



Timeline for Geography

Year	Geography Development
2019-2020 (Lockdown)	• Lack of emphasis on geographical skills, especially map and field work. • Connected Geography scheme in place – used inconsistently between key stages • Monitoring identified that pupils had weak Geographical knowledge and understanding and could not accurately state what Geography is – often mudding with 'Topic'.
2020-2021 (Covid Year)	• Geography subject leader support from HOS and AHoS – joint action plan and monitoring and adaptation of long-term plans to incorporate more of the Connected Geography • Aspire Network meeting attended – focus on action planning • Aspire Hub subject leader development – consistent file proformas and expectations
2021-2022	• New curriculum lead as of September • Geography intent redefined • Long-term plans adapted into rolling programmes – curriculum overview • Half termly Aspire CPD attended by subject lead • Geography scheme and progression of skills formed by subject lead alongside Andy Brumby (Aspire) • Time given for teams to plan together and creating the progression of steps within each unit of work • Worked with EYFS Lead and EYFS staff to look at Understanding of the World and how this leads in to Geography teaching and learning in Year 1 and upwards • Coaching and support for all teachers to develop subject knowledge and curriculum progression planning • Knowledge organisers and pre/post assessments trialled during the Summer Term
2022-2023	• Aspire Geography CPD attended by subject lead • Knowledge organisers in place • Progression of skills shared with and implemented by all staff • SENDCo and Geography lead discussion and development of Knowledge Organisers that meet the needs of SEND pupils • Clear impact measures need to be obtained and next steps identified • Clear provision for SEND pupils and identification of where curriculum adaptations will be appropriate • Staff CPD to be provided specifically focussing on map work and scale • Review of assessment in Geography – pre assessments to be removed with a focus on the post assessment

2023-2024	• Introduction of fieldwork progression to ensure curriculum is met. • Development of planning documents to support staff knowledge and curriculum challenge. This includes, disciplinary knowledge, substantive knowledge, vocabulary and aspirations in each lesson. • Clear provision for SEND pupils and identification of where curriculum adaptations will be appropriate • Staff CPD to be delivered on differentiation and substantive knowledge. • Consolidate KS1 curriculum through staff support with planning documentation.
2024-2025	• Continuation of monitoring to ensure curriculum continues to produce high quality outcomes. • Further support to implement fieldwork and ensure staff feel like experts in their given area. • Leadership CPD needed on digital mapping systems to further support staff.
2025-2026	• Staff training on map drawing. Possible use of scheme based material to support staff with map drawing. Creation of map progression by end of year. • Deep dive into geographical assessment to ensure subject specific vocabulary is evident. • Leadership CPD needed on digital mapping systems to further support staff.