**Geography Action Plan**

**St. Bede’s 2021 -2022**

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| **Intent** | **Implementation** | **Impact** |
| **Priority for Improvement** | **Success Criteria** | **Actions (What and Who?)** | **When/Frequency** | **Monitoring (who/when/frequency)** | **Evaluation of Impact (who/when/frequency)** |
| **To monitor the implementation of our new curriculum, ensuring that skills are being taught in a methodical and consistent manner.**  | Staff are confident using CM and evidence of planning, teaching and assessment is available online. Children will make good progress.Pupils talk with interest and enthusiasm about topics using key vocabulary and relating their work to prior learning.Overview maps correlate to the geography curriculum & evidence of learning will be in books. Teaching of knowledge and skills is clear and progressive. | Whole schoolAll class teachers  | Aut 2 | KW half termlyAudit of overviews, termly book looks, speak to teachers Speak to KS1 and 2 teachers and order resources where necessary.Book looks/planning scrutiny, pupil and staff discussions | All staff members have a clear understanding of where humanities subjects and global learning currently is at and can talk about what steps need to be taken moving forward.Teachers will have a clear understanding of the expectations for their year group and of the skills needed to be covered.Pupils enjoy and achieve to a high standard in these subject areas due to a high quality, bright, engaging, progressive curriculum which allows hands on, first hand experiences and learning. |
| **To ensure teachers are using metacognition techniques to embed children’s learning resulting at least good progress for all.** | All teaching staff will understand the importance of incorporating metacognitive strategies into daily practice in order to commit learning to long term memory. | Whole staff(on going)Subject leader will review knowledge organisers and revisit and review quizzes/assessments for subjects. (Spr 1) | Half termly | KWSubject Monitoring (Aut 2) Book Scruitiny Spr 2, Pupil Voice, Staff discussionsKW, SMTKW staff meeting (Sp1)-Effective Principles of Instruction training to be shared with staff. Identify importance of retrieval and share strategies to support retrieval of key knowledge and skills.  | * Staff are able to talk with confidence about individual pupils and identify what they already know.

Learning of key skills and knowledge is embedded in to long term memory with pupils able to confidently refer to prior learning, making links between topics.Encouraging metacognition in the classroom will help to ensure that pupils are learning effectively. This will help them throughout their lives by developing their resilience, memory, self-awareness, reasoning skills, and problem-solving abilities.* Pupils can confidently articulate what they learned.
* Pupils can confidently communicate their knowledge, skills, and abilities in relation to a specific topic/lesson, demonstrating a solid knowledge and skill progression.
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| **Audit geography resources across school to ensure that this is not a barrier to high quality teaching and learning****Ensure that all resources are kept up-to-date and are affective in teaching and learning.**  | All staff are aware of the range of resources that are available Staff are able to critically evaluate the potential of different resources as learning aids* Classrooms are richly resourced and pupils are fully engaged in the topic demonstrating enjoyment in learning

A range and quality of the visual and other resources are used during geographical educa­tion. | KW to speak to staff termly regarding further needs for resources or CPD linked to subject/topic. | Ongoing | Aut 2 (ongoing)Planning scrutiny- how are resources being used? Pupil voice. Lesson drop-ins Resources replenished and updated in line with new topics throughout the year. | A resource catalogue created, and resources are liked to units of work. Resources enthuse and engage pupils in the unit content. Resources enhance learning and therefore outcomes. Pupils will have access to good quality, rich educational resources and experiences, which will help ‘hook’ them in and encourage enjoyment and high levels of achievement. |
| **EYFS Assessments to be shared with subject leads to support depth in their subject** | Subject leaders can confidently discuss progression in skills and knowledge from EY to KS2. | Staff meeting on EYFS reform. KW to share subject related EYFS data from Autumn with subject leads.(Aut 1) | Aut 2 | KW to half-termly update subject leads of relevant EYFS assessments and provide support for the new curriculum | Subject leads are confident in understanding how the new EYFS curriculum fits in with their subject area and are aware of expectations within the EYFS and of progression from Nursery- Reception – Year 1 and beyond. |
| **Subject leader will work with pupil leadership groups to support and enhance wider curriculum opportunities linked to their subject area.** | * Pupil voice is active and is an important and well embedded element in the geography curriculum with ambassadors talking with confidence about topics, events and learning and working alongside subject leader and SMT to identify next steps, subject enhancement ideas etc.
 | KW, Whole staffSubject ambassadors identified and action plan produced with relevant pupil leaders. Leader to work with pupils to promote subject area within the curriculum and plan activities and whole school projects. | (ongoing) | KW Aut 2Work with whole staff, SMT and pupils to identify and appoint key representatives to act as ambassadors for Geography. | Subject ambassadors identified and action plan produced with relevant pupil leaders. Leader to work with pupils to promote subject area within the curriculum and plan activities and whole school projects. |

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| **To develop the use of working walls as a visual aid.** | Working walls will be used in lessons to support key knowledge and skills  | KW to share examples of working walls with staff.  | Spring 2022 | KW to monitor working walls and ensure they are purposeful.  | Working walls will be used and referred to each lesson. They will be used by children to aid understanding and refer back to.  |
| **To develop parental engagement within geography.**  | Parents are invited into school at the end of term to share children’s work – displays, book look, models etc.Staff members to share snap shots of pupils learning and achievements via Twitter, Tapestry, Parent mail etc. | CT to share PowerPoint of pupils’ learning journey with parents.  | Spring 1 2022 | KW Spring term.  | Parents are actively engaged with pupils’ learning and expectations and progression in Geography. |