

Priority: Geography	Subject Leader: A Busby	Date: Spring 2023
Maintenance targets and strengths:		
<p>To continue and maintain a high standard of teaching of the skills and knowledge required for geography across the early years foundation stage (EYFS) in the 'Understanding the World' unit and key stage 1.</p> <p>To ensure that children are being taught a well-balanced curriculum and are both supported and challenged as necessary. To continue with the school ethos of a creative curriculum and to teach the knowledge and skills of geography in an engaging and creative way that supports the children and promotes a love of learning.</p> <p>To support the children's learning with practical opportunities outside the classroom with off-sites visits.</p>		
Development:		
<p>To continue to ensure that a high standard of teaching is taking place throughout the school across all year groups.</p> <p>To ensure that all areas of geography are being covered in a way that allows for progression of knowledge and a progression of skills from Year 1 to Year 2.</p> <p>To closely monitor subject content throughout the year.</p> <p>To ensure that key geographical vocabulary is being modelled and used throughout the school in a progressive manner and that it is embedded each year group so that children develop a broad geographical vocabulary.</p> <p>To identify gaps in pupil's geographical learning and ensure that the gaps are addressed.</p>		

To ensure that the geography curriculum provides all pupils with the knowledge, skills and experiences to support their development into educated, global citizens and to ensure that all pupils have the same opportunities to develop their cultural capital.

Development Targets:

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
PRIORITY 1: Raising attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps.	Ensure that all pupils can enjoy curriculum enhancements, like school trips and experiences, no matter their circumstances.	September 2022 – throughout the year	Staff time/FROG donations	AB	Letters go out to parents that ask for a suggested donation and parents can pay whatever they can. All pupils are taken on the trip whether their parents have paid or not.
	Teachers carryout summative assessments at the end of each geography unit to identify gaps in knowledge and vocabulary.	End of each teaching unit	Staff time	AB Class teachers Year group leaders	Gaps identified and addressed.
Mid-year review: All pupils have had access to the trips and experiences that have taken place so far this year. No pupil has been excluded due to circumstances. Teachers are about to assess foundation subjects at the end of the spring term.					
PRIORITY 2: Further embedding equalities, representation	Teachers to ensure geography displays have representation and inclusivity of all pupils.	September 2022 – throughout the year	Staff time – display walks, staff meeting time	AB	Displays are regularly photographed and are representative and inclusive of our school community.

and inclusivity throughout the school such that every pupil (and member of staff) recognises their value within the community.	Subject lead to ensure the photograph book has full representation and inclusivity of all pupils.	September 2022 – throughout the year	Staff time	AB	The photograph book is updated and the photos chosen reflect the diversity and inclusivity of our school ethos.
<p>Mid-year review: A display walk took place in the autumn term and displays were monitored for diversity and inclusion. All displays were inclusive and representative of the wider pupil population. The photobook is representative of all pupils and will be updated further in the spring term.</p>					
<p>PRIORITY 4: Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped to fully embody, the school's ethos, policies, curriculum and expectations.</p>	Subject leader to ensure availability for curriculum overviews with new members of staff if required.	September 2022 – throughout the year	Staff time, printers, paper	AB	All staff are aware of the curriculum in geography and how the curriculum spirals to support progression.
	Continue to add in key vocabulary from previous years and the current year into the planning to ensure that the staff teaching and supporting it are able to recap and embed the new vocabulary confidently.	September 2022 – throughout the year	Staff time, laptops and server	AB	Planning is checked across year groups to ensure the inclusion of the key vocabulary from the current and previous year group. All staff in classrooms are modelling the correct vocabulary.
<p>Mid-year review: Staff are adding the vocabulary from the previous year into the current planning alongside the vocabulary from the current year. The subject leader has been available for staff if support has been required.</p>					

Maintenance targets:					
To further secure outstanding well-being by ensuring pastoral systems continue to support exemplary behaviours for learning including those pupils with complex SEMH and SEND.	<p>Subject leader to support with the implementation of bespoke curriculums that meet the specific needs of the pupils as required through providing any additional resources or books.</p> <p>Supporting parents at home with any geography homework.</p> <p>The use of stories to explore different perspectives and scenarios to support geography learning.</p> <p>Supporting with the stretch and challenge of higher attaining pupils.</p>	Ongoing throughout the year as required	Time, resources	AB	Pupils displaying exemplary behaviours are well supported in their learning through a personalised geography curriculum that best meets their needs.
Mid-year review:					
The subject leader has been available to support teachers in implementing bespoke curriculums and stretch and challenge as needed.					
To monitor and evaluate effective teaching and learning of the geography curriculum across the school, ensuring that the curriculum is	<p>To review all year groups planning and topic webs.</p> <p>To collate photographic evidence of displays and children's work.</p> <p>Meetings with staff to monitor how teachers are assessing geography.</p> <p>To monitor foundation subject progress tracking sheet.</p>	Ongoing	Time	AB – to monitor topic webs as they are updated and collect evidence throughout the year. Evidence shared in staff meetings.	<p>Ensuring geography is being taught effectively throughout the school from Nursery to Year 2 + Orca class.</p> <p>Build up a collection of displays and evidence of pupils work to be kept on the school</p>

engaging, creative and meets all pupils' needs, including the speech and language base children, SEND, EAL and Pupil premium children.					server and in subject files.
<p>Mid-year review: The subject leader has been monitoring the planning and topic webs on the website throughout the year to continue to keep track of the geography being taught throughout the school.</p>					
To achieve good quality assessment data to show progress made in geography.	To collect a range of differentiated work from all year groups. To monitor data from Arbor as it is inputted at each assessment point.	Ongoing	Time, computer	AB – keep track of progress within geography throughout the year to be used in final report to governors in the summer term.	Ensuring geography is meeting the needs of individual pupils and their styles of learning. Reviewing how pupils can make further progress in geography.
<p>Mid-year review: First key stage 1 foundation subject data is due to be uploaded at the end of the spring term. Data will be collated and reviewed after this. Data from EYFS in December 2022 has been collated for review.</p>					

To monitor displays and how these impact children's learning.	Gain pupil voice from children after each topic with geography features. Learning walks around school taking photographs of displays.	Ongoing	Photographs, photocopies of pupils work	AB – photos to be taken of displays for folder and photobook.	Build up a collection of displays and evidence of pupils work to be kept on the school server and in Subject files.
<p><u>Mid-year review:</u> A display walk was undertaken in the autumn term, with photographs taken of displays around the school, from Nursery to Year 2. Photos were printed ready to be added to the curriculum leader folder. Pupil voice was taken from lesson observations in the autumn term also.</p>					
To gain pupil voice feedback from the children about their learning.	Children to complete (independently or supported) a pupil questionnaire about their learning.	Ongoing – at the end of learning sequence	Pupil questionnaires	AB – finished questionnaires to be stored in folder.	Children to be able to say which parts of their geography learning that they have enjoyed, and what they have learnt.
<p><u>Mid-year review:</u> Pupil voice was taken during observations in Year 2 in the autumn term. Gained pupil feedback on their geography learning and what they were learning about in that lesson. Pupils were enjoying their learning and enthusiastically provided pupil voice.</p>					
For Year 1 to undertake practical geography on their school trip.	To visit Walton on the Naze as part of the Year 1 geography topic 'At the Seaside'.	Summer term - July	See Walton on the Naze resources list, risk assessment and PowerPoint presentation	AB – photos of the trip to be used in the geography photobook.	Pupils to experience the seaside environment, investigating tide times, the seashore habitat and its buildings.
<p><u>Mid-year review:</u> Pupils have not yet undertaken this trip; it takes place in the summer term. It is currently planned to take place at this time.</p>					

For Reception children to develop their learning from 'Understanding the World' on their school trip.	Children to visit Standalone Farm as part of their 'Growing' topic.	Summer term - May	Maps of the farm, quiz for adults to carry out with children, first aid kits, phone numbers for emergencies, forms for 1:1 children, farm entry and coaches.	AB – photos of the trip to be used in the geography photobook.	Children to experience seeing animals on the farm, seeing a cow being milked, and look at the differences between adult and infant animals.
<p><u>Mid-year review:</u> Pupils have not yet undertaken this trip as it takes place in the summer term. It is currently planned for this trip to take place.</p>					
To observe high quality teaching across the school.	Subject leader to pre-plan observations with staff to be able to observe a range of different skills and topics taught throughout the school.	Spring and summer terms	Time out of own class	AB - observations to be written up and shared with class teachers.	Observation notes within the subject leadership folder, copy provided for observed teacher.
<p><u>Mid-year review:</u> Geography has been observed in Year 2 in the autumn term, with plans to observe in Reception and Year 1 in the summer term. Lesson observation notes have been typed up and can be found in the curriculum leader folder.</p>					
Use of key vocabulary to be monitored to ensure correct vocabulary is being used and	Vocabulary to be a focus of observations that take place in across the year groups. Displays to be monitored to see use of key vocabulary. Pupil voice to be taken to provide evidence of embedded vocabulary.	Ongoing throughout the year	Time	AB – subject leader to observe other classes across year groups.	Lessons to be observed with key focus. This is shared with the teachers beforehand. Displays to be monitored termly for

<p>embedded and that the children are able to use the words in their work.</p>					pupil voice and key vocabulary to ensure a vocabulary-rich environment.
	To ensure the key vocabulary being taught is relevant, clear and specific to each topic.	Ongoing	Time to monitor	Class teachers	Key vocabulary to be focused on during class observations as part of monitoring.
	Key vocabulary to be added to and updated in curriculum journey documents for 2022-23 and put on the school website.	Autumn 2022	Time	AB	Curriculum journey to have updated key vocabulary and for them to be uploaded to the school website.
	Key vocabulary of the current and previous year to be added to detailed year group planning to address curriculum gaps.	From autumn 2022	Time	Class teachers	Planning to be monitored to ensure that previous vocabulary is added.
	All staff including support staff know and understand the key vocabulary for each unit of work and model it correctly to the pupils. New key vocabulary is shared with support staff at the start of a new unit of work to ensure use of vocabulary is consistent.	From Autumn 2022	Time	Class teachers and support staff.	Staff are able to use the key vocabulary within the correct context demonstrating their knowledge.
	Key vocabulary documents to be shared with parents via the school website through curriculum journeys and the school newsletter.	Autumn 2022 and ongoing	Time, computer	AB Year group leaders.	Curriculum journeys to be uploaded to the school website and newsletter to be monitored for geography vocabulary.

Mid-year review:

Key vocabulary has been reviewed for the year and the curriculum journey has been reviewed and updated before being uploaded to the school website. The curriculum map has also been updated and uploaded to the school website. The sharing of key vocabulary has been continued throughout the school this year and has become part of the good practise in the school.