

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

Curriculum statement for Geography

<p>Intent Purpose</p>	<p>Geography aims to inspire a curiosity and fascination about the world and its people. The intent is to equip children with knowledge of diverse places, people and resources, and natural and human environments. It should also develop a deep understanding of the Earth's physical and human processes. As children progress through school they should begin to understand how physical and human processes interact and explore how the landscapes and environments develop. Geographical knowledge, skills and understanding provide frameworks to understand our lives and the developing world around us</p>
<p>Intent Aims</p>	<p>The national curriculum for Geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places and define their physical and human characteristics. • Understand processes that give rise to key physical and human geographical features of the world and how these change over time. • Become competent in the geographical skills required to: collect, analyse, and communicate a range of data through fieldwork, interpret a range of sources (maps, diagrams, globes, aerial photos) and communicate geographical information through maps, numerical and quantitative skills and writing at length.
<p>Implementation What planning looks like</p>	<p>At Heatherlands the teaching of Geography is delivered through our broad and balanced curriculum. Each theme covers several curriculum subjects one of which will be the dominant focus. The whole school overview provides a detailed plan of where Geography will be taught throughout the year. (Long term planning)</p> <p>The development of skills is identified through Medium term plans within each year group. Teachers use these medium term plans to develop the full range of knowledge, understanding and skills defined in the National Curriculum, through clearly stated learning intentions, relevant and varied activities and worthwhile, motivating enquiries.</p> <p>SEND At Heatherlands Primary School we teach geography to all children whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's). Teachers take account of the three principles of inclusion that are set.</p> <p>Teachers take account of the three principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges.

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	<ul style="list-style-type: none"> • Responding to the diverse learning needs of pupils. • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. <p>Staff at Heatherlands use a 'ways in for SEND' document written for all curriculum areas. This offers suggestions and activities to support the needs of all children in accessing the broad and balanced curriculum</p>
<p>Implementation What teaching looks like</p>	<p>Teachers throughout all year groups are expected to provide a wealth of first hand experiences, ask stimulating questions and encourage higher level responses to ensure that lessons are lively and stimulating. This will involve utilising a wide range of teaching styles to ensure all children can access the learning.</p> <ul style="list-style-type: none"> • Geography is taught in EYFS under the umbrella of 'Understanding the World', which covers the three aspects of physical, human and environmental Geography. Learning is organised on a topic basis that focuses on the development of vocabulary, geographical enquiry and map skills. • In KS1 and KS2 Geography is taught through theme learning. Children acquire the geographical knowledge, vocabulary and skills to explain how the earth's features at different scales are shaped, interconnected and change over time. <p>For the teaching of Geography it is important that displays in the classroom and around the school provide opportunities for celebrating children's achievements, provide information about the work in hand and stimulate interest. They also demonstrate the progression of key geographical skills over time. The geographical element of a particular theme will be clearly demonstrated.</p>
<p>Impact What learning looks like</p>	<p>The children are challenged to work geographically in line with the National Curriculum. They will use a vocabulary, skills and knowledge based approach to consolidate their knowledge learned in previous years. In each year group children will conduct a geographical enquiry to ensure that they are consolidating and building upon the skills they have been taught.</p>
<p>Impact What assessment looks like</p>	<p>Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment notes will be made, when necessary, in feedforward books and teachers will live mark, giving oral feedback as per the teaching & learning and marking and feedforward policies.</p> <p>Ongoing formative assessment will include observations, collecting evidence e.g., photographs or videos, watching the children work and collaborate, talking to them about what they are doing, questioning, completing retrieval tasks and quizzes or listening to them describe and discuss their work. These forms of evidence and task can generate useful assessment information and enable the teacher to identify any</p>

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	<p>misconceptions or areas that require additional input or scaffold. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment.</p> <p>In Key stage 1 and 2, the impact of Geography is assessed throughout the academic year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards. Children who are achieving above the national level for their age may be directed towards local clubs to continue and further their skill.</p> <p>In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. As discrete subjects are not taught DT comes under the 'Knowledge and Understanding of the World.' Children are assessed against the early year's foundation stage profile at the end of the academic year.</p> <p>Review The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, Geography leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.</p>
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