

Geography Learning Walk 23 October 2019.

Governors visited school to join the HT and Humanities Co-ordinator to look at learning and teaching in Geography.

What did we do?

We visited different classes to see Geography work and we talked to the children. We also spoke to the Humanities co-ordinator about curriculum planning and development.

Nursery: the children had been listening to 'We're Going on a Bear Hunt' and were drawing an S map from the story and were using directional and locational words.

Reception: the class had gone on an outdoor locality trail the day before and were recording this.

Year 2: the children were looking at the four countries of the British Isles and were learning to be tour guides, finding out information about the different countries eg capital cities, landscape, human features, typical food.

Year 3: the children were finding out about Spain. They had a sheet to complete, finding out information using iPads eg languages, capital. Earlier they had made churros and chocolate and at the start of the topic, a Spanish-speaking Grandma had visited to teach the children some Spanish.

Year 4: the class was learning about the UK. They were producing posters using persuasive language to encourage visitors to come to the UK and were highlighting features of interest eg human and physical geographical features eg the Angel of the North, London, the Lake District.

Year 5: at the start of the lesson the class was looking at a table of statistics on the smart board and were applying previous knowledge to work out where the two sets of statistics (monthly rainfall and temperatures) might apply to eg northern or southern hemisphere. After this they were to produce a graph using the statistics.

Year 6: the children were finding about India on a journey (via video clip) from a busy town and out into the country side. After each section of the video, children at different tables were asked to read out some information from their work.

What did we learn?

We learnt that the co-ordinator and the AH have attended recent CPD on Humanities and this covered curriculum construction. CPD has been done with our staff on starting points eg cross-curricular links, inferences from pictures, cause and effect tasks. The KS2 classes are using the modules from the High School Geography project which started last year. We asked about the steps between a written scheme and secure learning. Cold tasks are used to establish levels of understanding at the start of a topic and tests are used after the topic has been taught.

Positive comments?

The children were able to talk about what they were doing and answer questions about what they had learned. We could see a range of activities across school and across a class. Tasks were differentiated and supported. There were cross-curricular skills evident eg Maths, writing, drawing and use of key vocabulary.

We asked the children what they were doing and they were able to tell us the focus of the lesson and in many cases that the subject was Geography. We asked some children if they had looked at the same area of Geography before. Some had and could explain that the work was now more challenging. We could see skills development in the different year groups eg map work at different levels and knowledge development eg Uk in Years 2 and 4.

Any questions?

We asked the co-ordinator about different aspects of the subject and its development.

What has been the impact of the HS Geography project?

The topics from the project are being taught in KS2. Using the project has improved progression in learning in Geography. It has also helped in planning the subject across the key stages. It has also been beneficial for our children as it will improve their transition to KS3 Geography when they leave OLSA. It had been very useful for our staff as they have materials and tasks provided by Geography specialists which will help their knowledge and confidence. It is also beneficial for staff life-work balance, which was a key element of the project

How is Geography monitored?

This is done through learning walks (as today), lesson observations and book scrutinies.

Links to SDP 2019-20

Strand 1

To ensure the quality of work is of a consistently high standard across all subjects

(Including modelling, immediate feedback)

Strand 2

To improve writing across the whole school

(Including opportunities for extended writing across the curriculum)

Strand 3

To develop our curriculum to raise aspirations across the whole school, providing challenge

(Including visits at start of topic, develop and adapt use of high school planning for Geography, key vocabulary)