

# Geography Network

## HEP 2

Spring 2022  
Paula Owens

With instructions from  
@DarrellWakelam  
[www.darrellwakelam.com](http://www.darrellwakelam.com)



The London West Alliance is pleased to invite you to an afternoon CPD facilitated by

**Dr Paula Owens**

# HOW TO DELIVER WONDERFUL GEOGRAPHY LESSONS



Mapping is a key skill in geography and offers countless opportunities to help us navigate, investigate, represent, and communicate the wonders of the world around us. We will explore how we can build a sense of place, environment and scale, and develop children's geographical understanding by ensuring this essential skill is woven across the geography curriculum.

In this first of three sessions, we will think about ways that children can both use and make maps, and how we can plan this into a meaningful curriculum with both coherence and progression in mind. The second session will focus on doing wonderful geography and the third on celebrating it. Although each of these will be a stand-alone session, it would be ideal if participants could join this participative and interactive geography CPD journey for all three.

## Session 1

**MAPPING WONDERFUL GEOGRAPHY - Webinar**

**Tuesday 23rd November 2021 From 4:00 - 5:30pm**

## Session 2

**DOING WONDERFUL GEOGRAPHY - Webinar**

**Wednesday May 2022 4 – 5:30 pm**

## Session 3

**CELEBRATING WONDERFUL GEOGRAPHY**

**Friday 8th July 2022 From 4:00 - 5:30pm**

Three sessions to build scholarship and practice.

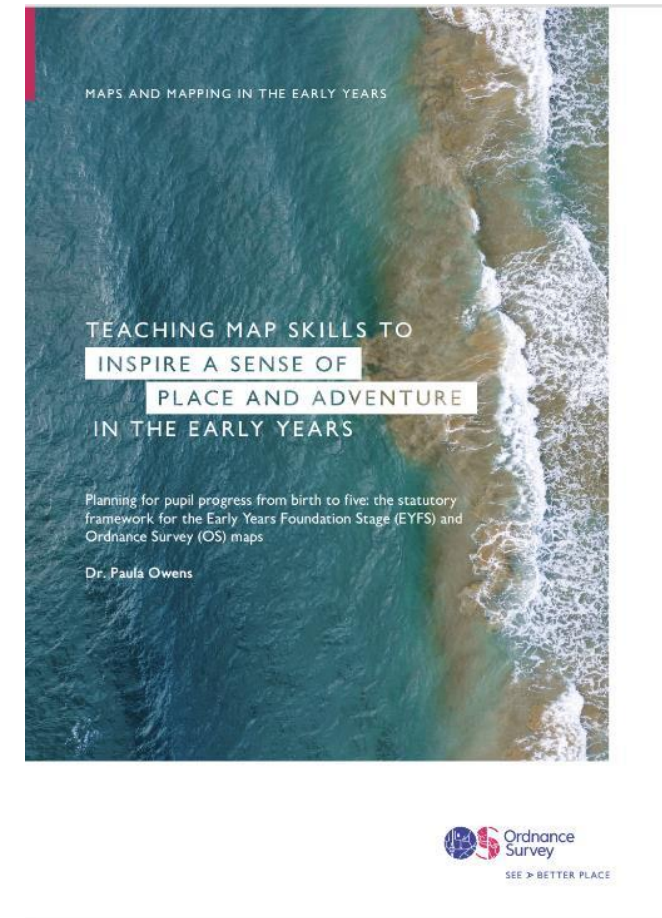
- Develop as a subject leader
- Develop curriculum
- Adopt, adapt and innovate practice
- Create meaningful fieldwork
- Share practice with school, community and beyond

	Items	
1	Welcome & introduction	<i>Paula Owens will be hosting the meeting.</i>
2	News & Updates (HEP + subject national update)	<i>Paula will update everyone on relevant news about primary geography including any national subject updates, resources and events. Please do bring and share any information you have relevant to the network.</i>
3	Matters arising from previous meeting	<i>Did you find any of the resources or ideas shared at the last meeting useful? Have you found the Padlet wall useful? A chance to feedback.</i>
4	Spotlight question / theme (input from facilitators)	<p>What are the ingredients of high-quality, local fieldwork?</p> <p><i>Children need opportunities to engage with geographical fieldwork that supports the curriculum, involves purposeful data collection, and deepens knowledge and understanding of the local area. Ofsted has identified fieldwork as an area for development in primary schools. Where to start?</i></p>
5	Group discussion	<i>What fieldwork is already happening? What will your priority for development be?</i>
6	Subject resources	A progression framework for fieldwork by Julia Tanner <a href="#">Progression in geographical fieldwork experiences (geography.org.uk)</a> The full version of this resource and article can be downloaded from the Geographical Association website for free by members. I can make available the draft version with its audit and framework.
7	Next meeting focus	To be discussed
8	Evaluation	

# Progression in Mapping EYFS – KS1

EYFS	Using and Interpreting	Position and orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
Birth to 3	Use all their senses in hands-on exploration of natural materials. Beginning to use pictorial maps for play e.g. a road map for cars, a farm map for animals.	Point in the direction of features when asked. Follow simple instructions to look or move in a certain direction.	Enjoy drawing and mark – making. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Begin to notice simple patterns. Begins to use objects symbolically e.g. a banana for a telephone.	Use pretend play and start to compare sizes between models and reality.	Recognises that maps like SatNavs help you find your way. Begins to play with online video games where you manipulate a character in space.
Nursery 3-4	Begin to understand that maps hold information in patterns and print. Use maps for pretend play. Make imaginary maps with marks that have meaning. Follow simple routes on maps. Use journey strings or sticks to record information on a route, Recall the journey and sequence the event, using the string or stick as a map.	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Beginning to use 'right and left' with increasing confidence.	Create closed shapes with continuous lines and begin to use these shapes to represent objects and features. Draw maps using shape and purposeful mark-making.	Use some symbols as cues e.g. follow painted footsteps on a playground. Use objects as symbols to represent other objects e.g. line of sticks as a road.	Talk about distance and know that some places are further away than others. Begin to explore scale through small world play.	Recognise some features at a large scale, using aerial views. eg the cars in the car park, the school building. Play simple digital games moving figures on a plan view e.g. of a room.
Reception 4-5	Derive information from a simple map. Use a simple plan map of the school grounds to find and / or mark in features. Follow a simple route at a local scale, using familiar landmarks. Use journey sticks or strings to create simple drawn maps.	Point to the North and South Poles on a globe. Use a compass to identify the direction of North. Use more complex directional language and confident using 'right' and 'left'.	Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds.	Begin to use simple symbols on maps to show features and journeys. Recognise the use of symbols on maps and what they mean.	Start to gain knowledge of their own country and its features. Zoom in to a map to find the school using a postcode. Know that you need to zoom out to see a larger area.	Manipulate and annotate large scale maps, adding simple text, markers, and photographs.

Free Guide to support geography and maps through the new EYFS framework.



Location In the Geography Subject Review. Ofsted (2021) note the importance of the early years in laying foundations for geographical knowledge and skills. Locational knowledge for example, essentially begins in the early years and is developed through curriculum planning....

[Maps and mapping in the early years \(ordnancesurvey.co.uk\)](https://www.ordnancesurvey.co.uk)

# Pre-order now:

## Sustainability Education

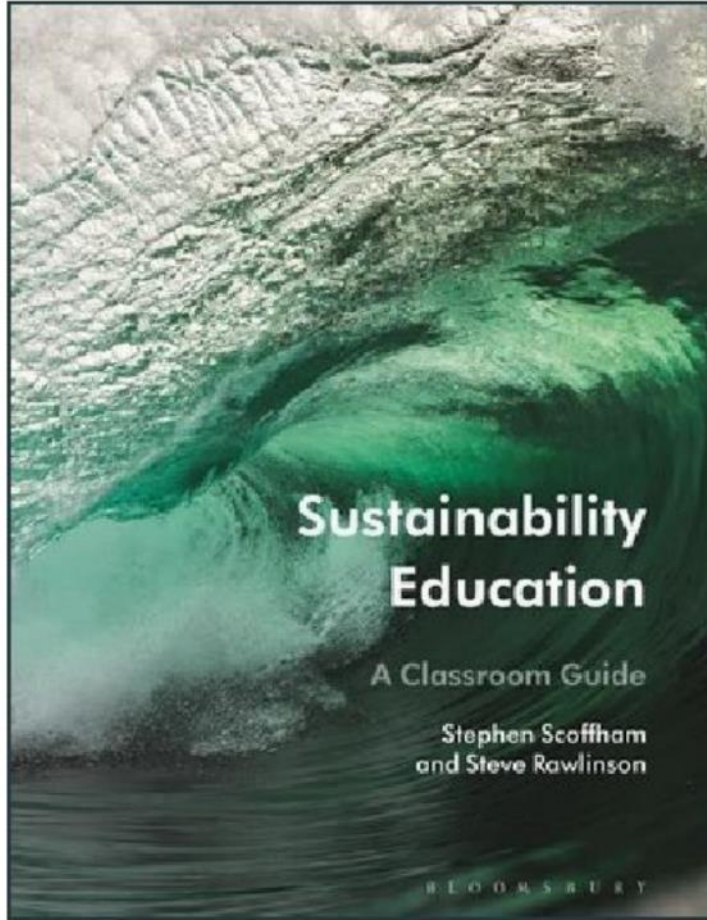
A Classroom Guide

**Stephen Scoffham & Steve Rawlinson**

"The guide is an essential reading for those who engage in teaching and learning about the earth. The book is a capsule on sustainability on understanding the topic, its place in curriculum and teaching pedagogies. It discusses the current needs in transforming education to address the demands of the planet." *Radhika Iyengar, Director of Education, Center for Sustainable Development, The Earth Institute, Columbia University, USA*

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"The educational system we have today was designed to suit the needs of the 19th and 20th century. Now that system is fast becoming out of date! *Sustainability Education* is a timely book outlining an education fit for the 21st century. The authors and contributors have presented a practical way forward to transform teaching in schools from job centred education to life centred and nature centred education. Every teacher concerned with the wellbeing of people and our precious planet Earth should use this publication as a handbook for regenerative learning." *Satish Kumar, Founder, Schumacher College and Editor Emeritus, Resurgence & Ecologist, UK*



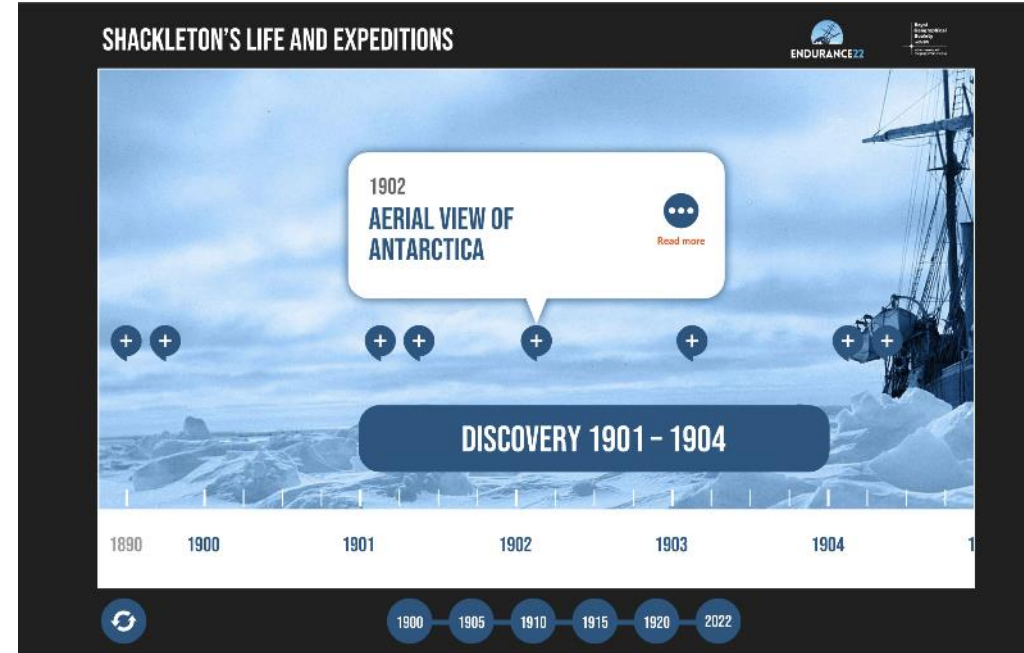
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# RGS: Shackleton

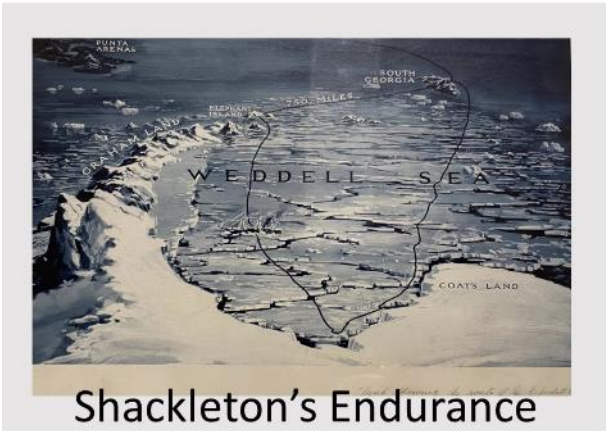


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[Royal Geographical Society - Geography resources for teachers \(rgs.org\)](https://www.rgs.org/updates-and-resources/Geography-resources-for-teachers)

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## Shackleton's Endurance

A story of adventure and leadership

### ENDURANCE22

#### Downloads

- Shackleton's Endurance - A story of adventure and leadership (.pub)
- Teacher's notes (.pdf)
- Part 1 The Expedition - teacher notes (.docx)
- Part 1 The Expedition - teacher notes (.pdf)
- Part 1 The Expedition - Explorers teacher notes (.docx)
- Part 1 The Expedition - Explorers - teacher notes (.pdf)
- Part 1 The Expedition - Explorers assembly (.pptx)
- Part 1 The Expedition - Parallel Lives - Setting out (.pub)
- Part 1 The Expedition - Parallel Lives - Setting out - teacher notes (.docx)
- Part 1 The Expedition - Parallel

[www.rgs.org/updates-and-resources/Geography-resources-for-teachers](https://www.rgs.org/updates-and-resources/Geography-resources-for-teachers)



[Royal Geographical Society - Geography resources for teachers \(rgs.org\)](https://www.rgs.org/updates-and-resources/Geography-resources-for-teachers)

[Royal Geographical Society - Geography resources for teachers \(rgs.org\)](https://www.rgs.org/updates-and-resources/Geography-resources-for-teachers)

# RGS: Young Geographer of the Year

This year's **Young Geographer of the Year** competition is now open for entries and has the theme 'Where, how and why?'. The competition, run in partnership with *Geographical* magazine, gives students the opportunity to discuss a place they want to visit, how they'd get there and why they want to go there.

There are four categories for entrants:  
**KS2 (pupils aged 9-11)** is one.

The [Rex Walford Award](#) runs alongside the Young Geographer of the Year competition and is open to **trainee and early career teachers**. Teachers must produce a scheme of work, covering at least three lessons, focusing on the theme 'Where, how and why?'.  
The deadline for both competitions is 5.00pm on **Monday 3 October** and entries must be received as an online submission [via our website](#).



# National Fieldwork Week 6-10<sup>th</sup> June 2022



Home Teaching Resources Journals Training a



[NFW Certificate Final \(geography.org.uk\)](https://www.geography.org.uk)

The GA is encouraging schools to take part in **National Fieldwork Week**, to be held in the Summer term in the week **6 to 10 June 2022**.

[National Fieldwork Week \(geography.org.uk\)](https://www.geography.org.uk)

Download a ppt presentation about fieldwork



# Noticing the everyday wonders

What's special where we live?

Which places or features are the most important and why?



Stay Home Stories - a suite of free mapping activities and lesson plans for KS1 and 2 [Royal Geographical Society - Geography resources for teachers \(rgs.org\)](https://www.rgs.org/Geography-resources-for-teachers)



Gresford Primary pupils explore what's on their doorstep.



Pupils explore their town centre, Croydon by looking carefully, and in new ways.

# Data Collection



Journey Sticks



Questioning and 'Drifts'



Recording sensory data

# Risk Assessment

Memorial Hall - Risk Assessment

- stay away from people playing football because balls could hit you.
- watch carefully where you are going as there might be things on the ground you may trip over.
- watch out for nettles & ivy. Some people are allergic to ivy.
- walk on the pavement or path.
- do not pick up strange objects on the ground.
- be careful when crossing a road - look both ways.
- stay together and by grown-ups.
- don't touch prickly plants.
- don't stroke dogs.

All Saints Primary in Gresford



Pupils used maps and websites to carry out their own risk assessment before going out.

Fieldwork activity week. 7/6/21

Walk to church tower to look at the bells.

Danger or Hazard What might happen?	Action Needed What can I do?	Who is responsible?
Cars driving up the school hill.	Stop and wait until the teacher says you can cross.	Us Me
We fall off the top.	Be careful not to push or nudge people over because they could fall off the top.	Me
Tripping over steps.	Don't push through the line. Be careful.	Me
Falling down the steps.	Walk sensibly. Walk down slowly.	

Locational Knowledge	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
		North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.		Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.		
GA Benchmarking at ages 7, 9, 11	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.		Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.		Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.	
Place knowledge	INCLUDE a Local scale study UK & Non - European country		INCLUDE a Regional comparison UK, European country, North or South America			
Human, physical & environmental processes	Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles		Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.			
GA Benchmarking at ages 7, 9, 11	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.		Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.		Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.	
SKILLS Enquiry, mapping, fieldwork etc	Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.		Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.			
GA Benchmarking at ages 7, 9, 11	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.		Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.		Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.	

## Early experiences in the Early Years Foundation Stage (ages 3-5)

Young children in the Early Years Foundation Stage (EYFS) should have plentiful opportunities for free exploration of their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity, e.g. local streets, park, shop, church or mosque, etc. They can explore these places through first-hand sensory exploration, observation, and talk. They should have opportunities to ask questions and follow their own interests. These early opportunities will provide opportunities for language development as they name and describe what they see in discussion with peers and adults.

### **Young children should be provided with opportunities to**

- explore their setting outdoor area, noticing and naming its features e.g. play equipment, different areas and surfaces, flower beds
- experience different weather conditions and their impact on the environment
- examine and discuss natural objects e.g. autumn leaves, twigs, stones
- explore the immediate vicinity of the setting through walks and visits to selected sites

### **During and after their explorations, children should have opportunities to record what they observe and have noticed by**

- using small world play or the role play area to represent a visited place
- making drawings e.g. of their favourite place in the outdoor area, what they saw at the park, etc.
- taking digital photographs e.g. of a collection of natural objects, buildings in the locality, etc.
- sequencing photographs to recall features seen on a visit or short walk in the setting vicinity
- drawing a map e.g. of the setting outdoor area
- counting e.g. cars parked outside the school at the start/end of the day
- express their feelings about places they visit, saying which features they like/dislike

Fieldwork opportunities	KS1	Fieldwork techniques	KS1
<p><i>Pupils in KS1 should be provided with opportunities to</i></p> <ul style="list-style-type: none"> <li>investigate the physical and human features of the school and school grounds, naming and describing what they see e.g. different areas (playground, carpark, field, wildlife area) and how they are used, routes around the school site, people’s jobs, places that have been/could be improved, etc</li> <li>investigate different weather conditions through observation and by making and using simple measurement devices e.g. to observe wind direction and measure rainfall</li> <li>observe and record seasonal changes in the school grounds and local area e.g. in flowering plants and deciduous trees</li> <li>explore the local area of the school to investigate the range of buildings, roads, green spaces, and other local features</li> <li>visit some local facilities e.g. shops, a library, a health centre and talk about what happens there and investigate why people go there</li> <li>take a short journey by bus, tram, or train to investigate a slightly more distant site which contrasts with the immediate local area</li> <li>visit a park or local green space to observe its physical and human features, and to investigate how people use and enjoy it</li> <li>investigate environmental issues in the school grounds or local area e.g. lack of play facilities, where litter collects, road safety issues.</li> </ul> <p>Julia Tanner 2020 (Primary Geography Spring 2021)</p>		<p><i>Pupils should have opportunities to plan and conduct geographical investigations which include fieldwork, and to develop skills in a range of simple techniques for collecting, analysing, and presenting what they learn through fieldwork, including</i></p> <ul style="list-style-type: none"> <li>using small world play, model making, or the classroom role play area to represent a visited place e.g. a shop, library, or Health Centre</li> <li>adding details to a teacher-prepared drawing e.g. adding doors, windows, and other features to the sketched outline of a house</li> <li>making annotated drawings e.g. to show variations in a row of houses in a local street</li> <li>drawing a freehand map e.g. of the school grounds, or local street or park</li> <li>relating a large-scale plan of e.g. the school grounds or a local street, to the environment, identifying known features</li> <li>marking information on a large-scale plan of e.g. the school grounds or a local street, using colour or symbols to record observations</li> <li>use a simple compass and compass directions (north, south, west, east)</li> <li>taking digital photographs e.g. of buildings in the locality, things seen on a bus journey</li> <li>making digital audio recordings e.g. when interviewing someone (shop worker, librarian, nurse, etc) about their job</li> <li>collecting quantitative data to e.g. create a pictogram of favourite places to play, or how children travel to school</li> <li>using a questionnaire to e.g. find out the most popular options for improving playtimes</li> <li>collecting and sorting natural objects (e.g. autumn leaves, twigs, stones) to investigate their properties</li> <li>using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about specific places, explaining why they like/dislike some of its features</li> </ul>	

### Developing fieldwork experiences in Lower Key Stage 2 (ages 7-9 years)

Pupils in LKS2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement and more structured enquiries which involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area will provide many opportunities for children to plan and conduct geographical enquiries which involve fieldwork. In LKS2, pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in LKS2 should be linked to the themes and topics in the Key Stage curriculum plan. Fieldwork opportunities should be planned to enhance and enrich children's knowledge and understanding of places, and of physical, human and environmental geography.

<b>Fieldwork opportunities</b>	<b>LKS2</b>	<b>Fieldwork techniques</b>	<b>LKS2</b>
<p>Pupils in KS2 should be provided with opportunities to</p> <ul style="list-style-type: none"> <li>• use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘Where does the water go when it rains?’, ‘ How do we travel to school’, and ‘ Where does the food for school dinners come from?’</li> <li>• when learning about the water cycle, weather and climate, investigate and record different weather phenomena through observation and by using standard measurement devices e.g. a thermometer, rain gauge and anemometer</li> <li>• when learning about biomes and vegetation belts, visit a woodland to study the trees, plants, and animals, as an ecosystem</li> <li>• when learning about land use, investigate local buildings, land use, and local facilities, and explore issues of environmental quality and value by, e.g. investigating which spaces or places are valued by the local community</li> <li>• when learning about economic activities, investigate local shops to find out how far people come to use them, and why, or investigate local journeys and routes, including road safety, public transport provision, and facilities for to more sustainable travel choices</li> <li>• when learning about natural resources, explore issues of sustainability in everyday life e.g., energy use and generation, water supply and use</li> <li>• take fieldtrips more distant places to investigate their physical and human geography, e.g. a farm, water treatment plant, botanical gardens, etc, as appropriate to the curriculum plan</li> </ul>		<p>Pupils should have opportunities to plan and conduct geographical investigations which necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing, and presenting what they learn through fieldwork, including</p> <ul style="list-style-type: none"> <li>• making models, annotated drawings, and field sketches to record observations</li> <li>• drawing freehand maps e.g. of a short walk to a site in the local area</li> <li>• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li> <li>• recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photographs, annotating these with labels or captions</li> <li>• making digital audio recordings e.g. to record traffic noise</li> <li>• collecting, analysing, and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect quantitative data, e.g. to find out and compare how far people travel to a local supermarket and corner shop</li> <li>• designing and conducting interviews, e.g. to investigate which spaces or places are valued by local people</li> <li>• using simple sampling techniques, e.g. time sampling when conducting a traffic survey</li> <li>• using a simple Likert Scale to record their judgements about environmental quality in streets near the school</li> <li>• developing a simple method of recording their feelings about a place or site.</li> </ul>	
		<p>Julia Tanner 2020 (Primary Geography Spring 2021)</p>	



### Extending fieldwork experiences in Upper Key Stage 2 (ages 9-11 years)

Pupils in UKS2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement and more structured enquiries which involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area will provide many opportunities for children to plan and conduct geographical enquiries which involve fieldwork. In UKS2, children should have more opportunities to visit unfamiliar places, including, where possible, a residential visit. As with younger children, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in UKS2 should be linked to the themes and topics in the Key Stage curriculum plan. Fieldwork opportunities should be planned to enhance and enrich children's knowledge and understanding of places, and of physical, human and environmental geography.

<b>Fieldwork opportunities</b>	<b>Fieldwork techniques</b>
<p>Children in UKS2 should be provided with opportunities to</p> <ul style="list-style-type: none"> <li>• use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘How can our school reduce its plastic waste?’, and ‘ How can we make our school grounds more bee friendly?’</li> <li>• when learning about rivers, visit a local stream or river, to investigate its physical features (meanders, sites of erosion and deposition, etc.) and its use by people now and in the past</li> <li>• when learning about settlements, investigate buildings, land use, and local facilities, and how these have changed over time, and investigate local development plans through visits to derelict sites, empty shops or buildings, or places where road/housing/ industrial/ retail/ leisure schemes are proposed</li> <li>• when learning about economic activities, investigate the range and location of primary, secondary and, tertiary economic activities in the local area</li> <li>• when learning about natural resources and trade, explore issues of sustainability in everyday life e.g., how everyday goods such as food crops and clothing are grown/manufactured and traded, and consumption, waste, and recycling.</li> <li>• take fieldtrips to unfamiliar environments to investigate their physical and human geography of, e.g. a mountain, a rural area, a beach, as appropriate to the curriculum plan.</li> </ul> <p>Julia Tanner 2020 (Primary Geography Spring 2021)</p>	<p>Children should have opportunities to plan and conduct geographical investigations which necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing, and presenting what they learn through fieldwork, including</p> <ul style="list-style-type: none"> <li>• making models, annotated drawings, and field sketches to record observations</li> <li>• drawing freehand maps e.g. of a visited site</li> <li>• relating large-scale plans to the fieldwork site, identifying features relevant to the enquiry</li> <li>• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photographs, annotating these with labels or captions</li> <li>• making digital audio recordings e.g. to create soundscapes</li> <li>• collecting, analysing, and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect quantitative data, e.g. to find out and compare pupils’ views on plastic waste</li> <li>• designing and conducting interviews, e.g. to establish the range of views local people hold about a local development proposal</li> <li>• using simple sampling techniques, e.g. time sampling when conducting a traffic survey</li> <li>• designing and using a tool to record their feelings about the advantages and disadvantages of e.g., a proposed development</li> <li>• to conduct a transect e.g. along a road to observe changes in buildings and land use.</li> </ul>



**Our Padlet**

[https://padlet.com/p\\_owens90/onz45im2gseqpx24](https://padlet.com/p_owens90/onz45im2gseqpx24)

Please can you complete the evaluation? Thank you.

Next meeting

**24<sup>th</sup> May 2022**

<https://www.hounsloweducationpartnership.co.uk/survey/primary-subject-network-evaluation-2/>