

St. Peter's CE Primary, Farnworth



Curriculum Policy

Geography

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Contents Page

Our school vision	3-4
St Peter's beliefs and values – Learn, Sparkle and Shine	5-6
Curriculum intention	7-8
Spiritual, Moral, Social and Cultural	9
Our teaching and learning model	10-13
Curriculum design	14
Planning	14
Curriculum coverage and progression of skills	15-16
Rationale behind chosen content and timings	16
Teaching and learning within geography at St Peter's	16
Geography in EYFS	17-18
Use of knowledge organisers	18
Assessment	18-19
Organisation of resources	19
School Partnerships	19
Use of ICT	19
Role of the subject leader	19
Supporting new staff	20
Cross curricular links	20

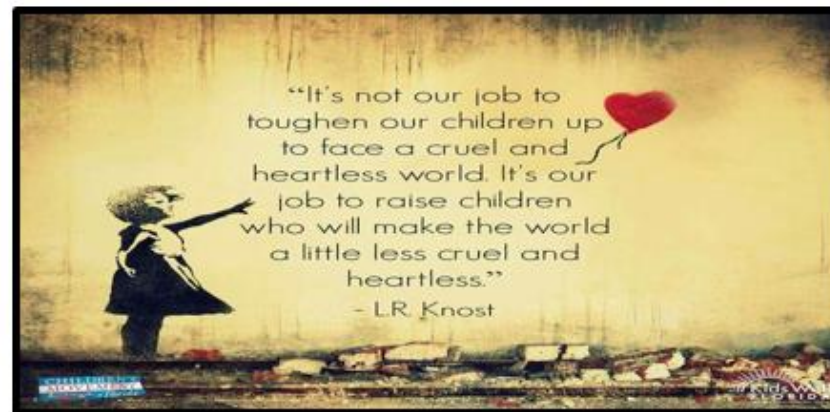


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration **(learn)**,
- encourages positive attitudes, resilience and strong mental health **(sparkle)** and,
- develops positive citizens with strong community (Christian and British) values **(shine)**.

Our intention is to provide this curriculum, underpinned by Christian Values and the word of God.

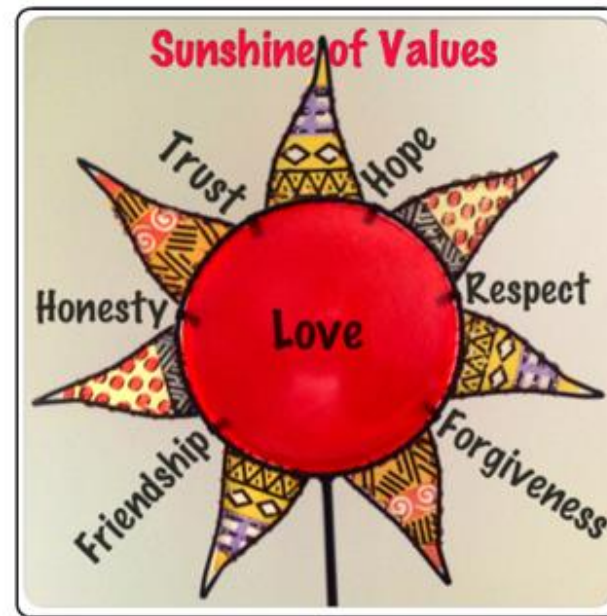
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth <u>mindset</u> approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth <u>mindset</u> philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of Intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance

Curriculum design

The National curriculum, **purpose of study:** A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The school uses the national curriculum for Geography as the basis of its curriculum planning, as well as the new learning challenge curriculum. The use of the learning challenge concept is built around the principle of greater learner involvement in their work, resulting in a more meaningful curriculum which promotes high standards. Developing and practising key skills is also a key part to the learning challenges and they allow children time to explore interesting concepts / issues more independently.

Planning

The new curriculum for Geography is planned under four main headings: Locational Knowledge, Place Knowledge, Human and Physical Knowledge and Geographical skills and Fieldwork.

We make use of the local environment when planning, and where appropriate incorporate 'real life' issues of a geographic nature also. Topic planning is very versatile and reflects current environmental / geographical issues where possible (age appropriate) whilst also ensuring national curriculum coverage of key skills and objectives.

Planning is adapted each year to ensure the curriculum meets the needs of each individual cohort, using assessment data to help identify specific group needs within the cohorts. The schemes of work are accessible on the school's main frame.

Our plans give details of each unit of work for each term in every year group. The teachers are encouraged to adapt these each year to continue to improve the curriculum and make it relevant to that particular year group, incorporating new 'learning challenges' into lessons where appropriate to do so.

In our planning we cater for the more able by providing activities that extend their learning. This can be done in many ways such as setting more open-ended tasks or by asking more able children to work in a mixed ability group. Children often learn by example and may learn skills such as use of equipment and recording by working with more able children. Children often learn best by teaching and this is often an effective way to challenge more able children. The use of the learning challenges 'exceeding' objectives within lessons also provides more able children with the chance to take responsibility for and extend their own learning through independent research / thinking. Increasing children's opportunities to extend their thinking / enquiry skills in this way is key to challenging the more able learners.

Curriculum coverage and progression of skills

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Geographical Skills to be met at Key Stage 1 (these skills are linked to the Learning Challenge Curriculum, see appendix)

Children should:

1. Investigate features of their surroundings
2. Develop skills and knowledge through investigation
3. Study areas as large as towns, regions, countries
4. Question
5. Observe
6. Record
7. Communicate
8. Use geographical terms
9. Undertake field studies around school
10. Follow directions
11. Make and use plans of real and imaginary places.
12. Use globes to find major geographical features
13. Use other secondary sources.

Geographical skills to be met at Key Stage 2 (These skills are linked to the Learning Challenge Curriculum, see appendix).

Children should:

1. Investigate a wider range of places and themes
2. Undertake studies that focus on geographical questions
3. Develop ability to recognise patterns of climate, weather, roads etc
4. Become aware of how places fit into a wider geographical context
5. Observe, question, collect, record and analyse evidence
6. Draw conclusions from evidence and be able to communicate findings
7. Use appropriate geographical language
8. Undertake fieldwork involving appropriate instruments
9. Make plans and maps at a variety of scales using symbols and keys
10. Use secondary sources of evidence
11. Use IT

12. Use and interpret globes, maps and plans at a variety of scales. The work should include using co-ordinates and four figure references.
13. Measure direction and distance
14. Follow routes
15. Use contents page and index of an atlas
16. Identify points of reference on maps (see Appendix A.)

Rationale behind chosen content and timings

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind. Key stage 1 classes are required to teach humanities for 1.5 hours per week whilst key stage 2 classes are taught it for approximately 2 hours per week.

Content should allow children to:

- Develop contextual knowledge of the location of globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world, how they are interdependent and how they bring about spatial variation and change over time.
- Become competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
 - Communicate geographical information in a variety of ways, including maps and writing at length.

Teaching and learning within geography at St Peters

Geography teaching and learning should meet the needs of all the children. Often this involves ensuring the lessons throughout a unit have a range of visual, auditory and kinaesthetic learning. Practical work including observations form an integral part of the geography curriculum.

We teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in geography takes into account the targets set in the children's Individual Provision Maps. Staff also use the 'emerging' objectives in the Learning Challenge Curriculum.

We teach Geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate

the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Fieldwork

Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. They also visit a contrasting UK locality during the seaside topic. Visitors are also welcomed into school as part of our curriculum planning, to enhance the interest and enjoyment of the subject at a young age.

At Key Stage 2 the children also do a study of the local area. Topics covered within key stage 2 provide many opportunities for children to extend their learning outside the school grounds. Visits to the coastline, countryside and cities are all embedded as part of our humanities planning (through history and geography).

Vocabulary

As with any curriculum subject, using and understanding technical vocabulary is important. Children's interest in vocabulary should be developed by making them aware that some words have several possible pronunciations and spellings. They should be encouraged to identify these in the resources they use. It is expected that correct terms and words will always be used and that as the children's level of understanding grows the teacher will introduce increasingly complex and technical vocabulary. It is important that the children are expected to extend their vocabulary and that this vocabulary caters for the more able. To help with children's access to and understanding of topic specific vocabulary, vocabulary lists are stuck into work books and explained by the teacher as new vocabulary is introduced. Children are encouraged to use these as they work through the unit

Geography in EYFS

Enabling children to take on the role of a geographer, exploring, discovering and beginning to make sense of the world around them, is an important consideration when planning for the seven areas of interconnected learning and development that make up the EYFS framework.

The area focusing on 'Understanding the world' in particular presents the opportunity for pupils to reflect on the events and routines that they and their peers experience. They are given the opportunity to formulate questions to investigate the similarities and differences that exist and be encouraged to discuss these with interest and sensitivity.

Pupils are supported to make sense of the world around them through having multiple opportunities to explore their physical world, local community and beyond. These experiences will be a mixture of 'first hand' and 'imaginary', but will fundamentally be practical in nature and involve an enriching vocabulary. For example:

First hand and sensory:

- Visit local places of significance such as the library, park, fire-station or market.
- Explore the school grounds in different weathers, seasons and times of day.
- Interact with visitors such as police officers or shop-keepers.

Imaginary:

- Role-play, including the use of small world play, loose parts and manipulatives, as well as mark making.
- Construction with a range of materials from block and boxes to sand and water.
- Exploration of what places and people/characters are like through sharing a range of fictional and non-fictional stories.

The 2021-22 academic year saw the adoption of a revised EYFS framework. The seven areas of learning and development remain unchanged but there were a number of changes within the Early Learning Goals (ELG). For example within 'Understanding the World' the ELG for technology has been removed, and the three ELGs 'Past and Present', 'People, Culture and Communities' and 'The Natural World' all have a geographical/historical focus.

There is now a strong emphasis on geography learning through listening to stories in the Early Years. Children have access to a number of specific texts chosen with the objectives from the new EYFS framework in mind and these are shared throughout the year.

Use of knowledge organisers

Knowledge organisers are now stuck in books at the beginning of every geography topic. These contain all the information children are required to know once a topic has been taught. Key vocabulary and definitions are listed on these organisers and staff refer to them at the beginning of every topic lesson to recap previous learning and encourage the retention of key information. They are also used as an assessment tool.

Assessment

Evidence from children's geography work is used to inform future planning so that work is relevant to the needs of the children. We also use marking to make assessments about the level that children are working at and to inform others such as parents and other staff. To this end we follow five principles of marking and feedback within geography lessons– the 5P's. These are praise, probe, precise action, practice and plan.

Principles in Detail:

Praise: drawing attention to particular positives within a child's work. These should link to developing attitude and/or skills.

Probe: Questions or statements used encourage a deeper understanding of learning.

Precise Action: Structured questions or instructions to allow a child to improve learning.

Practise: Repeated practice of a skill.

Plan: This is most applicable to staff to structure feedback so the children can achieve their actions.

Marking and Feedback in geography lessons should include:

- A clear indication of whether the Learning Challenge has been achieved, partially achieved or needs further work. We use the Learning Challenge achieved stamp to show that it has been achieved, two stars for partially achieved and one star for not achieved/ needs further work.
- An indication of the level of support that the child has received during the lesson using S for supported.

- Corrections highlighted through the use of a Find it Fix it stamp.
- Previous corrections identified with the Find it Fix it stamp should be marked and commented upon if needed.
- Time should be given within the next lesson to read their comments and to respond or complete corrections; this is referred to as 'fix it time.'
- Written comments in geography should be as follows:
Stamp for learning challenge achieved ** or * with guidance for improvement. A challenge question used 2 to 3 times per half term for each child.

At the end of each geography topic there is a formative assessment in the form of a 'Kahoot quiz' designed by the teacher (from information from knowledge organisers) and given to the children. The teacher will analyse the results of this, as well as using informal teacher assessments, in order to complete a 3 column assessment sheet to assess knowledge of key geographical skills for every topic. The objectives for 'below average, age related and above average' expectations are obtained using the key skills from the learning challenge curriculum document. Knowledge organisers are also referred to throughout a unit of work and children are 'tested' on the key information from these regularly throughout the year to ensure knowledge is being retained.

Organisation of resources

We have sufficient resources for all geography teaching units in the school. We keep these in Key Stage 1 and Key Stage 2 stores where there are boxes of equipment organised so that they relate to specific units of work. The library contains a good supply of geography topic books. We also make use of the Library Loan Service for topic resource boxes. Teachers are encouraged to contact the co-ordinator if there is need to order extra equipment.

School Partnerships

To enhance the geography curriculum further, we try to make links with other schools around the world. These link to geography topics covered where possible. Activities can include letter writing, video calls and research projects.

Use of ICT

We make provision for the children to use ICT in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera / i-pads to record and use photographic images.

Role of the subject leader ([link to subject leadership policy](#))

There two main areas of the coordinators role these are:

- Evaluating and ensuring the quality of provision / achievement & standards
- Providing support.

It is important that class teachers develop excellent subject knowledge for the units of Geography they teach. The subject leader will provide support and guidance for all teachers and should be used as a valuable resource.

The subject leader will review the curriculum regularly to ensure standards are maintained and improved and will make a judgement about the overall quality of teaching and learning in Geography each year. This will be done in line with schools self-evaluation policy.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, NQT's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to NQT's if there are areas that the NQT would like to discuss.

Cross curricular links

We do, wherever feasible, make clear links to other subject areas such as maths, history, English and art and DT. We do this is because we know that making clear and explicit links helps children to learn.