

# Geography Subject Action Plan

2020-21



# Standards: Subject Data Summary 2020/21

Key Stage	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
KS1 Year 1 and 2	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>

Key Stage	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
KS2  Years 3, 4, 5 and 6	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

## Summary of Key Issues:

Ofsted key recommendations:

Strengthen leadership and management further by ensuring that: plans for improvement include short-term targets, so that members of the governing body can check precisely on the impact of actions and hold leaders to account

subject leaders build on the best practice already in the school, for example in English and mathematics, to make learning experiences purposeful in science and other subjects.

Improve the quality of teaching, learning and assessment by ensuring that feedback and guidance received by pupils are sufficiently exact to help them to make the very best progress.

## Priorities for 2020/21

### Outcome Targets:

1. Ensure curriculum coverage of Geography in new Year A and B format
2. Geography lead to complete CPD to then provide training for staff
3. Feedback policy under review (04/03/21) – to use new policy to monitor feedback to ensure it is exact enough for pupils to make progress
4. Create meaningful opportunities for children within Geography for all year groups by providing guidance on all areas – similar to What Science Looks Like at Heamoor for continuity and best practise e.g. Fieldwork, indoor lessons, resources
5. Audit resources to ensure adequacy of use

### In order to achieve this we will:

1. Map the coverage as the Curriculum Plans are developed
2. Complete CPD, potentially join Geographers Association and create training documents for staff to be delivered electronically and then within staff training sessions
3. Use feedback policy to conduct book looks and lesson observations (Covid-dependent) to review feedback given to pupils and best practise
4. Children to conduct fieldwork to build Geographical skills, progression plan mapping for skills, start process for Eco-Schools
5. Audit resources, remove any inadequate resources and order more

### This Means that:

- Curriculum objectives will be covered for each Key Stage
- Geography lead will be confident in own knowledge of subject and will pass on best practise and expectations to staff
- Feedback will ensure children will progress within the subject
- Children will build skills outside the classroom and see the relevance of Geography in a wider, real-world context.
- Resources will be up-to-date and there will be enough for all classes to use as all classes' Topic is the same focus in the Heamoor curriculum planning



Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/ finish dates	Monitoring of implementation			Evaluation against success criteria		
					How?	Who?	When?	How?	Who?	When?
Curriculum coverage complete for all year groups	Mapping to ensure all areas covered within the planning documents	Geog lead	Head, SLT and then Geog lead	Ongoing until curriculum mapped	documents reviewed after completion	Head	end of Summer term			
Geography lead confident in subject and training others in this area	CPD courses to be completed – subject leader specific CPD to be completed by Geog lead in Geography as a subject Documents to be drafted, checked, sent and training given in areas of Geography incl. fieldwork including vocabulary glossary to be completed and put on website for parents/guardians as well as teachers to be able to use	Geog lead	Head Geog lead Other teaching staff	Sept 2020 – June 2021	courses are online and checked for completion subject leader form filled in documents to be created and checked before staff meeting	Head	March ongoing June 2021			
Feedback gives opportunity for pupils to improve their skills and knowledge within Geography	Feedback policy to be reviewed Books monitored to ensure feedback is given and evidence of pupil correction and improvement (potential through book looks in staff meeting or with Covid guidance)	Head Geog lead	Head Teaching staff Geog lead	March 2021 July 2021	- Book looks	Head, SLT	Summer term			
Meaningful opportunities for children to see Geography in real-world	Fieldwork guidance to be created and expectations of quality and quantity Progression of skills mapped to ensure children build on previous knowledge Begin process to become an Eco-school	Geog lead Geog lead Geog lead	Geog lead Geog lead LC	Spring term	documents to be reviewed after completion Bronze level certificate begun	Head Head Geog lead	end of Spring term End of Summer term			

resources will be adequate for completion of all curriculum coverage	Audit taken, resources removed if inadequate, order form completed for new resources	Geog lead	Head	Spring term	resources available and all teachers aware of what is available and where to find them	Geog lead	End of Summer 1 term			
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<p><b>Overall evaluation of progress (2019/20) which has informed 2020/21 Plan</b></p> <ol style="list-style-type: none"> <li>1. Geography lead would like training re: best practice within Geography – documents to be drafted to share knowledge and expectations</li> <li>2. Fieldwork – to create guidelines and expectations in this area</li> <li>3. Feedback identified by Ofsted as an area to improve</li> <li>4. Need to provide meaningful learning opportunities within Geography (Ofsted report)</li> <li>5. Curriculum planning and coverage has begun with new curriculum planning – to continue to map</li> </ol>	
<p><b>Further action required:</b></p>	

