

## Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2023-2024

**Subject: Geography**

Subject Leader: Justin Comasky

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.  
 Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
To develop an introductory Geography unit for KS1 and KS2 classes focusing on location.	Aut	Each class shows a progressive knowledge of location using maps and globes.	Subject leader to address staff at INSET meeting to explain rationale, linking to curriculum.	Teaching staff	INSET	Monitor implementation
1.3 Continue to develop subject leadership across the school	Aut	Progression of knowledge in place for geography	DDAT training for subject leaders on progression of knowledge. AFI's identified on subject leader plan.	Teaching staff	Subject leader time	Address AFIs
2.1 Ensure that the teaching is consistently strong and addresses the needs at all levels so that all	Aut <i>Monitoring focus: Planning scrutiny and check</i>	Books show that SEND, Pupil premium and greater depth children are appropriately challenged.	Book trawl with a focus on specific groups.  Report produced on strengths and areas for improvement.	Report shared with Geography Governor	Subject leader time	Address AFIs

groups make the necessary progress	<i>sequence of lessons</i>	Differentiation is clear				
To ascertain pupils' knowledge and opinions about Geography	Aut  <i>Monitoring focus: Pupil discussions/questionnaires</i>	Interviews indicate that most children have a love of learning Geography at Sale and Davys	Pupil interviews undertaken across the year groups to identify strengths and areas for development.	Subject leader	Subject leader time	Address AFIs and share report with staff and governors.
Build on the 'House Challenges' so that pupils can further expand their knowledge and cultural capital.	Spr	Geography House Challenge prepared.	Develop a house challenge which incorporates skills needed to be a Geography Master.	Shared with Governor	Subject Leader time	Pupil questionnaire
2.1 Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress	Spr  <i>Monitoring focus: Lesson observations</i>	Lessons show that SEND, Pupil premium and greater depth children are appropriately challenged.	Lesson observations focus on specific groups: SEND, PP, GD, catch up.	Geography governor	Subject leader time	Report shared with governor

To ensure class essentials are in place in order to foster a consistent approach to Geography across the school	Spr <i>Monitoring focus: Learning Walk</i>	A consistent approach to Geography is evident across the school.	New class essentials for Geography are scrutinised and rated using RAG	Subject leader	Subject leader time	Address AFI
Create new "Geography" section in library with new resources	Sum	Children have access to new geography books for research and immersion in history topics.	Organise "Geography" section in library	All staff	Subject leader time	Library visited by children for research during geography lessons.
To track progress in Geography	Sum <i>Monitoring focus: Analysis of class assessments</i>	Assessments reflect progress in Geography.	Analyse class assessments in Geography.	All staff	Subject leader time	Report produced and shared with governors.
To ascertain actions following cycle of monitoring activities.	Sum <i>Monitoring focus: End of year evaluation</i>	Evaluation of monitoring activities highlights areas for further development	Analyse and evaluate monitoring cycle activities.	Subject leader	Subject leader time	Further activities feed into SIP and monitoring schedule