



Geography Action Plan 2021-22



Geography Aims include:

1. Gain a contextual knowledge of globally significant places, both marine and terrestrial.
2. Learn the defining physical and human characteristics of these places.
3. Understand the processes behind the key physical and human features in the world, how these are interdependent and how they cause change over time.
4. Learn skills needed to gather and analyse geographical data through fieldwork.
5. Interpret a range of sources of geographical information including maps, globes, aerial photographs and GIS.
6. Communicate geographical findings through maps, mathematical skills and writing.

KEY PRIORITY

Objective	Actions and Responsibility	Success Criteria	Completion	Resources
To monitor the statutory requirements within the curriculum.	<ul style="list-style-type: none">• Monitor cornerstones subjects and make sure all Geography requirements are covered.• Book looks to make sure coverage is being taught and check skills progression is evident across key stages.• Discuss with staff any issues or concerns.• Lesson observations to make sure content is delivered at high standard.• Provide a list of places linked to Geography which will help enrich their learning and engage the topic more.	<ul style="list-style-type: none">• Staff to be confident at delivering Geography lessons.• Planning will show that prior learning has been built upon and that opportunities for skills progression have been taken into account.• Books will show clear progression of Geographical skills across both key stages.• Pupils to have a deeper understanding of the subject and use geographical vocabulary.• Staff and pupils to have a positive and engaging attitude towards teaching and wanting to learn more about Geography.		

	<ul style="list-style-type: none"> Highlight any resources needed to enhance the teaching of Geography. 			
To monitor assessment across the Federation.	<ul style="list-style-type: none"> Using the skills progressions, provide opportunities for the children to identify their next steps. Pupils to be aware of their 'next steps' via skills progressions and 'learning journey' 	<ul style="list-style-type: none"> Staff to feel confident at using skills progressions. Pupils to understand their next steps in their learning. Whole School display to incorporate learning journey in Geography. 		
SIAMS PRIORITY				
<ul style="list-style-type: none"> To extend the provision for Spiritual Development within all areas. 	<ul style="list-style-type: none"> Use a wide range of questions to start the lesson to allow children to develop their spiritual thinking and to show a deeper understanding of the subject knowledge. Differentiate activities to allow all children access to Geography. Develop a Geography display that shows the children's thinking and their love for Geography locally or nationally. 	<ul style="list-style-type: none"> Pupils to become better at using their questioning skills, taking part in group discussions and solving problems. Pupils to increase their subject knowledge and develop a wider range of Geographical skills. Pupils to become more confident in taking a positive role in their learning. 	Completed- June 2021	
<ul style="list-style-type: none"> To develop the importance of equal opportunities and understand British values. 	<ul style="list-style-type: none"> Provide equal opportunities through a range of activities to deliver Geography (role play, presentation work, allowing all children to have opportunities to share their learning in different ways.) To take responsibility in their learning and to respect others suggestions. Provide opportunities for pupils to learn how to argue and defend points of views. 	<ul style="list-style-type: none"> Pupils to have a better understanding why equal opportunities and respect is important. Pupils to become positive role models to others. Pupils to demonstrate British values to all members of the school family. 		

	<ul style="list-style-type: none"> Encourage to highlight the British values during Geography lessons. 			
OFSTED PRIORITY				
To provide opportunities to read a variety of texts to allow the children to improve their reading skills (inference, retrieve, sequence and prediction)	<ul style="list-style-type: none"> Allow opportunities for pupils to read a variety of texts linked to Geography (map reading, facts on countries around the world, weather reports, stories set in other cultures.) Provide opportunities for pupils to discuss their learning. 	<ul style="list-style-type: none"> Pupils to be more confident at reading within a range of contexts. Pupils to become more confident when discussing locations, physical and human geography and other cultures. 	Ongoing throughout the year.	
SCHOOL DEVELOPMENT PLAN PRIORITY				
Covid-19: To raise the attainment of children throughout the school with a particular focus on writing and overall attainment in EYFS, phonics, KS1 and KS2 <ul style="list-style-type: none"> To ensure the standards of 	<ul style="list-style-type: none"> Planning includes opportunities for purposeful writing within Geography. Cross-curricular links are established between Geography and other subjects such as History and English. Planning shows differentiation, progression and builds on prior learning. Clear extension and challenge activities are planned for. Teacher led discussions allow children to be more reflective, discuss their learning and take responsibility for their own development. High quality resources to support scaffolding of tasks and activities and learning/ toolkits used. Curriculum topics maintain the interests of boys. 	<ul style="list-style-type: none"> The attainment gap between boys and girls writing is closing. Writing skills are being reinforced across the curriculum. Marking (verbal and written) is high quality and identifies next steps to learning; the marking policy is adhered to. Boys show that they want to write more. Boys are excited about learning activities in school linked to their Cornerstones topic. Boys are socially successful in school. Pupils are engaged. Work is differentiated to meet their needs. 		

<p>writing improves throughout the school.</p> <ul style="list-style-type: none"> • The in-school achievement gap between boys and girls closes. • Ensure the needs of all pupils are met during lessons with a particular focus on boys, the more able children. • All pupils to be challenged during lessons. 	<ul style="list-style-type: none"> • Opportunities for pupils to use their phonics skills within Geography. • Use EYFS Early Adopter to allow Reception to write about Geography. 			
<p>To support Pupils mental health.</p>	<ul style="list-style-type: none"> • Pupils to help support each other in a range of activities. 	<ul style="list-style-type: none"> • Pupils to feel more positive about themselves. • Pupils to be more supportive of each other. 	Ongoing	
<p>To raise children's aspirations and self-coaching skills.</p>	<ul style="list-style-type: none"> • Children know what to do when they can't do something. • Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance linked to Geography. 	<ul style="list-style-type: none"> • Pupils learn how to respect each other's viewpoints. • Pupils to have a more positive attitude towards school life. • Pupil leaders to take an active role in school life. 	Ongoing	