



**“Grow together  
in Christ”**

**Implementation Report  
for Geography  
2019/20**

**Implementation Leader:  
Miss S. Leonard**

Implementation Leader Report



Intention	To further develop a bespoke, sequential and purposeful curriculum for Geography, with a specific focus upon the sequential and explicit teaching of knowledge and understanding of Tier 2 and 3 geographical vocabulary.
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### **Problem**

*What is the reason behind your intention?*

*Think from the perspectives of leaders, teachers, children and attainment*

#### **LEADERSHIP**

- The leadership of Geography has been undertaken in recent years by leaders who had no specific Geographical expertise or specialisms in Geography and are no longer on the staff.
- This year, Geography will be led by the school's headteacher in order to raise its status. The headteacher has a degree specialism in Geography and a passion to drive its intent, implementation and impact this academic year.

#### **STAFF**

- During the explore phase it was noted staff do not currently identify in sufficient detail the specific Tier 2 and Tier 3 geographical vocabulary to be taught at the planning stage.
- Staff do not currently use a consistent approach to the identification of specific geographical knowledge to be taught sequentially in the topics, a deep understanding of how this build upon prior geographical teaching, or indeed how the retention of this knowledge will be reviewed in subsequent terms.
- Geographical knowledge, vocabulary and implementation are infrequently displayed around school and within classrooms.

#### **CHILDREN**

- Through the explore phase when discussing Geographical knowledge with pupils, it was identified that there is a need to continue to improve the ability of pupils to use precise Tier 2 and Tier 3 Geographical vocabulary when explaining geographical knowledge of people and places as taught in our curriculum.
- Children needed more opportunities to recall Geographical knowledge and vocabulary from prior topics and their own experiences, making relevant links.

#### **ATTAINMENT**

- Data from July 2019 shows an upward trend of attainment for Geography, however 28% of the school are currently working below expected standards within Geography. Assessment of learning remains an area of development and with correct Knowledge Organisers in place, this will allow for sequential teaching to take place with skills and knowledge building upon prior learning.
- Currently there are 5% working above expected standards within Geography. Explicit identification of the precise knowledge and vocabulary to be taught and assessed in Geography would allow teachers to ensure a greater proportion are challenged towards this higher standard for each topic.



### Intervention Description

*What are the active ingredients of your intention?*

*What is the DNA of your intention?*

#### Active ingredient 1:

Knowledge organisers to be completed for every Geography unit.

#### Active ingredient 2:

Tier 2 and 3 vocabulary are explicitly identified at the planning stage, taught sequentially within the teaching sequence and are always displayed on class displays.

#### Active ingredient 3:

Child friendly knowledge organisers are displayed in pupil books at the start of each topic.

### Research / Evidence

*Is a solution to your problem already available?*

*Which research or evidence based research have you consulted?*

EEF Improving Literacy in Secondary Schools (July 2019) highlights some essential research findings which are applicable to this implementation focus, easily adapted to the primary curriculum for Geography. It outlines within Key Recommendation 2 that specific subject specific instruction of targeted vocabulary is essential to ensuring knowledge retention in each specific domain:

*EEF (July 2019) "Provide targeted vocabulary instruction in every subject: This strand explains why explicit vocabulary instruction is integral to helping students' access and achieve academic success. In particular, teachers need to prioritise teaching tier 2 and tier 3 vocabulary through evidence-informed strategies. Explicit vocabulary instruction approaches can be easily adapted to a disciplinary approach by supporting curriculum areas to identify their own key vocabulary as part of their long-term plan for the teaching of Geography".*

### Planned Implementation Activities

*Will this be done through training, resources, monitoring, coaching, etc?*

Outline of activity <i>(including when the activity will begin and persons responsible)</i>	Impact of activity		
<b>Autumn 1</b> <ol style="list-style-type: none"> <li>Further develop sequential long-term plan for Geography.</li> <li>Year 5 to trial use of knowledge organiser to explicitly identify key knowledge and vocabulary.</li> </ol>	<b>Milestone 1:</b> Knowledge organiser in place for trial year group, used effectively to improve geographical knowledge and vocabulary in Year 5 for the mountains area of study..		



<p>3. Leader to evaluate impact of knowledge and vocabulary retention through deep dive.</p>	<p><b>Evidence:</b></p>			
<p><b>Autumn 2</b></p> <p>1. All teachers to use knowledge organisers for Geography topics identifying key knowledge and Tier 2 and 3 vocabulary.</p> <p>2. Geography leadership team undertakes deep dive in Year 4 to evaluate impact of knowledge organiser for Year 4 topic: What is a map (pupil voice, books, display, planning, questions of leader regarding intent, implementation and impact). Evaluate knowledge and language following teaching of the following topics:  <b>Year 4: What is a map</b>  All classes to display focus Geography Tier 2 and 3 vocabulary on displays.</p>	<p><b>Milestone 2:</b>  Key Tier 2 and 3 vocabulary for Geography is explicitly taught and displayed for all topics.</p> <table border="1" data-bbox="799 663 1490 763"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p><b>Evidence:</b></p>			
<p><b>Spring 1</b></p> <p>1. Evaluation of KS1 Retention of knowledge and vocabulary for Autumn topics:  Home Sweet Home (Year 1)  London- a capital city (Year 2)  (pupil voice, books, displays, planning)</p>	<p><b>Milestone 3:</b>  Key Stage 1 pupils are retaining Tier 2 and 3 vocabulary and are accurately using it to explain their geographical knowledge of Autumn topics.</p> <table border="1" data-bbox="799 1379 1490 1480"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p><b>Evidence:</b></p>			
<p><b>Spring 2</b></p> <p>1. Evaluation of LKS2 Retention of knowledge and vocabulary for topics:  <b>Year 3: Our local area , Greece</b>  <b>Year 6: Where is Robinwood ; The angry earth (earthquakes)</b>  (pupil voice, books, displays, planning)</p>	<p><b>Milestone 3:</b>  Key Stage 2 pupils are retaining Tier 2 and 3 vocabulary and are accurately using it to explain their geographical knowledge of Autumn and Spring topics.</p> <table border="1" data-bbox="799 1839 1490 1939"> <tr> <td></td> <td></td> <td></td> </tr> </table>			



	<b>Evidence:</b>
<b>Summer Term</b> <b>1.</b> Evaluation of knowledge and language retention through end of year assessments. <b>2.</b> Evaluation of Geography planning cycle, knowledge organisers and vocabulary choices in preparation for 2020-21 delivery.	<b>Milestone 4:</b> Knowledge organiser in place for all year groups, used effectively to improve geographical knowledge and vocabulary.
	<b>Evidence:</b>



<b>Implementation Outcomes</b> <i>What short-term measures will you see to know that this is working?</i>	
<b>Short term</b> <ul style="list-style-type: none"> <li>Improved Geography long term plan sequentially organises and links topics together to aid sequential teaching of knowledge and vocabulary for all year groups.</li> <li>Year 5 to trial the creation and use of knowledge organisers for Autumn 1 topic on Mountains.</li> </ul>	
<b>Medium term</b> <ul style="list-style-type: none"> <li>All class teachers create and use knowledge organisers for all Geography topics from Spring Term onwards.</li> <li>Tier 2 and 3 Geographical vocabulary is displayed in all classrooms.</li> </ul>	
<b>Long term</b> <ul style="list-style-type: none"> <li>Deep dive for Geography (including lesson drop ins, learning walks, planning scrutiny, interviews with children and book scrutinies) will evidence quality use of knowledge organisers in all classes</li> <li>Explicit use and teaching of Tier 2 and 3 Geographical vocabulary takes place in all classes.</li> </ul>	



## Pupil Outcomes

### Short term

- Year 5 pupils retain key knowledge from the topic and all children can use Tier 2 and 3 vocabulary with confidence.

### Medium term

- Children's books will show deep understanding of Geographical knowledge to be taught in each unit and specific and explicit use of carefully crafted vocabulary relevant to each topic at each phase of learning.
- Children's will have a deeper understanding of age-appropriate vocabulary.
- Children can recall key knowledge from Geography topics taught in subsequent terms.

### Long term

- Children's retention and understanding of geography knowledge and vocabulary across all topics from the year will be improved.

