



Jerry Clay Academy Subject Leader Action Plan

Subject: Geography	Leader: J Karlsson	Date: October 2020
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<p>Target 1 Priority 1: Leadership and management</p>	<p>What will success look like?</p> <ul style="list-style-type: none"> 1c Be clear about the projects which I am leading in Geography and have a clear outline of this for the whole year. Continue to develop an ethos of excellence where everyone strives to be the best they can be, both adults and children. Continue to share our good practice in Geography, order to ensure that our own practice gets stronger. Teachers will plan for skills and knowledge and know where to go for support with this (knowledge organisers) Work produced should show a range of practical lessons, knowledge, fieldwork , retrieval, application. Greater depth (eg: photos, videos, post it notes, range of assessment). Ensure to collect GD examples of this. 2b. Every Subject Leader to have a Twitter account to connect with other Subject Leads in order to be as up to date as possible with their subject and also sharing expertise across the network. Subject leadership is heightened even more so that Subject Leads become absolute specialists in their subjects - Share outstanding practice across the school through staff meetings and sharing good practice on Twitter. 1b. Make connections with our values calendar and ensure that it connects more across all subjects and across the curriculum
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Action	Who?	When?	Resource	
Geography display – outcomes of good work. Link to retrieval and knowledge. Make clear links to themes and update at least termly.	JK	Autumn ongoing		✓
Continue this throughout Autumn 2	Camera			
Monitor planning across year groups- monitor MTP and weekly planning (Smartboards).	JK	Termly		

Ensure planning is following guidance of knowledge organisers. This will support teachers with knowledge, retrieval and lesson sequencing.	JK	Autumn 1 onwards. Each term will need some monitoring.		
Book scrutiny	JK	Autumn 1 onward	Year group Science books	
Subject evidence folder. Further evidence of retrieval and greater depth/application.	JK	Ongoing	-	
World Environment Day assembly – linked to values calendar	JK	Tuesday 1st June		
Geography Bee - this will focus on facts from knowledge organisers and topics studies in Geography. Some rounds will be general knowledge	JK	Summer 2	Geography Bee PowerPoint (KS1 and Y3 already created)	
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 2 Priority 2: Quality of Education</p>	<p>What will success look like?</p> <ul style="list-style-type: none"> • Ensure we are constantly reviewing our full curriculum & ensuring cohesion of application from one subject to another. Ensure units are being taught fully and build upon progressively. Ensure learning objectives and success criteria in lessons show use of skills to support learning • Development of Teaching and Learning in Geography, with a particular focus on developing effective retrieval practices (Knowing more, remembering more and being able to do more) 3b. Retrieval implemented across Geography. • Vocabulary is clear and planned for in MTP • Teaching sequences developed and presented by all Subject Leaders • Staff will have a clear understanding of how to teach the subject in an interesting and engaging way to allow more children to work at 'Greater Depth' within the subject. S/M to cascade this. • 6c.Retrieval practices developed across the Science curriculum • Geography work visible in classrooms, books, evidence. Investigations with full purpose and ownership. • Teachers able to assess children in Geography through use of skills progression (in books) . Have knowledge of children's abilities across school. • Develop teaching of locations thoroughly so children can participate in Geography Bee - linked with Theme, where appropriate. If not appropriate, these are explicit. However, Geography lessons and skills should always be taught explicitly • Geography is linked well to real life and embedded in the curriculum.
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Action	Who?	When?	Resource	✓
Ensure that teachers use knowledge organisers to support them in lesson sequence	JK	Autumn 1 onwards	Knowledge organisers	
Pupil voice to assess enjoyment and understanding	JK	When appropriate – Spring/Summer? (re: Covid 19) Link with JLT subject lead in first instance.		
Use assessment system that outlines skills to monitor and assess all pupils (programme of study – front of books)	JK	Autumn 1 ongoing	Programme of study – Geography books	

Evaluation (impact on learning and progress) (Who? How? Reported to?)

<p>Target 3 Behaviour and attitudes</p>	<p>What will success look like?</p> <ul style="list-style-type: none"> • To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority. • To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community. • Continue to increase the independence of our pupils by further reinforcing AFL/ retrieval methods and critiquing • Analyse and assess self, peer and critiquing to ensure children are making progress towards next steps in Geography. • Use of a range of formative assessment in lessons to challenge and extend children's learning – pre planning may support this and guide direction of coming lessons 			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p>✓</p>
<p>Continue to ensure that teachers are using AFL (formative assessment) to plan and adapt lessons, as necessary. Ensure teachers are using lesson sequence and retrieval, as well as others, to enable them to do this.</p>	<p>JK</p>	<p>Drop in through staff meetings (coordinator messages) and feedback through coordinator time)</p> <p>Ongoing</p>		
<p>Continue to share good examples of critiquing</p>	<p>JK</p>	<p>Though planning and staff meetings</p> <p>Ongoing</p>		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				

Target 4 Personal development	What will success look like? <ul style="list-style-type: none"> • 5a. Redevelop the JCA values in the entrance of the school to reinforce the pivotal role that they play to our whole curriculum .Children know the importance of Science and know careers possible . They understand how it helps them learn about the world. • Ensure that Geography is linked well to real life and embedded in the curriculum. • Strengthen links within the community – make links with visitors into school. Scientists/ engineers? (May be later in year) 			
Action	Who?	When?	Resource	<input checked="" type="checkbox"/>
Ensure teachers are linking Geography work to real life 'Geographers' (there is a range on the knowledge organisers. Teachers can also add to these.	JK	Autumn 1 and onwards	Knowledge organisers	<input type="checkbox"/>
Heighten Geography on Twitter	JK/Staff	Autumn 1 onwards		<input type="checkbox"/>
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

