

Geography Action Plan

(2024 - 2025)



Vision

At Knights Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- | | |
|--|------|
| • Effectiveness of leadership and management | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for pupils | Good |

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

To improve staff knowledge of **High-Quality Inclusive Teaching (HQIT)**, where consistent **marking and feedback** is used to enable pupils to be challenged and achieve End of Year targets.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To ensure **middle leaders** have the skills to lead their subject effectively, **demonstrating impact** on the pupils' achievements.

3. SEND

Meeting the needs of all children to ensure good progress.

To embed the teaching of **phonics** and the approach to **early reading** so that all children are fulfilling their potential as Knights Enham readers.

Curriculum intent - Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation:

The geography curriculum should ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In detail, pupils should be taught:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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
- Human and physical geography. Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

1. Teaching & Learning

Intent	Implementation	Monitoring	Timescale	Budget	Impact
High-quality assessment for learning is being used to effectively plan lessons, which meet the needs of all children.	Where applicable, acquire external resources, which enable teachers to effectively plan lessons that will meet the needs of the children.	Monitor year group planning and triangulate with book looks and pupil interviews.	By the end of Autumn 2	N/A	
	Highlight the National Curriculum objectives within each high-level planning summary. Each planning summary must also include the skills, which will enable each objective to be taught. In Geography, these skills are an important part of ensuring that the needs of the children are met. As a result, those skills must form an explicit part of each lesson. Can the children demonstrate an understanding of the skill being taught and how it relates to the activity being undertaken?	As above.	As above.	N/A	
Adapt teaching to respond to the strengths and needs of all pupils by knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Are lessons being adapted where appropriate to provide for the needs of SEND pupils? Conversely, are more able pupils being given opportunities such as writing and illustrating independently?	As above.	As above.	N/A	
Consistent marking and feedback enable pupils to be challenged and achieve End of Year targets through flexible teaching, which response to their immediate need.		As above.	As above.	N/A	

2. Curriculum

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Creating our own curriculum which is rich, creative, and something to be proud of.	Recommending medium term plans, which give teachers the opportunity to choose different streams from within a broad topic area. In turn, this allows the children to play a part in choosing or determining the direction of their learning journey.	Recommend medium term plans with a selection of key questions and potential areas of study. Review these with the class teachers and assess how it may be done differently in the coming year.	Termly	N/A	
Improving subject knowledge by mapping out the progression skills across all subjects and year groups.	Use Insights to map the progression of key skills across the school and compare it to assessing the children's attainment.	Insights data drop by term	Termly		

3. SEND – Task design

Intent	Implementation	Monitoring	Timescale	Budget	Impact
1. The quality first teaching is supporting children with regard to SEND, and appropriate differentiation is planned	Attend Geography HIAS network meetings and training courses in order to pass on the latest ideas for task design to ensure good progress for all children with a particular focus on the SEND members of our school community.	Pupil interviews to discuss how they enjoyed the topic and what they learnt in terms of skills and if their understanding benefitted in the ways suggested by the National Curriculum. Cross reference	Termly	Cost of attending courses	

		with book monitoring and teacher assessments.			
2. ILPs are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.	Where applicable, SEND children are receiving the support set out in their ILPs.	Review the children's ILPs.	Termly	Subject release time	

Subject Leader Impact Statement

Geography

2024-25

How have you used your subject release time?	What has the impact been?	Next Steps:
07/24	Book scrutiny Checked curriculum coverage Summative assessment booklets	Feedback in staff meeting Staff to implement for end of forthcoming topics

Planner

Date	Task (linked to performance management)	Complete
September	Agreed action plan linked to SIP Update subject policy Check curriculum overviews both Long Term and Medium Term Audit subject stock Add all upload action plan and policy on school website	✓ ✓ ✓ ✓
October	Create new subject overview (progress of skills). Upload subject overview on website	✓
November	Review all planning. Develop school values and differentiation. Is SEN catered for?	
December	Pupil conferencing Data analysis from data drop	✓
January	Review website Undertake drop-in-observations and give feedback	

February	Check books/work sample Give feedback in staff meeting	✓
March	Review action plan Data analysis from data drop	✓
April	Review all planning. Develop school values and differentiation. Is SEN catered for?	
May	Pupil conferencing	
June	Analysis pupil outcome data for your subject	
July	Review action plan Data analysis from data drop	

Geography Data – 2023-2024

Attainment:		2023-2024
Whole School	GDS	0
	ARE	70
	BARE	30
Year 3	GDS	0
	ARE	62
	BARE	38
Year 4	GDS	0
	ARE	79
	BARE	21
Year 5	GDS	0
	ARE	87
	BARE	13
Year 6	GDS	0
	ARE	71
	BARE	29

% of children at ARE	Whole School	Year 3	Year 4	Year 5	Year 6
Boys	67	55	70	83	79
Girls	72	71	79	91	66
PP	63	55	71	83	67
Non-PP	81	75	79	93	78
EAL	76	58	81	100	50
Non EAL	69	63	73	85	73
SEND	23	13	36	50	27
Non-SEND	87	82	87	100	84