

WHOLE-SCHOOL ACTION PLAN 2022-23

Geography



Current situation: Geography is key foundation subject of the National Curriculum, during whole school subject surveys and snack and chat conversations, Geography came out low in popularity. Further investigation showed that children found the subject was not as interesting as other subjects and did not hook in to the lessons on a personal level.

Therefore, this action plan has been devised to improve the children's understanding of the subject and give it a higher status throughout school. The long-term curriculum plan has improved objectives and now this action plan will bring the subject alive, linking the challenges the world faces in sustainability, climate change and decreasing resources. It is intended to raise pupils' achievement in geography, and wider educational aspiration, by means of an improvement in the quality of geography teaching, a modernisation of the curriculum, and the demonstration of geography's relevance to their lives and future.

IMPACT:

- ✚ Raise the profile of Geography as a curriculum subject having a greater standing within school. All children having an awe and wonder of the world that we live in and how they have a responsibility to care and look after it.
- ✚ Teaching will link learning in class with children's "real" experience of their locality and to extend that through fieldwork
- ✚ Geography will add value to the teaching and learning of cross curricular themes, most notably, education for sustainable development, global perspectives, cultural understanding and citizenship.
- ✚ Geography will focus on real places and landscapes so children; understand their identity, differences and diversity, and the importance of location.
- ✚ Improved quality of the educational experience through geography for all children, both in the classroom and through fieldwork, and in doing so help prepare them for their future lives as socially, culturally and environmentally aware citizens and employees.
- ✚ All Longton children will know the importance of conserving and protecting our planet.
- ✚ Fostering an international ethos throughout the school and embedding it within the curriculum and the school's culture.
- ✚ Enthuse children with the relevance of geography to employment and citizenship.
- ✚ 74% of children in KS1 and KS2 attain the expected standard by the end of the academic year. 84% make at least the expected progress from the previous year.

1.1 To raise the awareness of Geography as a subject throughout school

- Review use of displays throughout school and develop an effective display board each term that included key vocabulary.
- Create a list of geographical events throughout the school year to promote geographical knowledge and growth and celebrate them within school.
- Display board in the corridor with a world map and children and the school community will be encouraged to bring in photos of them in different countries they have visited.
- All children to be able to tell the difference and give examples of human and physical geography.
- Throughout the geography curriculum, teachers will enrich the delivery of the subject and look for ways to bring the subject alive through the use of IT.
- In the summer term each class will have a fieldwork day, investigating the local environment and learn to read maps and orienteer around the school grounds.
- Subject review to be undertaken termly to assess the impact of the targets, note data, check progression in year and across year groups, accurate teaching of intended curriculum, clear medium term plans in place.
- Invite external speakers in who have lived or visited unusually parts of the world.
- Geography snack and chat held termly, feedback reported to teachers and relevant actions taken.
- Children can readily recall learning when spoke to.
- Clear pre and post learning quizzes in places.
- Learning is clearly evident in children's work books/ eBooks.
- Link in to current affairs and have opportunities to share opinions and debate about topics.
- Teachers access and utilise resources and information from Geography.org.uk, [KS1 Geography - England - BBC Bitesize](#), [BBC Two - Primary Geography](#), in order to be able to make strong curriculum links taking geography content to other subject areas.
- Teachers research and read about effect ways to teach geography and share with colleagues from places such as- [Royal Geographical Society - Teaching and learning in geography \(rgs.org\)](#)

Autumn 1

Summer data looked at in certain classes a lot of classes not secure in tracking data. Teachers spoken with individually.

Medium planning checked on line, book look, spoken to staff

Display in corridor –ready after half term to add children's holiday destinations on, both abroad and UK

Maps in each classroom labelled with geographical vocabulary

Assembly on the World COP 27 current affairs

Next half term

– pupil interviews focus on Physical and human geography continue with book look, - done (y5 and 6 still to do)

- Check pre and post learning quizzes – still to do

- CPD digi maps – still to do

- create a list of geographical events through the year

- Assembly on Venezuela IP

- **Spring 1**

Continued to monitor planning – spoken to teachers a necessary

Checked coverage – KS1 coverage OK – check Y2 vocab

Completed Y3 planning for Spring 2

Y5 book look

Spring 2

Completed Y3 planning Summer 1

Y5 book look

Summer 1

Resources sorted so that are more accessible

Book look – focus progression of learning and skills

Observed Y3 Geography lesson, feedback given and offered support

Viewed Oddizzi a geography resource to aid teaching and planning,

Completed subject ppt,

photos taken of the children's work to show progression

Y1 have visited Southport and Ainsdale Beach Physical Geography

Y5 will visit Malham on a 3 day residential in June - Physical Geography, Geology, River study, valley formation map reading

Y6 will visit Stratford – human Geography development of Town

To complete in Summer 2

Encourage children who have been on holiday over the June holiday to add to the display in the corridor

Mr Pearson to do a final Geography assembly going through the year's achievements.

1.2 Create a culture of sustainability throughout school by:

- Develop a culture of valuing resources and properties in school and how waste links to an increase in cost and impacts negatively on the planet.
- Develop within forest school increase biodiversity within the school grounds, using the planters, develop a bug house, making bird feeders and developing a wildflower garden in the school grounds.
- Encourage children to save energy Eco team geography club to lead assemblies, eco monitors to check computers go into standby mode instead of screen savers,
- Take part in Earth hour [Earth Hour activities for schools | WWF](#) where the school uses no electricity for a few hours
- Have a reuse event for books, toys, clothes and other items that children bring into school.
- Link in with the geography assemblies about issues that arise throughout the school year.
- All children to learn what an environmental footprint is, use the WWF app to work out what their own personal footprint is and encourage parents to do the same to measure their impact and look at reducing it. [WWF Footprint Calculator](#)
- Encourage children to use either the walking bus or walk or cycle to school 'Walk to School' week in Summer 2 term launched as an assembly and each class keeps a daily tally of who didn't use a car to come to school.
- All children are encouraged to apply for a Green Blue Peter badge.
- All children to be taught about climate change on a climate change afternoon in Autumn 2 using information from the Met Office [Climate change - Met Office, Climate change resources for schools | WWF](#)

Autumn 1

Eco team meeting – class eco reps to ensure lights off, white boards off etc
Eco team designed some posters which are displayed as reminders as to what we can do in school.

Eco team spent an afternoon with Sandye, clearing out the forest school area and making bug houses

Climate change whole school display Late November completed

Y5 Y6 completed the Green Peter badge and will complete an assembly in Spring 1 for the rest of the school in encourage.

Cop 27 Eco assembly

Next term

- Organise a reuse event, toys books games -Christmas clear out
- Spring term 23)
- Recyclable Christmas decoration for the trees – eco team recyclable materials – done

- Bird feeders – Eco team to research feeder designs and to make them in an afterschool club.
- **Spring 1**
- Eco team made bird feeders after school
- Character meeting eco team – discussed ideas for next half term, and
- Swap shop event – posters made after school /parent mail sent out
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- Next term
- Litter pick
- Link with Charity ambassadors charity fundraiser?
- Walk to school week
- Promote Green Blue Peter badge
- **Spring 2**
- Eco team – dog poo posters, made posters and provided poo bags for people to use along School Lane
- **Summer 1**
- Eco team to weed beds at the front of school – have spoken to Mr Quarmby about replanting with appropriate plants that will grow every year
- Encouraged children and parents Lancashire walk to school day 19th May
- **Summer 2**

Earth day organised 10th July, no technology used, walk to school day. Eco friendly pack lunches, Sandye to work with the eco team to do jobs around the school environment.

Swap shop – reuse books - eco team to run another swap shop event for holiday reading

To complete pupil/staff interviews

Book look

WRIST – geography zoom meeting

1.3 To strengthen children’s understanding of the World by becoming a British Council International School:

- Join the British Council international school partnership scheme.
- Find a school overseas and through discussion complete a collaborative project with them using the materials on the British Council website with at least 3 classes.
- Children to communicate with the overseas school and form links to gain an understanding and awareness of their culture and also how environmental challenges are affecting us all.
- To gain the ‘intermediate level’ accreditation British Council International School Award
- Complete evaluation and relevant paperwork, gain teacher’s and children’s viewpoints
- Keep parents and Governors informed of progress with sections of the school’s newsletter. are beginning to raise awareness of global issues amongst students,

- Celebrate international work by having a celebration event in the summer term.

Autumn 2

- IP contacted the British Council to apply for a partner school
- We have applied to be a British Council International School, however this will have to be completed in the next academic year due to it being over subscribed.

Costs/budget:

Monitoring/evaluation of the above:

Monitoring will be part of the improvement journey.

- Usual procedures: snack and chat, learning walks, lesson observations, book chats, pupil interviews, conversations with staff, analysis of assessment data, progress meetings, case studies etc.
- Link governors to visit school and produce termly reports to be shared with the whole governing body (e.g. raising aspirations and Data). Governors to remain a 'critical friend' offering insightful challenge to all staff members whilst celebrating achievements.
- Self-monitoring and peer-monitoring.
- Parent responses.
- Evidence of CPD and the impact it has on teaching and learning for all staff.