

## Subject Review

Which units were not covered due to closure/ delivered via remote provision?

What is the key knowledge that was missed and needs to be tackled or tagged on later?

Colour code the knowledge you have identified as needs to be tackled before the next unit/ can be incorporated into later units/ needs to be taught as a stand - alone summary

Geography Y1 – Y6						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	Paws, Claws and Whiskers	Land Ahoy	Scrumdiddlyumptious	Blue Abyss	Alchemy Island	Tomorrows World
Specific knowledge missed	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area in contrasting non-European country.	Locate the world's counties, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristic, countries and major cities.	Locate the world's counties, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristic, countries and major cities.	Identify the position and significance of latitude, longitude, Equator, northern Hemisphere, Southern Hemisphere, the Tropics of cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Identify the position and significance of latitude, longitude, Equator, northern Hemisphere, Southern Hemisphere, the Tropics of cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Actions to be taken. By whom? When?	Pass on geography stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.	Pass on geography stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.	Pass on geography stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.	Pass on geography stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.	Pass on geography stranded sheets to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.	Class 4 teacher to pass on information to secondary school. Head teacher to visit secondary schools to ensure that data is passed to relevant professionals to help children progress in year 7.

<p><b>How will impact be measured?</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>
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