**Weald CPS Geography Action Plan**

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| **ACTION PLAN** |
| **Key Improvement Priorities:** **Priority 1: T**o support, monitor and evaluate curriculum delivery in each year group (based on Collins Connected Geography scheme). **Priority 2:** To develop children’s geographical writing and vocabulary/terminology incl. qualitative and quantitative analysis.**Priority 3:** To develop a week with a Geography led focus e.g. climate change **Priority 4:** To introduce subject specific fieldwork into all year groups.  | **Year**2024-2025**Review Date**July 2025 | **Lead, responsible for the plan:** David Pyle |
| **Focus on outcomes. Specific, measurable impact on pupils.** | Success Criteria:* Children able to demonstrate increased knowledge and understanding of geographical concepts and issues: locational knowledge; place knowledge; physical & human processes; geographical skills.
* Children increasingly confident in the use of geographical vocabulary.
* Children aware of the interdependence between the ‘Global North’ and ‘Global South’.
* Children’s acquisition of geographical skills, especially in relation to mapwork and fieldwork investigations.
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| **Intent** | **Implementation**  | **Time Scale****Start and End dates** | **Training/CPD****needs** | **Resources/Costs/Time** |
| Embed **Collins scheme of work** across year groups to ensure consistency of geographical understanding and skills.  | Alignment of medium & long-term plans. Sequencing of enquiries (curriculum content) across the school. | Sept 2022- July 2025(continual) | CPD  | Curriculum/staff meeting time.Cost of Collins & licence for Digimaps |
| Ensure **quality of work** is of a good standard; children able to develop questioning and analysis around geographical enquiry. | Quality of teachers’ planning, use of resources and meaningful assessment. Development of children’s geographical vocabulary (vocabulary sheets). | Sept 2022- July 2025 | Inset/ staff meeting | Staff meeting time. |
| Establishment of a cycle of **fieldwork** pertinent to the NC and linking with outdoor learning. | Facilitation of relationships with local providers: King family/National Trust etc.Investigation design and resourcing. | Sept 2022 - July 2025 | CPD | Scheduling and funding of fieldwork excursions. Liaison with PTA. |
| **Monitoring: Impact** |
| **Who** | **What** | **Where** | **When** | **How** | **External Validation** |
| All teaching staff | Quality of Geography learning and teaching. | Whole School.  | Termly:* Pupil Interviews
* Book Looks
* Work Samples
 | Collate evidence of impact in Monitoring Folder. | Geography Governor Independent Advisor |
| **Evaluation against success criteria.** **EYFS:*** ‘People, culture & communities’
* ‘Natural world’
* Drawing plans and sketch maps: fine motor skills
* Geographical vocabulary

**Years 1-6:****High-level concepts:*** Place
* Space
* Scale
* Interdependence
* Physical & human processes
* Environmental impact
* Sustainable development
* Cultural awareness
* Cultural diversity

**High-quality geographical education:*** Breadth of content and sufficient depth
* Begins in Early Years and builds year on year, developing pupils’ expertise
* Builds knowledge so that pupils can draw on it in future learning. Pupils apply generalisations to understand the world.
* Teachers select curriculum content judiciously. Teachers use good subject knowledge and take into account how children build their geographical knowledge over time.
* Geographical expertise is built on substantive geographical knowledge. Children understand how common concepts draw different aspects of the subject together.
* Teachers break down the content into component parts. Selection of content takes into account prior knowledge and experiences.

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