



## Geography Action Plan – 2025 – 2026

<p><b>School SDP Priorities:</b></p> <ol style="list-style-type: none"><li>1. To achieve high standards in Reading, Writing and SPAG throughout the school and maintain strong rates of attainment across the school for all pupil groups.</li><li>2. To develop the curriculum to promote Maths, maintaining standards to ensure that they are in line with national standards, including those pupils with SEND and PP identification.</li><li>3. 3: To continue to develop the curriculum across the school. To develop the progression of skills in foundation subjects, to build on pupil’s subject knowledge across the school. To ensure that there is a well-planned and ambitious curriculum in place.</li></ol> <p>To develop subject leadership knowledge amongst all staff, including curriculum leaders.</p>	<p><b>Success criteria:</b></p> <p>By the end of the Early Years all children can meet Early Learning Goals related to Understanding the World (Past and Present, People, Culture and Communities and The Natural World).</p> <ul style="list-style-type: none"><li>• Early Years children should begin exploring their local environment, recognising basic geographical features, and developing spatial awareness.</li><li>• Success is evident when children can identify key places, understand simple geographical concepts, and use language related to location and movement.</li></ul> <p><b>Skills developed by the end of KS1:</b></p> <p>In Key Stage 1, students build foundational geography skills by exploring their immediate environment, learning about basic geographical concepts, and using simple maps and models. Their understanding of locations, features, and simple geography-related language is developed through activities such as local explorations, identifying features of their world, and learning basic map skills.</p> <p><b>Skills developed by the end of KS2:</b></p> <p>In Key Stage 2, children refine these skills and extend their knowledge to more complex geographical concepts, such as understanding different climates, studying regions in-depth, using advanced map skills, and carrying out fieldwork. They also begin to explore the relationship between people and places, examining both human and physical geography in greater detail.</p> <p><b>Assessment and Progression</b></p>
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	<p><b>KS1: Knowledge Progression</b></p> <p><b>Pupils show that they can:</b></p> <p>Use observational assessments, simple quizzes, map-reading tasks, and class discussions to monitor children’s understanding of key geographical concepts</p> <p><b>KS2: Pupils show that they can:</b></p> <p>Utilize project-based learning, reports, map skills tests, and fieldwork evaluations to assess students’ knowledge and skills. Encourage children to present their findings through presentations or displays.</p>
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Priority:	Actions:	Who:	When:	Evidence/Impact
Curriculum Progression	Review and map our four-year rolling programme. Learning experiences to ensure coverage of NC objectives. POS - produce progression map for knowledge & skills. Ensure smooth transition between teachers. Teachers are confident in	Curriculum Champions	Termly	Clear progression documents. Teachers are confident in what to teach. Pupil voice and books demonstrate knowledge and skill progression.

	what to teach and aware of prior knowledge from previous year groups.			
Regular monitoring of the teaching of Geography through lesson observations, learning walks and book looks.	Ensure quality first teaching occurs in every class. Ensure inclusive teaching for all.	Curriculum Champions	On going	Improved knowledge and skills demonstrated by all groups of children
Ensure regular revisiting of key Geographical knowledge through lesson starters and quizzes.	Review lesson starters and quizzes.	Teachers All staff	On going	Improved knowledge and skills demonstrated by all groups of children.
Vocabulary Development	Develop word banks per mixed year group/class. Display vocabulary in classrooms and in knowledge organisers. Embed retrieval through lessons and quizzes.	Teachers All staff	On going	Improved vocabulary use seen in books and through discussions.
Assessment & Monitoring.  Embedding of knowledge.	Maintain formative assessment grids per unit. Review entry and exit quizzes. Termly book looks. Moderate end-of-unit outcomes.	Teachers All staff	On going	Termly Teachers accurately assess; progression visible

	Pupil voice. Embed retrieval through lessons and quizzes.			
Enhance practical & outdoor learning. To further enhance links within the community for local Geography studies. To monitor and evaluate enrichment opportunities e.g. workshops and current trips	Increase hands-on experiments. Develop high quality links with local professionals ambassadors; schedule termly outdoor sessions.	Curriculum Champions Teachers All staff	On going	Pupils more engaged; practical photos/evidence
CPD & Resources	Provide CPD on enquiry types, fair testing, differentiation. Audit resources and restock equipment.	Curriculum Champions Teachers All staff	On going	Greater use of library resources and external professionals. Improved quality of lessons. Quality resources support lessons.