**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. | | | | | | | | | | |
| **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. | | | | | | | | | | | | |