



- Inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

**Implementation: This is what we do:**

Within Geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

- We adopt an enquiry focused approach to learning and teaching in Geography which develops our pupils as young geographers. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. We adopt a policy of immersive learning in Geography that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned.
- Our learning and teaching in Geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Learning activities are varied including the use of maps at different scales and photographs. Similarly we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams and the application of a wide range of writing genres. Only in this way will knowledge become embedded and ensure that our pupils can build on what they know and understand from one year to the next.

**Impact: By the time children leave our school, they will:**

- We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.
- At the end of each year we make a summative judgement about the achievement of each pupil. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. This decision draws upon the professional knowledge and judgement that teachers possess about the progress of each pupil. Achievement against the learning goals for Geography at the end of the year is used as the basis of reporting progress to parents.