

<b>Subject/Area: Geography</b>	<b>Key Personnel:- Emma Cheetham</b>
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<b>Quality of teaching and learning; <i>outcomes for children</i></b>	
Activities and improvements during the year 2022/23	<ul style="list-style-type: none"> <li>To ensure that there is cohesion with lessons taught throughout the overall curriculum and that fieldwork, mapping and the use of Digimaps is being used.</li> <li>To ensure that the medium term plans and overarching questions are being used in the planning of lessons and that they link learning across the school and aid children's attainment especially in greater depth.</li> <li>To ensure that the progression maps are used as a reference for displaying vocabulary either on wall displays or during the lesson to allow children the opportunity to use it within their books.</li> </ul>
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> <li>There was evidence of mapping in each year group.</li> <li>There was some evidence of fieldwork, but this was not in each year group. This might be because a unit hadn't been covered at the time of the scrutiny.</li> <li>Children enjoyed different ways of learning about the subject such as watching a programme, taking part in fieldwork, and using maps either electronically or on paper.</li> <li>Children from year 2 onwards could identify specific vocabulary related to a theme learnt.</li> <li>Some children were familiar with the overarching questions which were revisited each lesson and could talk at length about what they had been learning. For those that hadn't, once asked the question, they were confident to talk about what they knew about the subject.</li> <li>Vocabulary is learnt in variety of ways e.g., through repetition, song, word banks, knowledge organisers and retrieval quizzes.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Use the overarching/key questions at the start of each lesson to build up the jigsaw. Maybe introduce a jigsaw piece from clip art to highlight this to show that we are building up a picture.
2. To ensure that there is cohesion with lessons taught throughout the overall curriculum and that fieldwork, mapping and the use of Digimaps is being used.
3. To ensure that knowledge organisers reflect the identified learning from the scheme of work.

<b>Improvement plan for the year - Geography</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>Relevant links to School priority 1,2 or 3</b>
That knowledge organisers for geography follow the scheme work.	To ensure that knowledge organisers reflect the identified learning from the scheme of work and that key questions are also included in both documents and lessons by: <ul style="list-style-type: none"> <li>taking KO's in and checking them against the scheme of work.</li> <li>Pupil interviews to check key questions.</li> <li>Book scrutiny to check key questions.</li> </ul>	Ongoing until end of summer 24	The scheme of work, KO's and learning of children are all in sync.	None	EC to SLT	2
That lessons taught throughout the school include fieldwork, mapping and the use of Digimaps.	To remind teachers of how to use Digimaps and different types of fieldwork that can be used throughout the different key stages either in a staff meeting or email. <ul style="list-style-type: none"> <li>Pupil interviews.</li> <li>Book scrutiny.</li> </ul>	Ongoing until end of summer 24	Children are able to link learning.	None	EC to SLT	2
That children have experiences linked to learning in history that enrich their understanding.	To research enrichment activities relating to the different units studied in school locally and share with staff.	End of autumn 2	Children will have experiences that enrich their classroom-based learning.	Differing prices of trips	EC to SLT	2

Improvement plan for the year - Geography						
What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to <b>whom</b> will this be reported to?	Relevant links to School priority 1,2 or 3
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Feedback to staff about the book scrutiny carried out at the end of the summer term.</li> <li>• Staff meeting time/email to staff.</li> <li>• Take in Knowledge Organisers and check against scheme of work.</li> <li>• Book scrutiny.</li> <li>• Pupil interviews.</li> <li>• Research into enrichment activities.</li> </ul>					