**
Action Plan**  Geography **Subject Leader** Mrs Rachel Houldsworth **Year** 2024-2025

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| **Target/ Required changes** (particularly teaching and learning) – refer to SL audit. | **Actions**(Including staff training needs) | **Costs/ Time** | **Success Criteria/ Outcomes** | **Time scale/ dates/ procedures for monitoring actions and impact** |
| That subject leaders have the subject knowledge to drive forward improvements across the curriculum. | Bespoke training for subject leads from the local authority.Attend Geography subject leader meetings for regular updates. |  | Subject leaders can give a clear rationale on what is taught and can explain from choices from Reception to year 6. |  |
| To embed a robust cycle of monitoring and evaluation; including regular pupil interviews. | Evidence of pupil interviews and book monitoring show high quality teaching and learning in the foundation subjects. |  | Pupils can explain what Geography is and can talk about knowledge that has been learnt.  | Year 1- monitor at the end of Autumn 1 Year 4- monitor at the end of Autumn 1 Monitor all other year groups at the end of Autumn  |
| All teachers have a clear understanding of age related expectations in Geography. | Share expectations in Geography with members of staff in regards to the year group they are teaching. |  | Books will show examples of age related Geography activities and learning. |  |
| Learning environments, including resources, support effective teaching and learning in Geography across all classes. | Monitor all classrooms when Geography is being taught to ensure that working walls are updated regularly with key learning. Watch lessons of Geography being taught around school.  |  | Learning environments will support effective teaching and learning in Geography. Lessons will be engaging for children and learning environments will support effective teaching and learning in Geography.  |  |
| Effective monitoring and evaluation systems monitor the extent to which pupils develop detailed knowledge skills and attributes appropriate for their age and achieve well (evidenced through assessment information, work scrutiny and pupil voice). | Conduct work scrutiny from pupil’s Geography books. Pupil interviews with two children from each year group throughout the year (just after a Geography unit being taught). Teachers to use the new assessment sheet for each year group for each unit so that teachers and subject leader can make more accurate ongoing assessment throughout the year.  |  | Pupils will be able to recall knowledge from their Geography lessons. Pupils will be able to talk about how they used Geographical skills. Retrieval questions to be used three times per Geography unit. Geography end of unit quiz to be completed at the end of every unit. | Pupil interviews for Year 1, 2, 3, 4, 5 and 6 in Spring 1.  |