

Development plan – Geography

Leaders: Tausif Lorgat & Rumaysa Alimahomed

Link Leader: Tausif Lorgat

Intelligence already gathered	Subject champions have created documents to support subject knowledge of teachers and the effective delivery of geography. As a result, we are now going to look at monitoring and assessing the use of these documents. Previous M&E indicated that: Teacher's choice of resources were not always consistent and appropriate with the year group being taught. Units of learning were taught in a logical sequence. Some year groups were using the new resources effectively for retrieval during lessons. There were inconsistencies in assessments.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions will launch the outline of geography units document and staff to use the document to plan effective lessons and cover the key learning in each year group.</i>	Autumn 1 RA & TL	Teachers have been provided with a geography unit overview which has given staff clarity on the big questions and associated knowledge that students need to cover in each topic.	Teachers can confidently demonstrate the use of the outline of geography document. Children's journals will reflect the key information and vocabulary appropriate to their year group.	Field work opportunities will need to be mapped out onto the geography curriculum document with a view to implement in 24-25. Subject champions will review and refine the subject specific vocabulary in each year group to build on prior learning and focus on new vocabulary. Curriculum champions to begin to think about how teachers will introduce and deliver (tier 3) vocabulary to the children.
	<i>Subject champions will set the expectations for geography. Staff will use the information provided in the subject spotlight (from the bulletin) to ensure the key learnings points are covered consistently.</i>	Autumn 1 Spring 2 reminder RA & TL	Teachers now have clarity on how the curriculum should be delivered and how students work, and learning is recorded in journals, seesaw and floor books in each year group.	Expectations shared during geography spotlight and saved in the S:Drive (geography folder) for teachers to refer to. Evidence in planning, learning walks and through pupil voice.	
	<i>Subject champion to deepen their subject knowledge to confidently lead the subject.</i>	Ongoing throughout the year RA	Subject champions have begun to develop their knowledge by referring to the geography CPD PowerPoint and have familiarised themselves with the geography curriculum. As a result, they have identified enrichment opportunities including fieldwork opportunities throughout the school.	Subject champions will be attending courses/training and TMET Geography Network meetings. Thus allowing subject champions to speak more confidently about their subject and support teachers in their subject area.	
	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure geography is pitched appropriately and key points/vocabulary are being covered.</i>	Ongoing throughout the year RA & TL	Pupils spoke with confidence demonstrating high quality teaching and learning taking place. Through pupil voice, children in upper key stage two recalled prior years learning in more confidence than the other year groups. Teachers were using the key vocabulary during teacher explanations. Students were correctly using subject specific vocabulary during pupil voice.	Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review floor books, journals and Seesaw coverage for geography to ensure it is pitched appropriately. Key vocabulary and sticky words are used in lessons and evident during learning walks, on working walls, in floor books, journals and through conversation with children and staff. The subject document highlights the new vocabulary to be included for each year group.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children.	<i>Subject champions will attend TMET Geography Network meetings and link meetings with subject leader.</i>	Autumn 1 & Spring 1 RA & TL	Link meetings have identified areas for improvement in geography which include a need for more field work opportunities and students are struggling to articulate meanings of key (tier 3) vocabulary.	Notes from meetings are shared between subject champions and relevant updates will be shared on the staff bulletin.	<i>Subject champions will attend TMET Geography Network meetings.</i>
	<i>Subject champions to revisit deep dive (Ofsted-style) questions prior to talking about the subject with link leader.</i>	Spring 2 RA & TL	Subject champions had the opportunities to rehearse, revisit and review the questions with a	Subject champions can confidently talk to the link leader about geography during a deep dive.	

	<p><i>Subject champions to meet with DSP and EYFS lead to have a deeper understanding of the DSP and EYFS curriculum.</i></p>	<p><i>Spring 2/Summer 1</i></p> <p><i>TP & PP</i></p>	<p>TMET lead. Feedback from a Challenge Partners review was that subject champions were able to confidently articulate their knowledge and understanding in addition to the intent, implementation, and impact of their curriculum area.</p> <p>The whole school curriculum map for geography is now clearly linked from the DSP and EYFS to the National Curriculum. As a result of this subject champions have a clear model of how geography progresses at each phase of the school.</p>	<p>Subject champions will have a clear understanding of geography through each phase of the school and be able to articulate this in meetings.</p>	
--	---	---	---	--	--