

<b>Subject Specific Action Plan 2023-24</b>	In Geography we encourage awe and wonderment of both the local and wider world. We are inquisitive of and respectful to differing cultures within human geography, as well as open to new experiences and challenges. We explore the natural world around us; how it is formed, where things reside in relation to each other, and what changes can be made to catalyse an impact on our environment.	
<b>Subject: Geography in Hope Federation</b>	<b>Co-ordinator(s): Ben Parr</b>	
<b>Priority One: Automaticity</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective 1.1</b> Improve automaticity in maths</p> <p><b>Objective 1.2</b> Parental engagement</p> <p><b>Objective 1.3</b> Improve automaticity in joins</p> <p><b>Objective 1.4</b> Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in map reading</p>	<ul style="list-style-type: none"> <li>● Use maps and distance measurements to improve automaticity in further and closer, as well as area measurements in larger or smaller.</li> <li>● Engage in school trips to places around the local area and further afield, as well as homework to visit local sites that are easily accessible.</li> <li>● Apply new writing skills in written work for geography.</li> <li>● Use geography lessons to support reading for a purpose.</li> <li>● Children are taught to use maps with reference to compass points and grid references for KS2</li> </ul>	<ul style="list-style-type: none"> <li>● Children’s scores in length and area based problems (KS2) will see an improvement.</li> <li>● Parent voice shows that pupils are motivated to engage with weekly homework and school trips.</li> <li>● Geography book look shows improvement in joins of writing.</li> <li>● Lesson observations show children needing to read to gain information as part of a normal lesson routine.</li> <li>● Children are able to give clear and detailed directions within their work or around school.</li> </ul>
<b>Priority Two: Make learning memorable</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective 2.1</b> Apply writing learning in writing within Geography lessons</p> <p><b>Objective 2.2</b> Improve maths teaching to make learning memorable</p> <p><b>Objective 2.3</b></p>	<ul style="list-style-type: none"> <li>● Use practical writing tasks in geography lessons - writing directions, and writing in sentences when describing natural and human geography.</li> <li>● Make use of aerial maps or diagrams in maths lessons which are tied into the key</li> </ul>	<ul style="list-style-type: none"> <li>● Booklook shows written work of a necessary nature for the geography learning.</li> <li>● Lesson observations show children using geography skills termly which help them recall number facts.</li> </ul>

<p><b>Improve foundation subject teaching to make learning memorable</b></p> <p><b>Objective 2.4</b> <b>Improve use of formative assessment in foundation subjects</b></p> <p><b>Objective 2.5</b> <b>Improve cross-curricular links in foundation stage teaching</b></p>	<p>misconception or which rehearse key skills, particularly within length and area work.</p> <ul style="list-style-type: none"> <li>● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback, curriculum ambassadors for Geography are established and displayed.</li> <li>● Use the Planning for assessment documents to be clear on the areas to be assessed.</li> <li>● Use cross curricular links in geography and from geography into other subjects, look for examples in the geography coverage document.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified, pupil voice shows children can remember their learning, lesson observations show modelling and paired talk, booklooks show in the moment feedback using purple pen to evidence improvement and pink dots are acted upon.</li> <li>● PfA docs are filled in at the start of units and assessments recorded by the end.</li> <li>● BP will give examples of good cross curricular practise in staff meetings and within subject leadership reviews. Floorbooks then show use of cross curricular activities in other subject areas.</li> </ul>
<p><b>Priority 3: Spirituality</b></p>	<p><b>Actions:</b></p>	<p><b>Success Criteria</b></p>
<p><b>Geography develops spiritual development by encouraging:</b></p> <ul style="list-style-type: none"> <li>● <b>resilience</b></li> <li>● <b>curiosity</b></li> <li>● <b>exploration and confidence</b></li> </ul>	<ul style="list-style-type: none"> <li>● Teaching encourages resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible.</li> <li>● Children’s curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each lesson.</li> <li>● Exploration and curiosity will be fostered within our lessons by promoting the opportunity to visit new places and meet new</li> </ul>	<ul style="list-style-type: none"> <li>● Children’s outcomes look different and show individuality.</li> <li>● Children problem-solve in lessons.</li> <li>● Children are interested and engaged in lessons.</li> <li>● Children have a desire to explore places and meet people from beyond just the local area.</li> </ul>

	people through school trips and visitors in school.	
--	---	--

<b>Outcomes / Review (to be completed at the end of the year)</b>		
---	--	--