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| **Holy Trinity C of E Primary School**  **School Improvement 2024-25** | | | | | | | | | |
| **Subject** | **Geography** | | | | | | | | |
| **Staff** | **Mrs Jade Watson** | | | | | | | | |
| **Strategic Subject Intent** | | | | **Intended Impact** | | | | | |
| From EYFS-Y6 aim to provide a high-quality Geographical education so that all children are able to:  • have a sense of location and place;  • understand change and that places do not always stay the same and that also not everything changes;  • understand cause and effect that can lead to change;  • use higher order thinking skills to reflect upon a topic and encourage identity as global citizens where they can make choices, within their immediate environment, about how it could be used or managed.  Geography in the Foundation Stage is taught indirectly through the planning and teaching of ‘Understanding the World’ which supports children’s understanding of geography, people and communities. Geography is effectively taught through their wider curriculum lessons, and through learning provision and outdoors environment. In EYFS, the children develop geographical understanding by:  • learning about features of their own environment such as school, home, community and their city through first-hand experiences;  • learning how environments may differ through the sharing of books, stories, poems, small world play, role play and visits;  • participating in valuable experiences gained from using the immediate school grounds and regular trips to places within their local community such as the library, park and local shops.  • Being provided with time to discuss, comment and ask questions about what they observe about the world around them. The children are encouraged to be active learners and explore their interests further.  Geography is essential to develop knowledge and understanding about what geography is. With this in mind, the purpose of Geography at Holy Trinity is to develop coherent knowledge and understanding of location and place. It aims to develop children’ knowledge and understanding sequentially from their immediate locality to the wider world. We develop geographical skills and use sources, such as atlases and digital maps, to support learning and understanding. To develop understanding of the locality and fieldwork skills. We want to inspire learners’ curiosity and fascination of the world and its people; equip children with grounded/deep understanding, geographical skills and knowledge of subject specific vocabulary, developed through the use of a range of geographical sources. | | | | - Children will show awareness and curiosity for the wonder of the geographical world around them.  - Throughout KS1 and KS2, children will have an increased knowledge of the locality of Seaton Carew.  - Children will have an understanding of fieldwork within Geography.  - Children will have the confidence to use a range of geographical sources to develop a deep understanding of geographical concepts and subject-specific vocabulary.  - Children continue apply their subject-specific vocabulary when reading and writing (geographical literacy).  - An improvement in children’s cultural capital through experiences such as short stories, trips, WOW days, visitors, exploring the local area etc. | | | | | |
| **Subject Implementation** | | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To ensure all staff teach geographical concepts, starting from what children know directly in their own lives/area and build up on this to wider communities, local, national and international areas (year group specific outcomes state the extent of this to ensure knowledge is age-appropriate). (End of the academic year –half a day release £65) | | | | |  |  | |  | Ongoing throughout the year.  Children are beginning to talk about this through pupil voice. This needs to be highlighted for the next academic year. |
| Develop use of fieldwork within year groups to improve local geography teaching (within school grounds, in local area). (Ongoing -By the end of the academic year – evidence in half termly book scrutiny and pupil voice) | | | | |  |  | |  | Ongoing throughout the year.  Ongoing throughout the year.  KS2 children took part in some fieldwork in Seaton around local area history. Teachers found this very useful for learning, however it was ran by a funded organisation which will possibly not be running in our area again. I emailed the organisation to see if they would allow us to have the resources to run this annually for a class in KS2 (Y4 – What makes up the North East?) |
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| **Funding & Resources** | | **Cost (Time & Money)** | | | | | **Links to Academy Council** | | |
|  | | | * Time to review curriculum documents- £65 * £200 to supplement trips/visitors | | | | * Mrs Helen Stuart | | |
| **Evaluation** | | | | | | | | | |
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