

**Kings Road Primary School**  
**Curriculum Coaches Memorandum of Understanding**  
**'Deep Dive'**



**Ignite**

**Geography**

*Geography*

*Overall Judgement*

Judgement

Inadequate	Requires Improvement	good	outstanding
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*Headlines*

5 Key Strengths

- Clear skills and knowledge progression,
- Links made to other subjects
- Links made to prior knowledge and experience.
- Enthusiasm of subject lead
- Strategic development of the curriculum

3 Areas for Development

- Assessment
- Teaching of fieldwork skills, including how to communicate findings
- The use of the local area and building local community links.

**What is needed to move to outstanding**

Or

The key reasons behind an outstanding judgement

- Develop fieldwork opportunities
- Improve the measurement of the impact of embedded learning (assessment).

# Quality of Education

## Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

## Good (2)

### Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

### Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

### Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

## Requires improvement (3)

- The quality of education provided by the school is not good.

## Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.

	<ul style="list-style-type: none"> <li>■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</li> </ul> <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> <li>■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.</li> <li>■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.</li> <li>■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.</li> </ul>
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<b><u>Delivery</u></b>	
What resources to teachers use to aid their planning?	<ul style="list-style-type: none"> <li>• Collins Connected Geography Scheme</li> <li>• Twinkl</li> <li>• Geographical Association</li> <li>• Digimaps</li> <li>• Royal Geographical Society</li> </ul>
How do teachers inform themselves about children's prior learning?	<ul style="list-style-type: none"> <li>• Progression ladders</li> <li>• LTP</li> <li>• Impact Summary</li> <li>• AfL in lessons and at the beginning of topics</li> <li>• Transition meetings</li> </ul>
Do teachers know why they are teaching their topics?	<ul style="list-style-type: none"> <li>• Yes. The curriculum has been divided fairly and makes sense with the cyclical nature of geography, learning, revisiting and deepening learning. Rationale of topic placement will be promoted to staff during staff meetings.</li> </ul>
What process has been used to put together the planning this subject	<ul style="list-style-type: none"> <li>• Use of Curriculum to ensure adequate coverage of objectives, outlines of possible topics from Geographical Association</li> <li>• Whole school CPD</li> <li>• Strategy meetings</li> <li>• Subject lead's research and CPD</li> </ul>
How has Kings Road's 'Cultural Capital' been considered	<ul style="list-style-type: none"> <li>• We discuss Uganda in Year 2 capitalising on links between KR and Kinoni School.</li> <li>• Rec/Y1 – differences in experience celebrated and discussed</li> <li>• Understanding that many families won't have visited places e.g. Europe and this is built in to topics</li> <li>• Engaging local area trips – The park in Rec/Y1, journey through local area Y3, MoSI Y4,</li> <li>• Engaging trips outside the local area – The beach Rec, Strawberry picking Y1, Chester Y4, River Bollin Y5</li> <li>• We understand that our children have had less experience of the UK and build in these experiences through-out their school years.</li> </ul>
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	<ul style="list-style-type: none"> <li>• That there are differences between people, their families, religion, how they look etc and that differences should be celebrated</li> <li>• Globe / Atlas' accessible in provision (incl. photos of different buildings from around the room in building areas)</li> <li>• Vocab introduced through stories / play to help secure future understanding of NC e.g. forest, mountain, village city, farm. Word wall used for technical words</li> <li>• Planned open ended questions through play to begin geographical thinking e.g. "What might happen if a swirling, whirling snowstorm comes to your town you have just built?"</li> <li>• Everyday talk about seasons, weather changes and similarities</li> <li>• Increasing children's lived experiences by visiting parks, libraries and meeting important members of society such as police officers, nurses and firefighters</li> <li>• taught how to look after and respect our natural environment and living things (through exploration and free play)</li> </ul>

	<ul style="list-style-type: none"> <li>Exploring different countries and experiences through photos and stories</li> </ul>
How is the subject coverage progressive throughout the school?	<ul style="list-style-type: none"> <li>Each year builds upon knowledge learned before, building in scale and complexity in later years. E.g. in nursery/reception Geography is about personal experience, school grounds, home, the journey to school. Building on to countries in the UK in Year 1, and physical features they might not have personally experienced. Building again to knowledge of the whole world in Y2 with continents and oceans, their climate and focusing on Africa. In KS2, the children begin to deepen their knowledge of the local area and begin to contrast it with other areas in the UK and European countries before beginning to consider the 'big questions' in UKS2 such as Why geographical phenomenon happen in specific localities.</li> <li>In later years the expectation is that knowledge becomes more refined and looked at in more depth and to an extent child led and follows clear questioning from the children and the adults.</li> </ul>
What are the strengths of this subject?	<ul style="list-style-type: none"> <li>Clear skills and knowledge progression outlined for teachers to use.</li> <li>Strong links made between geographical knowledge and other subject knowledge</li> <li>Teaching draws from children's prior knowledge and past experiences to ignite their new learning.</li> <li>Proactive subject lead who cascades knowledge through to others.</li> </ul>
What are the weaknesses of this subject and what is being done to address these?	<ul style="list-style-type: none"> <li>Sometimes learning isn't signposted as 'Geography' so children don't know they are using the skills. We are using intent and implementation to further imbed what and how the children are learning.</li> <li>Geography learned rather than done – lack of fieldwork and practical lessons. We have sent staff on CPD courses to give them ideas for embedding curriculum more creatively - Fieldwork week/fieldwork opportunities in Summer term.</li> </ul>
How is the subject used to develop reading?	<ul style="list-style-type: none"> <li>Research opportunities</li> <li>Using inference skills to ask and answer geographical questions</li> <li>Scan and search map reading skills</li> <li>EYFS/KS1 – use of story books to explain and explore geographical vocabulary such as forest, beach as well as similarities and differences between the children's lived experiences and that of others.</li> <li>Links made to 'take one book' week – Zeraffa Giraffe, Greta and the Giants</li> </ul>

### Progress

How are children that struggle or lack confidence supported?	<ul style="list-style-type: none"> <li>Pre-learning of vocabulary,</li> <li>knowledge organisers</li> <li>Differentiated learning tasks through support or level of work.</li> </ul>
How is this subject assessed and how are next steps identified?	<ul style="list-style-type: none"> <li>Ongoing – Teacher assessment comparing to progression map/progression ladders</li> <li>New Impact Summary assessment proforma being rolled out.</li> </ul>
What transition arrangements are in place to support teacher to teacher communication?	<ul style="list-style-type: none"> <li>End of year Transition meetings between outgoing and incoming teachers.</li> </ul>
How are end of term summative assessments used to aid future progress?	<ul style="list-style-type: none"> <li>In progress – rolling out of the new Impact Summary sheets for assessment should help.</li> </ul>

### Intervention

What is in place for pupil premium children?	<ul style="list-style-type: none"> <li>Funding for trips/experiences</li> <li>Foundation stage Pupil Premium Pledge</li> </ul>
What is in place for SEN children?	<ul style="list-style-type: none"> <li>Quality first teaching and differentiation in lesson</li> <li>TA support for over learning</li> <li>1:1 TAs for children with EHCPs where needed</li> </ul>

	<ul style="list-style-type: none"> <li>• Practical tasks that can showcase children's knowledge in a different way</li> </ul>
What interventions are in place across the school?	<ul style="list-style-type: none"> <li>• Vocabulary support through EAL interventions</li> </ul>
Who delivers the intervention?	<ul style="list-style-type: none"> <li>• EAL TAs and TAs</li> </ul>
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	<ul style="list-style-type: none"> <li>•</li> </ul>
How are EAL pupils catered for?	<ul style="list-style-type: none"> <li>• Subject specific vocabulary in books to refer back to</li> <li>• EAL TAs</li> </ul>

<b>Continuous Professional Development</b>	
What CPD have leaders been given?	<ul style="list-style-type: none"> <li>• Cluster meetings through TTSA x3</li> <li>• Headspace time to research</li> <li>• Support through 'curriculum coaches'</li> </ul>
What CPD is in place for all staff?	<ul style="list-style-type: none"> <li>• Digimaps webinars</li> <li>• TTSA courses</li> <li>• Subject specific staff meetings</li> </ul>
How are new staff supported?	<ul style="list-style-type: none"> <li>• Through year group partners initially, Signposting of documents and where to look for help</li> <li>• The curriculum handbook</li> </ul>
How is teacher and teacher assistant subject knowledge supported?	<ul style="list-style-type: none"> <li>• Signposting to Geographical Association and other resources</li> <li>• Subject specific staff meetings</li> <li>•</li> </ul>

<b>Workload and Well-being</b>	
Do you feel supported by senior leaders?	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>
Have you been given the tools to complete the role of subject leader?	<ul style="list-style-type: none"> <li>• Mostly, a lack of time to embed changes and monitor the subject has impacted effectiveness.</li> </ul>
How do you support the teachers?	<ul style="list-style-type: none"> <li>• General check ins during term time, signposting resources and courses.</li> </ul>

<b>Monitoring</b>	
If a lesson was to be observed what would be seen?	<ul style="list-style-type: none"> <li>• Clear skills based/knowledge objectives</li> <li>• Room for discussion</li> <li>• Children engaged</li> <li>• Open ended questions</li> <li>• Activating prior knowledge through questioning/recapping</li> <li>• Some practical resources used, Atlas, Digimaps, Globes, Pictures etc</li> </ul>
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	<p>It will recap learning from previous sessions, link to prior knowledge – possibly an experience, and it will build a bridge between previous and learning and future learning.</p> <p>E.g. Rivers is taught in Y5 as it builds on the knowledge of the water cycle learned in Y4, and this feeds into learning about flooding in Y6 through their Extreme Earth topic.</p> <p>Within the 'topic' each lesson should either focus on a different aspect of place, e.g. food/land use/physical features OR expand the area being learned about (Rec/KS1) classroom/school/school grounds etc.</p>
What would a teaching assistant be expected to be doing during a lesson?	<ul style="list-style-type: none"> <li>• If a TA was in the lesson, they would be supporting a child/children to either access the lesson if SEN/EAL or pushing learning along through questioning</li> </ul>
Will the teacher's questioning encourage learning and enquiry?	Yes
Are the children learning new knowledge/skills? How do you know?	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Book monitoring</li> <li>• Lesson Observation</li> </ul>

<b>Any other factors</b>
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*Excellence without compromise*