



SUBJECT ACTION PLAN – GEOGRAPHY AND HISTORY

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<p>Priority 1- Subject Leader Knowledge (Kmack) To improve subject leadership knowledge of both geography and history across all phases (EYFS-Y6) so that</p> <ul style="list-style-type: none"> • Subject leader has a secure understanding and knowledge of what is being taught in geography and history across all phases. • Subject leader is able to support teachers to have the knowledge needed to teach geography and history effectively across all phases. • Subject leader is able to support teachers in having the appropriate and relevant resources needed to effectively teach both geography and history. 	Budget	Time / £
	Resources	Kapow scheme of work Kapow curriculum resources in geography and history Release time for subject leader
	Training	Network meetings in both geography and history Kapow training videos
	INSET/Staff Meetings	Staff meetings to share information about what is being taught/has been taught in each class.
<p>Priority 2 – Quality of Assessment (Kmack and all staff) To improve assessment systems in both geography and history so that</p> <ul style="list-style-type: none"> • Teachers are using the assessment systems effectively to inform planning and teaching. • Any misconceptions or gaps in learning are identified and addressed immediately or in the next lesson. • Children who are absent from the lessons are given the opportunity to ‘catch up’ • All children including SEN are catered for and able to fully access the geography and history curriculum through clear, specific adaptations and through using the lesson evaluations to inform of next steps in teaching. 	Budget	Time / £
	Resources	Kapow scheme of work Kapow curriculum resources Release time for subject leader to monitor
	Training	
	INSET/Staff Meetings	Staff meetings to share feedback from monitoring. Staff meeting to discuss expectations of assessments.
<p>Priority 3 – Core Knowledge (Kmack and all staff) To embed the Kapow scheme of work throughout the school and to ensure core knowledge is being taught in geography and history so that</p> <ul style="list-style-type: none"> • Core knowledge is being reviewed throughout the week to ensure that children are retaining key information. • Kapow scheme of work is fully embedded in school and the teaching of Kapow is consistent throughout each year group. • Teachers feel confident in the use of of the new Kapow scheme in history and geography. • Kapow is being used effectively including through adapting and refining the lessons plans to cater for all children in class. 	Budget	Time / £
	Resources	Kapow scheme of work Kapow curriculum resources Core knowledge flashcards Subject leader release time for monitoring
	Training	Kapow training videos
	INSET/Staff Meetings	Staff meeting to discuss core knowledge and strategies to ensure core knowledge is being taught and that it is effective.

Priority 1 – Priority 1- Subject Leader Knowledge (Kmack)

To improve subject leadership knowledge of both geography and history across all phases (EYFS-Y6) so that

- Subject leader has a secure understanding and knowledge of what is being taught in geography and history across all phases.
- Subject leader is able to support teachers to have the knowledge needed to teach geography and history effectively across all phases.
- Subject leader is able to support teachers in having the appropriate and relevant resources needed to effectively teach both geography and history.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Subject leader to have dedicated time to familiarise herself with the geography and history curriculum across all phases.	KMc	Subject leader has a strong knowledge of what is being taught across all phases including EYFS	KMc			
	Subject leader to have time to talk to staff/visit classes to gauge understanding of what is being taught and how.	KMc	Subject leader has a strong knowledge of what is being taught and how it is being taught across all phases including EYFS	KMc			
	Subject leader to attend network meetings throughout the year for both geography and history.	KMc	Meetings attended and any key/new information shared with staff	KMc			
	Subject leader to familiarise herself with the training videos on Kapow for geography and history and to share relevant training videos with staff.	KMc	Staff aware of where to find the videos and are accessing them to support the effective teaching of geography/history	KMc/teachers			
	Subject leader to ensure resources are relevant and appropriate to each unit of work and to have time to group/categorise the relevant resources within school.	KMc	Both subjects well resourced and staff know where to access relevant resources.	KMc/teachers			

Spring	In order to strengthen subject leader knowledge, subject leader to monitor what is being taught in geography and history through lesson visits and book scrutiny (all phases)	KMc	Subject leader gains a better understanding of what is being taught and how it is being taught across all phases. Books/lessons reflect planning.	KMc			
	Subject leader to carry out pupil voice to gauge pupil understanding in both subjects and to gauge enjoyment/engagement.	KMc	Positive pupil voice, good understanding of core knowledge in both subjects.	KMc			
	Subject leader to visit EYFS (both F1 and F2) to observe lesson in history/geography (gain understanding of how it is taught through understanding the world).	KMc	Subject leader to be able to articulate how geography and history is being taught within EYFS.	KMc			
Summer	All staff to complete assessments at the end of the year, stating what has been taught/not been taught/strengths/weaknesses/gaps in learning. This will then be shared with subject leader/next teacher of class.	All teachers/KMc	Teachers and subject leader are fully aware of any gaps/weaknesses in geography/history and know what needs to be looked at again in order to close gaps.	All teachers/KMc			

Priority 2 – Priority 2 – Quality of Assessment (Kmack and all staff)

To improve assessment systems in both geography and history so that

- Teachers are using the assessment systems effectively to inform planning and teaching.
- Any misconceptions or gaps in learning are identified and addressed immediately or in the next lesson.
- Children who are absent from the lessons are given the opportunity to 'catch up'
- All children including SEN are catered for and able to fully access the geography and history curriculum through clear, specific adaptations and through using the lesson evaluations to inform of next steps in teaching.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	New lesson plan sequences are being used and filled out consistently before and after each taught lesson.	All staff	All sections of lesson plans are filled out including review/recall, misconceptions from previous lesson, chn who need further support, evaluation and assessment.	All staff			
	Evaluation and assessment sections of lesson plans are filled out at the end of each taught lesson and are being used to inform of next steps.	All staff	Evaluation and assessments are filled out with names of chn who needed further support, misconceptions that have arisen in the lesson and next steps- evaluations are clear and specific.	All staff			
	Children who are absent from the lesson are written on the plans and clear steps for them to 'catch up' are also written.	All staff	Clear written steps are on the plans explaining what needs to be done- intervention, 1:1 support, morning catch up. The child who was	All staff			

			absent has a clear understanding of what was taught in the lesson and is able to access the next lesson.				
	Kapow plans are downloaded and adapted for SEN children. The adaptations made are specific to each child.	All staff	Each Kapow plan is uploaded to the Drive and has clear, specific adaptations for SEN children.	All staff			
	Evaluations at the end of the lesson plans are filled out at the end of each unit informing teachers of the chn who have fully understood the unit, the children who need extra intervention and gaps in learning.	All staff	Evaluations are completed with specific names of chn who have a good understanding and who need further support. These are highlighted to show the chn who are SEN/PP. Next steps are written clearly and are used to inform the teacher of how, when and where gaps will be filled.	All staff			
Spring	Subject leader to monitor lesson plans to ensure that they are being completed consistently and are being used to inform of next steps.	KMc	All lesson plans are filled out. Evaluations are detailed with specific names of chn who need further support and the steps needed to support them.	Kmc			
	Subject leader to conduct pupil voice based on assessment (recap/recall, how misconceptions are addressed/interventions carried out).	KMc	Pupils have an understanding of 'catch up'/interventions, recap and recall within each lesson.	KMc			
	Subject leader to do book scrutiny (books and floor books) to ensure next steps on lesson plans match what is being taught.	KMc	Next steps/gaps/misconceptions are clear on lesson plans. Books/floorbooks reflect what is on planning.	Kmck			
Summer	Summer assessment grid filled out by all teachers, giving incite into the strengths of the year, the weaknesses and gaps. This is then passed onto the next teacher.	All staff	All staff aware of gaps in geography and history from previous year.	All staff			

Priority 3 - Priority 3 – Core Knowledge (Kmack and all staff)

To embed the Kapow scheme of work throughout the school and to ensure core knowledge is being taught in geography and history so that

- Core knowledge is being reviewed throughout the week to ensure that children are retaining key information.
- Kapow scheme of work is fully embedded in school and the teaching of Kapow is consistent throughout each year group.
- Teachers feel confident in the use of of the new Kapow scheme in history and geography.
- Kapow is being used effectively including through adapting and refining the lessons plans to cater for all children in class.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Teachers using core flashcards throughout the week. Teachers introduce the idea of a washing line, displaying core knowledge flashcards and changing them throughout the year.	All staff	Washing line visible in each classroom. Children aware of it and what it is for because they are being used regularly.	All staff			
	Subject leader to ensure that core knowledge grids are refined and flashcards reflect the newly refined grids- shared with staff.	KMc	Core knowledge flashcards reflect core knowledge grids. Core knowledge grids are short and simple to enable children to retain information.	KMc			
	Subject leader to monitor that knowledge organisers are given for each new topic and are being referred back to by children to support learning.	All staff/KMc	Books/floor books have knowledge organisers stuck in at the beginning of each topic. Children are aware of where and what they are.	KMc/all staff			
	Lesson plans for each Kapow lesson are being uploaded to the Drive and adaptations are clear and detailed.	All staff	All lesson plans for each topic are on the Drive. Adaptations are clear to see. Adaptations are specific to the children who need support.	All staff			
	Staff voice to gauge confidence with the teaching of the Kapow scheme and planning sequence.	KMc	Teacher/supporting adults all fill in questionnaire and all feel confident in the use of the new Kapow Scheme and planning template, which can be seen in the lesson plans when monitored in spring term. Subject leader to support staff with any areas that they feel that they are not confident with.	KMc/all staff			
Spring	Subject leader to conduct pupil voice on core knowledge- are they retaining the core knowledge? Do they know how core knowledge is being revisited?	KMc	Pupils can confidently talk about the core knowledge related to geography and history. They are able to talk about the flashcards/knowledge organisers and floor books because they are being used regularly in class.	KMc			
	Subject leader to monitor lesson plans to ensure that they are being consistently downloaded and adapted every lesson, and recall/review is being used from the Kapow lesson plans and written on the lesson sequences.	KMc	Lesson plans are all uploaded and adapted prior to the lesson being taught. Recall and recap is being taken from the Kapow lesson plans and visible on the lesson sequences.	KMc			
Summer	Subject leader to look at core knowledge grids/national curriculum, alongside books and planning to ensure that all key objectives have been taught. Staff to fill out assessment grid for next teacher.	KMc/all staff	Core knowledge/national curriculum matches with what has been taught throughout the year. Anything not taught/weaknesses will be on the assessment grid, so the next teacher will be aware of gaps.	KMc/all staff			

