



Intent

We want our pupils to develop a curiosity, fascination and empathy with their local geographical environment, the country we live in and the wider world. Pupils are inspired to enrich their knowledge of, and engage with communities locally, nationally and internationally. By interacting with those living in different contexts, pupils broaden their understanding of, and empathy towards, the wider world as global citizens. Pupils investigate local industries, how the local area has evolved and the area's natural geography. They complete active research, building a curiosity of the world. Opportunities are provided to undergo first-hand experiences of the world around them.

Collaboration - Empathy - Independence - Creativity - Perseverance



Implementation

Geography at Regis Manor is taught as part of our “Learning Journeys” approach. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.

At the beginning of each Learning Journey, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points.

Outcomes of geographical learning can be evidenced in pupil topic books, displays and through collating pupil voice-pupils are able to articulate what they have learnt. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.

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Our Curriculum Coverage

Geography is taught across the school as part of our afternoon topic lessons. We follow a two year curriculum cycle for geography as part of our learning journeys. Geography is taught discretely to ensure that all learning objectives are covered.

[Cycle 1 \(2019-2020, 2021/22\)](#)

[Cycle 2 \(2020-2021, 2022-23\)](#)

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Inclusive Practice

At Regis Manor we:

- Ensure maps, atlases, artefacts, models and photographs are accessible and labelled clearly.
- Create accessible wall displays, including maps and plans and key geographical words.
- Use digital photographs, line drawings and audio descriptions of key locations to supplement fieldwork.
- Explicitly display and teach vocabulary whilst recognising that the language of geography may be challenging for many students
- Check the learner's understanding by asking them to reformulate learning in their own words or in a different form.
- Identify students' existing geographical knowledge and prior experience – eg using posters, concept maps and mind-mapping.
- Use real objects, concrete materials and sensory resources to introduce topics to help learners to understand unfamiliar locations and people.

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Inclusive Practice

Additional adaptations for SEND pupils during geography lessons.

For example we might:

- Identify risk points in the lesson, visit or field trip – eg for students with noise or smell sensitivity.
- Plan early to make reasonable adjustments to include students with disabilities on trips - A risk assessment should be made.
- Use alternatives to Ordnance Survey or satellite maps for colour-blind students.
- pre-teaching in important geographical vocabulary, concepts and/or processes
- Simple audio recorders and/ or photographs can be used instead of written notes during visits or field trips.

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Assessment

At Regis Manor, we assess children's progression in DT against the core curriculum skills and objectives for each year group at the end of each termly topic. We highlight whether the child has met or is working towards their Learning objective on a Topic Assessment Sheet.

If the child has not met their learning objectives for the term, their teacher will record the reasons why on the topic sheet and outline the next steps needed in their learning in order for them to meet the target.

Amazing Animals!

DT

*Use the basic principles of a healthy and varied diet to prepare dishes
*To understand where food comes from.

Working towards ☐ Met ☐

Teacher Comment (if child is WTS)

