



INTENT— we



**IMPLEMENTATION—
How do we achieve**

Assessment

Pupils regularly assess their own work throughout the learning journey within a unit and over the years as they re visit key concepts. Pupils recall previous learning, vocabulary, learn new skills and practice these to improve performance. They reflect individually, with peers and as a whole class during the process, referring to their Knowledge Organisers to assess their progress. Teachers question and challenge pupils at all stages as AFL. Formative Assessment is completed by a Topic Review following the com-

**IMPACT—How do we know
if we've achieved our IN-
TENT?**

Geography

Develop pupils locational knowledge by teaching them to identify and locate places on maps,

Enable the children to gain an understanding on physical geography by teaching children about mountains, rivers, coasts and

Introduce children to human geography by exploring topics such as population, settlement and land

Foster cultural awareness by exploring the diverse cultures, traditions and lifestyles of people

Raise awareness about environmental issues and the importance of sustainable living.

Develop children's geographical skills by teaching them how to collect, analyse and interpret geographical data

Planning

Substantive and Disciplinary knowledge is planned throughout the whole-school curriculum to ensure progression of skills and knowledge.

Knowledge Organisers are developed for each topic, detailing the enquiry questions, vocabulary and learning outcomes in accordance with the MTP.

Progression Maps outline the revisiting of key concepts and development of historical skills.

EYFS

There are planned units to ensure the focus is on fostering children's curiosity about the world around them and developing their understanding of basic geographical concepts. Our pupils benefit greatly from early exposure to their immediate environment through sensory experiences such as walks through the school's nature reserve and outdoor play. The children are exposed to picture books and stories that introduce basic geographical concepts like maps, continents and weather patterns. Role-play and use of technology is a key focus in EYFS to allow our children to

SEND

Teachers plan carefully to ensure a fully inclusive environment to ensure all learners can engage the curriculum and succeed. This is achieved by providing visual aids, using simplified language, encouraging the use of collaboration and providing access to assistive technologies.

First-class teaching and Kagan strategies ensure literacy based-learning is accessible to SEND chil-

Values:

Honesty: We believe that honesty is the foundation for trust in our relationships. We are brave and admit when we have made a mistake. We are reliable and responsible for our own actions.

Courage: We are brave and take chances. We develop resilience to keep going even when things are hard. We face our fears, and we are not afraid to learn from our mistakes.

Friendship: We value our friendships and believe that together we can support one another to flourish. We do not judge we accept everyone for who they are.

Children have a better understanding of key physical features such mountains, rivers, coasts and climates.

Pupils can locate and name continents and oceans, including various countries, cities and key geographical features

Pupils have a deeper understanding of human geography such as settlements, economic activities and how communities interact

Pupils have developed sufficient skills in map reading, can interpret data and use geographical tools such as compasses and grid

Gained an understanding of environmental issues including sustainability, conservation and the impact of human activity on natural

Pupils appreciate cultures and societies, including traditions, customs and languages and how they shape landscapes