

## Geography Subject Development Plan 2025 - 2026



### School SDP Priorities:

**PRIORITY 1:** Securing Excellence in Reading and Writing: A Coherent Curriculum that Ensures High Standards and Closes Gaps for All Pupils

**Priority 2:** Raising Standards in Mathematics: Securing Fluency and Problem-Solving through Strong Curriculum Design for All Pupils, Including SEND and Disadvantaged.

**PRIORITY 3:** To develop middle leaders' capacity to take accountability for their subjects, strengthen curriculum leadership across the school, and ensure effective assessment and retention of knowledge in the foundation subjects, so that pupils achieve deep and lasting understanding across the curriculum.

To continue to achieve high levels of attainment for all learners in Geography through high quality teaching of an enriched and exciting curriculum. For all pupils to develop a love of geography.

### RATIONALE:

- To be equipped with the knowledge, skills and vocabulary to be expert learners in Geography.
- To enable all (especially EAL, SEN, PP) learners to succeed.
- To have high expectations for all learners and for most to achieve ARE by the end of the year.

It is essential to focus on delivering high-quality teaching, developing an effective curriculum, utilising clear assessment and tracking systems, ensuring strong leadership, and fostering an inclusive environment. Additionally, prioritising student engagement, well-being, and involvement with the wider community is crucial for creating a supportive and effective

### Success criteria:

- 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).
- Early Years children should begin exploring their local environment, recognizing basic geographical features, and developing spatial awareness.
- Success is evident when children can identify key places, understand simple geographical concepts, and use language related to location and movement.

### Skills developed by the end of KS1:

- 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.

### Skills developed by the end of KS2:

- 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.

### Assessment and Progression:

#### KS1:

- Use observational assessments, simple quizzes, map-reading tasks, and class discussions to monitor children's understanding of key geographical concepts.

#### KS2:

- 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.

learning environment. With these key actions in place, the school can maintain continuous improvement and ensure all students have the best possible opportunities for success within Geography and the wider curriculum.

Action Points	Personnel	Timescale	Commentary
1. Regular monitoring of the teaching of Geography through lesson observations and book scrutinies (in addition to teachers' monitoring during PPA and phase meetings).		Termly	
2. Ensure regular revisiting of key Geographical knowledge through lesson starters and quizzes.		Half termly	
3. Check planning correlates with outcomes in books. Ensure planning allows spiralling of prior knowledge, key concepts are planned for, and skills taught explicitly.		Half termly	
4. To assess children's understanding and enjoyment through pupil voice.		Half termly	
5. To further enhance links with community for local Geography studies.		By end Autumn Term	
6. To ensure assessment is robust and informs future teaching.		Termly	
7. To ensure Subject Lead and teaching staff are fully aware of developments in subject.		Termly	Staff meetings, CPD opportunities.
8. To embed key Geographical vocabulary throughout the school.		Ongoing	
9. To monitor and evaluate enrichment opportunities e.g. workshops and current trips.		Ongoing	