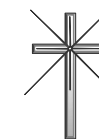




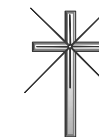
Thorner's Church of England VA Primary School
Subject Action Plan: Geography
2024-25



Action Plan	Lead Person	Time Scale	Details of Action	Resources	Cost	Monitoring	Success Criteria
<p>Use tapestry to record and monitor learning within Geography lessons where outcomes are not evidenced through written work.</p> <p><i>SDP – priority 2</i></p>	<p>SW</p> <p>All staff</p>	<p>Spring 2025</p>	<p>Ensure staff are confident in using tapestry and use it to record group work, activities, discussions, drama performances etc. which takes place within Geography lessons.</p>	<p>Tapestry on ipads</p>	<p>N/A</p>	<p>Review of tapestry in each class in the spring term, checking Geography lessons are being evidenced when no independent written work is taking place in lessons.</p>	<p>The outcomes of every Geography lesson are recorded and staff are not pressured into needing to incorporate written outcomes into every Geography lesson where learning and understanding can be demonstrated in different ways.</p>
<p>Embed the golden thread in books and through tapestry.</p> <p><i>SDP – Priority 2</i></p>	<p>SW</p> <p>All staff</p>	<p>Spring 2025</p>	<p>Record golden thread lessons in books and on tapestry so the children can see how their individual lesson links to and help to answer one of the 60 big Q's.</p>	<p>Tapestry, labels and golden stars</p>	<p>N/A</p>	<p>During book scutinys and reviews of tapestry, ensure golden thread lessons are clearly labelled with a gold star next to the lesson LO.</p>	<p>The children understand how their individual lessons help to develop their understanding of being able to answer the 60 big Q's.</p>
<p>Continue raising awareness of the potential outdoor learning environments in both Key Stages, especially when exploring physical geography and for carrying out fieldwork.</p> <p>(second year as</p>	<p>SW</p> <p>All staff</p>	<p>Spring 2025</p>	<p>To extend children's understanding of and encourage each class to spend curriculum time in the outdoors. Fieldwork is planned for within the Collins Connected scheme and so fieldwork opportunities need to continue to be explored and utilised in cycle B of the scheme.</p>	<p>Discovery Area</p> <p>Field trips</p> <p>NC outdoors textbooks</p> <p>Local villages, farms, rivers,</p>	<p>Potential costs for trips.</p>	<p>Discussions with staff in dedicated Geography staff meeting.</p>	<p>All children including PP and SEND able to recognise and enjoy the value of outdoor learning and participate with interest.</p> <p>Children's geography learning and understanding is enhanced by fieldwork.</p>



Thorner's Church of England VA Primary School
Subject Action Plan: Geography
2024-25



part of the Geography action plan to ensure opportunities explored across the 2 year topic cycle) <i>SDP – Priority 2</i>				woodland, buildings etc.			
Support staff in ensuring that maths skills are effectively embedded and taught within elements of the Geography curriculum. <i>SDP – Priority 1C</i>	SW	Autumn 2024	Ensure that teachers are confident in understanding which mathematical skills are embedded within Geography scheme and support teachers in their introductions and use of these skills within lessons	N/A	CPD time	At the start of each term review the scheme lessons for each key stage. Have a termly discussion with teachers, ensuring they know the mathematical elements incorporated in their upcoming units and support their understanding and teaching of these where necessary.	Teachers are confident in teaching mathematical skills embedded within Geography and the children can use these skills effectively to enhance their geographical understanding and knowledge.