

Leadership

- Geography Leader: Lewis Frank
- Prepared Geography leader file and Geography evaluation form
- Staff meetings led to moderate work, introduce new resources, share good practice and detail/introduce procedures
- Planning, assessment and book scrutinies
- Themed days/weeks/assemblies

Planning

- Long-term plans and medium-term plans ensure NC coverage
- Specific groups identified for differentiation and to address additional needs
- Timetabling for 2024 - 2025

Teaching

- High expectations
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSET
- Creative, engaging, motivating, stimulating
- Trips and visitors, curriculum enrichment days
- Identify how resources are used to support inclusive learning for pupils with SEND.
- Pupil voice surveys and interviews.
- Demonstrate love for learning, engagement and enjoyment
- New learning built upon and linked to previous knowledge
- Lessons are relevant to pupils and utilise our local area whenever possible
- Ensure that fieldwork provides opportunities for pupils to apply their skills
- Encouraged to engage in deeper thinking, through high-quality questioning
- Independence and choice of materials and resources used
- Learn and develop new skills
- Apply learning to real-life situations and roles

Curriculum

- Curriculum subject aim and intent
- Curriculum map to see pupils progress through school
- Progression of knowledge and skills monitored by subject leader
- Links to themes and topics where appropriate
- Subject links to SIP
- Enrichment opportunities

Diversity

As our learners progress through the school, they will be introduced to diverse places, people, natural and human environments, together with an understanding of the Earth's key physical and human processes.

Assessment

- Assessment tracking regularly updated and analysed (see Subject Assessment grids or OTrack)
- Pupil tracking in place and regularly updated (see OTrack)
- Format of end of term assessments
- Pupil group needs and pupil progress data to inform tasks and next steps
- Issues identified, noted and acted upon
- Internal and external moderations

Intent

At Wigginton Primary School, we offer a high-quality geographical education that provides pupils with a secure understanding of the world that they live in that will remain with them throughout their lives. Pupils will study a range of a geographical concepts from changes in our locality to studying the human and physical geography of both European and non-European countries. We aim to develop pupils' map and atlas work skills in collaboration with a range of technologies that are available in the 21st century such as iPads and Chromebooks. Additionally, we ensure that pupils have regular opportunities to undertake fieldwork, which aims to apply the skills that they have learnt.

Implementation

- I have regularly reviewed Geography throughout school and supported every team with planning and teaching to ensure that we are providing high quality teaching across the school.
- I have audited resources to ensure that staff have suitable resources to provide children with engaging lessons.
- All phases ensure that Geography is taught 3 half terms a year and for at least 60 minutes a week. Within Early Years, Geography is incorporated into provision over the year.
- Pupil voice has enabled me to see how children are responding to Geography and highlights the engaging curriculum that we have. I am a firm believer that children should not just be taught Geography but should they should be taught to become geographers.
- We have a range of evidencing across the school, which allows pupils to have a creative approach to Geography lessons but also allows staff members to assess pupil's ability. This provides me as subject leader, a clear understanding of pupil's progress through their Geography learning journey.
- I have presented to our school governors my vision for Geography at Wigginton Primary school and explained how I will achieve this.

Impact

- Children receive the knowledge and skills to be a geographer in the modern world.
- Staff can clearly review pupils' work, which assists with accurate assessment across school.

Group	Below	At+	Above
Whole School	26/204 (12.75%)	175/204 (87.25%)	48/204 (19.61%)
Boys	14/114 (12.28%)	105/114 (97.72%)	25/114 (21.83%)
Girls	12/66 (18.18%)	54/66 (81.82%)	15/66 (22.73%)
Disadvantaged	0/0 (0.00%)	0/0 (100.00%)	0/0 (0.00%)
Non Disadvantaged	26/198 (13.13%)	172/198 (86.87%)	48/198 (24.24%)
FSM	0/0 (0.00%)	0/0 (100.00%)	0/0 (0.00%)