



To develop a broad, balanced and vocabulary rich curriculum,
that is ambitious and gives pupils the knowledge that they
need to succeed in life

2021-2022

Strategic Direction and Development of Geography

Actions	Timescale	Success Criteria	Cost & Staff	Termly Review for Governors and SEF (Autumn, Spring, Summer)
INTENT				
To ensure that Geography is coherently planned from F1-Yr2 so that key knowledge, vocabulary and skills are taught in a logical order and children make progress year on year.	Autumn Term Ongoing Ongoing	Complete curriculum content map from F1 to Y2 listing key knowledge, skills and vocabulary. Identify progression from one year group to the next. Link each lesson to geographical concepts: place; space; scale; environment; environmental impact; cultural awareness; interconnections. Share with staff. KS1 Medium term plans have sections for key knowledge, skills and vocabulary. Design own class knowledge organiser which is child led. Children recall key knowledge learned after lesson; curiosity questions are logged and answered; definitions are added to glossary.	EA All KS1 teachers All KS1 teachers	
Ensure that the content is sequential and builds upon prior knowledge in each subject. Can you demonstrate it?	Autumn Term	Complete curriculum content map. How often and when a geographical aspect is covered. Identify any gaps or scant coverage.	EA	

To review the planned curriculum to ensure coverage of the National and EYFS Curriculum.	Spring Term	Cross referencing Maestro projects content against Understanding the world (People, Culture and Communities, and Natural World) and symbiotic links in other areas of learning in EYFS.	EA and EYFS teachers	
	Spring Term	Cross referencing Maestro project content against National Curriculum aspects of: aims and purpose; locational knowledge; place knowledge; human and physical features; and geographical skills and understanding.	EA	
To review subject planning so that it is accessible for SEN and disadvantaged pupils .	Spring Term	KS1 Medium term planning have a section for SEND. Teachers update medium term planning to specifically include SEND. Check EYFS teachers have SEND provision in medium term planning.	KS1 teachers	
To produce a long-term overview for subject area which outlines provision from F1-Yr2 .	By the end of Spring Term	Curriculum content map	EA	
To produce a vocabulary overview for geography .	By the end of Spring Term	Curriculum content map	EA	
To review and update the curriculum policy related to Geography so that it reflects current practice in school.	Summer Term	Policy updated after curriculum content map completed. Include Simon Catling's seven concepts that are key to develop geographical learning: place; space; scale; environment; environmental impact; cultural awareness; interconnections.	EA	
To ensure that the website information is up-to-date for Geography	Summer Term	as above		
IMPLEMENTATION				
To ensure that the planned curriculum is delivered in each year group by: a. Observing lessons and providing feedback.	Each term	Sample of KS1 geography books collected from Y1 and Y2 (three books from each year group – one more able; middle ability and low ability).	EA	

<p>b. <i>Termly book scrutiny</i></p> <p>c. <i>Interviewing pupils</i></p>		<p>Collect samples of EYFS evidence.</p> <p>Y2 will continue to use Y1's 'geography' books rather than generic 'topic' books this year. Y1 will start new 'Geography books' this year.</p> <p>Arrange to observe geography lessons in Y1 and EYFS.</p> <p>Interview F1/2 and Y1/2 children to gain pupil voice using ECM Education Consultants materials.</p>		
<p>Have scrutinised teaching and learning so that you can show the curriculum produces an increasing amount of knowledge that is built year on year and that the knowledge is 'sticky.' (ask the children what they know)</p> <p>Is there sufficient re-visiting of subject knowledge planned in the schemes of work?</p>	Spring Term	<p>Conduct child interviews to gain pupil voice using ECM Education Consultants materials.</p> <p>Devised personalised 'Knowledge organisers' that are child-led rather than using Maestro's. Children contribute to the class knowledge organiser for the current project being taught.</p> <p>Curriculum content map identifies how often an aspect is covered and when.</p>	EA	
<p>To audit staff expertise in Geography and to provide staff training to further develop subject knowledge.</p>	Autumn Term	<p>Staff meeting 'Good practice Review' Monday 15th November 2021</p> <p>Develop a geography area outside Y2EA classroom where staff can access journal articles from : Primary Geography; Geographical Association magazines; and reference books. Also to store resources such as globes, atlases, maps etc.</p>	<p>EA and all teachers</p> <p>Budget required for resources such as globes; atlases suitable for Y2</p>	

Identify best practise in Geography by attending relevant training and liaising with other schools in our networks e.g Infant Heads, Deeside Collaboration	4 days	Training attended 5.11.21 and 8.3.21 with Chris Trevor through Oak Trees Academy Training attended 24.5.21. ECM Education Consultants training 25.5.21 Meet with Julie Tremlow (Geography lead BHHJS) to discuss transition between KS1 and KS2.	EA KS2 Geography lead Julie Tremlow and EA	
To identify curriculum ambassadors for <i>subject area from each year group.</i>	Spring Term	Ask each group to select 1 or 2 children to meet to talk about geography. Gather pupil's voice from interviews using ECM Education materials.	EA	
Review experiences on offer for pupils in Geography and suggest opportunities for each year groups.	Spring Term	Is fieldwork included in planning? Audit of suitable globes, atlases, maps. Identify if Catling's 7 concepts of geography are evident? Assess how often geography fieldwork is offered across EYFS and KS1.	EA and all teachers	
To conduct an audit of school environment to identify if Geography is reflected positively.	Spring Term	Displays in main corridors linked to geography fieldwork/work. Displays in classrooms. Audit of school resources: maps; atlases; globes; books etc	EA EA and all teachers	
IMPACT				
To produce a termly report for governors which will form part of the HT report to governors.	Termly Review	Report for academic year 2020-21 and up-to-date actions taken for 2021-22 shared with governors.	EA	
To have a face to face/phone meeting with the link governor for your subject	2 meetings	Arrange meeting with link governor to discuss termly report and action plan.	EA and link governor	