



Our vision and rationale

It is our aim that children should leave Oakley CE Junior School with a wealth of knowledge and understanding of the world we live in, how places are interconnected and their place within the world. We foster a deep understanding and appreciation of the world, its diverse cultures, environments and people. We aim to instil a curiosity about the Earth's physical and human processes, encouraging children to become thoughtful global citizens with a keen awareness of sustainable development and environmental responsibility.

This is modelled through our Christian values of **courage**: where pupils are encouraged to always do their best and are given opportunities to explore different places around the world, **respect**: showing an understanding of the diversity of our world and learning about different cultures, beliefs and people's way of life and **grace**: recognising the importance of protecting our world for future generations.

We recognise that to be accomplished geographers, children need to have a range of opportunities while they are with us at Oakley CE Junior School and this goes beyond the curriculum taught in class lessons. All the children are given the opportunity to: reflect on prior learning, make links between other subjects and ideas as well as concepts discussed in collective worships and participate in fieldwork investigations.

Our geography planning, which is taught every week, follows a clear learning journey which builds on previous skills as well as teaching new skills. This gives children the chance to embed previous learning opportunities. Children are excited by geography and the opportunities they have at Oakley CE Junior School. At times, the geography curriculum links to the children's topic work which develops the children's understanding further.

Purpose of study:

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Inclusion

As teachers and educators, we need to be flexible. As a school, we believe in '**Great expectations for all**' and this is fostered in our approach.

Some pupils might need the following adaptations:

- words highlighted and given to them on their desk so they can refer to new vocabulary
- word mats available for children throughout the unit of work
- including picture clues to help understanding and allow for visual clues
- continue to develop set skills before moving them on to the next step

-assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.

-use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- learners prefer verbal presentations. Kinesthetic learners prefer a physical, hands-on approach.

-small group work supported by an adult to develop the children's thinking and understanding further

-make tasks accessible by adapting the resources

-allow children time to explore and process to build their confidence and understanding before committing their understanding to paper

-allowing children the chance to record their understanding and ideas in a range of ways e.g. adults scribing for them, using ICT to record ideas, talking tins, recording their responses using the i-pad

-sentence starters to support children to record their work

-tasks broken down into manageable chunks of learning

-teacher recording skills and processes in the classroom so children can make reference to them

All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed.