



# Altmore & Lathom Schools Federation

## KS2 Geography Intent/Policy

Subject Lead: William Cotter



### Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<p style="text-align: center;"><b>Intent</b> What will take place before teaching in the classroom? What are we trying to achieve?</p>	<p style="text-align: center;"><b>Implementation</b> What will this look like in the classroom? How do we deliver our curriculum?</p>	<p style="text-align: center;"><b>Impact</b> How will this be measured? What difference is our curriculum making?</p>
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Ensure that our school values are at the heart of the curriculum design</li> <li>- Ensure that I have appropriate time to develop, monitor and support staff in my subject.</li> <li>- Provide adequate funding to ensure that standards can be continually raised</li> <li>- Support opportunities for my own professional development.</li> <li>- Ensure that the requirements of the National Curriculum for History aims are met.</li> </ul>	<p><b>The teacher sequence will:</b></p> <ul style="list-style-type: none"> <li>- Prior knowledge: Ensure learning from previous sessions is reviewed, prior to starting lessons and during</li> <li>- Specify key subject specific vocabulary to be used, clarify and define its meaning in context.</li> <li>- Communicate their geographical knowledge and understanding appropriately using historical terms</li> <li>- Through precise and careful questioning develop an understanding of how to research, and develop greater depth knowledge of history.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>- A developed understanding of the key methods and skills of geographical at an age appropriate level</li> <li>- A progression of understanding with appropriate vocabulary, which supports and extends understanding</li> <li>- Confidence to discuss their own work, identifying their strengths and areas for development</li> <li>- Reflect on their learning over time and changes they would make to improve learning</li> <li>- Children to use home Learning as a vehicle to demonstrate greater knowledge and skills</li> </ul>
<p><b>As a subject leader I will:</b></p> <ul style="list-style-type: none"> <li>- Monitor in order to evaluate our children's access to a high-quality geography curriculum.</li> <li>- To support/advise with regards particular subject knowledge and skills gaps prior to teaching the unit.</li> <li>- Support in providing our children with a variety of geographical opportunities, which will enable them to make the required process throughout their time at Latham Junior School based on the schools progression skills grid.</li> <li>- To monitor planning and resources and feedback to year groups on strengths and areas of development.</li> </ul>	<p><b>The classroom will:</b></p> <ul style="list-style-type: none"> <li>- Provide a safe and stimulating environment to engage the learners and promote.</li> <li>- Appropriate resources including vocabulary and question prompts for each topic.</li> <li>- Be organised so that the children can work in small groups or whole class to support their development in Geography.</li> <li>- Reflect skills per the progression grid within all aspect of the learning and</li> </ul> <p><b>The children will be :</b></p> <ul style="list-style-type: none"> <li>- Engaged because they are challenged by the curriculum</li> <li>- Resilient learners who overcome barriers and can reflect on their learning, understanding their strengths and weaknesses</li> </ul>	<p><b>Displays and books will show:</b></p> <ul style="list-style-type: none"> <li>- Pupils have had opportunities to engage in stimulating lessons that will enable them to practise and refine their enquiry skills</li> <li>- A varied and engaging curriculum which develops and enhances geographical skills.</li> <li>- A clear, defined learning journey which demonstrates progression of knowledge and skills that over time, ensures all areas of the history curriculum is covered</li> <li>- Clear progression of skills in line with expectation set out in National Curriculum</li> <li>- Pieces of work demonstrate the skills learned over time</li> <li>- Displays support and 'capture' learning and include subject specific vocabulary</li> </ul> <p><b>As the subject leader I will:</b></p>



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The class teacher will, with support from myself:		
<p>Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class</p> <ul style="list-style-type: none"><li>-Ensure children have access to a range of resources to stimulate and challenge their learning.</li><li>-Provide our children with a variety of opportunities, which will result in children meeting the skills required to progress throughout the academic years in KS2</li><li>-Seek support and guidance for a particular subject and skills gaps prior to teaching the unit</li></ul>	<ul style="list-style-type: none"><li>- Critical thinkers about their work within geography, confidently making reasoned judgements</li><li>- Encouraged and nurtured to overcome any barriers to their learning, listen to feedback and reflect positively on how to improve</li><li>- Confidence over time in their historical skills, using well thought out planning, to practise and hone skills.</li></ul>	<ul style="list-style-type: none"><li>- Collate evidence over time which demonstrates that pupils know more and remember more.</li><li>- Monitor the standards in geography to ensure the outcomes are at expected levels.</li><li>- Monitor the standards within planning to ensure the outcomes are reflective on the skills within the progression grid.</li><li>- Through pupil voice assess impact of learning relating to progress skills and use this to inform next steps.</li></ul>