

<b>Intent</b>	<p><u>Aims:</u></p> <p>We aim to offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p>		<p><u>Values we promote:</u></p> <p>It is our intention that Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.</p>														
	<p><u>Knowledge and Skills:</u></p> <table border="0" style="width: 100%;"> <tr> <td>Question</td> <td>Investigate</td> <td>First hand observations</td> <td>Range of sources</td> <td>Local life exploration recording</td> <td>Hypothesising</td> </tr> <tr> <td>Classifying</td> <td>Culture</td> <td>Cause and effect</td> <td></td> <td></td> <td></td> </tr> </table>						Question	Investigate	First hand observations	Range of sources	Local life exploration recording	Hypothesising	Classifying	Culture	Cause and effect		
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<b>Implementation</b>	<p><u>Approaches to learning:</u> Deeper understanding    Extension activities    Consolidation activities    Pre-teaching    Instant/verbal feedback</p> <p>Promote a love of learning    Enrichment activities linked cross curricular learning    Consistently high standard of behaviour    Inclusion for all    Peer support</p> <p>VAK activities</p>																
	<p><u>Needs of pupils:</u> ASD, social communication needs, SPDL, ADHD, elective mutism, behaviour needs, sensory needs</p>																
	<p><u>Interventions:</u> Cross curricular links to embed knowledge eg: Science, Art and DT</p>																
	<p><u>Enrichment:</u> Themed days, visitors and school visits are used within the History curriculum to develop a deeper understanding of the time periods studied</p>			<p><u>Community Links:</u> Opportunities available to use the school grounds and the local area for fieldwork.</p>													
	<p><u>Educational Visits:</u> Trips and visiting experts who will enhance the learning experience</p>																
<b>Impact</b>	<p><u>Standards:</u> The majority of children make expected or better progress towards their targets, which are set according to their baselines on entry.</p>		<p><u>Wellbeing:</u> Children enjoy learning and coming to school. Their mental health and wellbeing are monitored closely. Support is put in place for those in need.</p>		<p><u>Personal Development:</u> Children live Gospel values in their learning and behaviour in and around school. They make the right choices for their safety.</p>												
	Target Tracker	Pupil Progress Meetings	Subject data	Self assessment	Pupil survey and walks	Wellbeing survey											
	Learning Walks	Book scrutiny	Lesson observations	Parent survey	Staff/pupil discussions	CPOMS evidence											