviews, teachers had not specifically requested CPD in the area. It was hoped that when developed, Kapow could help provide CPD in the area if required. It was discussed that the subject was quite far reaching in terms of knowledge required (human and physical geography as well as areas such as climate change). Teachers required CPD in the subject would therefore be ongoing.
- Assessment - it was noted that assessment was undertaken by Class teachers with no moderation with other schools and no national data to form comparisons. The school had adopted a number of "Walk through" assessment strategies to ensure consistency across the school. These included common questioning strategies to assess the longer-term essential knowledge in addition to traditional book-looks.
- Knowledge Organisers had been created for each year group to highlight the essential knowledge required in Geography at the end of each year group - a one page crib sheet showing children the areas of focus in that subject. For example, the elements of Physical Geography, Human Geography, Maps, flags, Key vocabulary for that year group. These become more detailed the further up the school a child progresses, providing further evidence of curriculum progression throughout the school.
- School trips – often used as another tool to help embed essential knowledge. Many planned school

trips had a Geography or Science/Geography focus, for example, the Year 5 residential to Dorset and a potential KS2 trip to BBC's Planet Earth and Year 1 trip to Brighton.

- 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.
- Subject Lead Audit sheet was reviewed. A useful tool for subject leads to help ensure effective delivery of the Geography curriculum through the school year.
- ARE data end 2022/23 = 81% of pupils across HT achieved ARE in Geography with 17% working at a higher level. One year group achieved 60% ARE. The group has been identified as being particularly impacted by covid and other factors and is receiving significant intervention to achieve improvements in reading and writing which, it is anticipated, will positively impact achievement in foundation subjects including Geography.

Actions used to identify findings

- Viewed the HUGG and LTPs for the Geography curriculum.
- Reviewed Geography work within topic books for all year groups.
- Reviewed end of year assessment data (Summer 2023)
- Detailed conversation with Mrs Griffith about the school-wide planning for Geography, resources and delivery.
- Reviewed the completed subject lead audit sheet for Geography.

What outcomes have been identified as a result of my visit

- Mrs Griffith to request atlases from PTA and continue to monitor progression with Kapow Geography (in development).
- Mrs Griffith to explore possibility of using homework as a vehicle to help embed essential knowledge, particularly in foundation subjects including Geography.
- JS to follow up with a short visit in summer term 2 (2024) to review delivery of Geography as a stand-alone subject (first full year of new curriculum).

Follow up Governor Visit in June/July 2024:

- We have agreed to a follow up visit and actions towards the end of the year, which will focus on:
 - Review of Geography-specific workbooks across all year groups and any in-school/class displays.
 - Discussion with a selection of teachers about how they have found delivering Geography through the year.
 - Discussion with a cross-section of the pupil body to find out what they think (and know) about Geography (potential questions: "Can they tell me what we mean by "geography"? What have they learnt this year? What do they like about it? What don't they like? Etc)
 - An overview of the ARE and percentage of children who have met this (as measured in pupil end of year reports) – if available.

How I witnessed the vision in action during my visit ('I know there is nothing better for people than to be happy and do good while they live.' Ecclesiastes 3:12):

- "We facilitate opportunities so **every** child can flourish..." Evidence seen through book-looks that children with SEN are accessing the same curriculum as their classmates.
- "Staff - Wellbeing and professional development is valued and supported..." Moving to whole-school planning has assisted with workload. Staff have option to request subject-specific CPD if needed.
- "The School provides facilities that enable an optimum learning environment." Audit conducted and decision made to renew atlases/resources and procure access to ordinance surveys in the next year.

Impact of this visit

- Mrs Griffith is confident that progress is being made to plan and effectively deliver the curriculum requirements for Geography consistently across the year groups.



- As link Governor for this area, following my second visit, I am also confident that the curriculum continues to be delivered effectively. I am looking forward to hearing the children and teachers' views on the subject at my next visit.

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)