




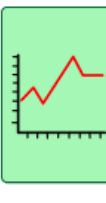










Geography Rationale			
INTENT		IMPLEMENTATION	IMPACT
National curriculum links		Pedagogical approaches	
 <p>Our Geography curriculum is designed to engage, inspire and challenge pupils. At Castle School children follow the curriculum at an appropriate level. Those following our Early Years, Semi-formal pathway use a more child led and curiosity approach. Our Formal Pathway uses the national curriculum and pre keystage standards to support the teaching of geography. Teachers plan systematic repetition of the most crucial content to make sure it can be used functionally across different contexts. The skills taught in Geography are transferrable to other subjects and real-life contexts. Pupils are empowered</p>	 <p>Teacher development with a focus on pedagogical principles enables professional capital, confidence and consistency. Class Leads are supported to develop their practice in SEND strategies and be confident practitioners in SEN pedagogy. Subject Leaders keep their subject content knowledge up to date. Teachers will model and facilitate by introducing new techniques and language but ultimately to guide pupils to generate their own thoughts through enriching experiences and careful questioning.</p>	 <p>Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system (Cherry Garden). The curricula follow a long term framework that makes use of our spirals approach to the curriculum. Teachers are aware of previous learning, current learning and future learning.</p>	
Qualifications		Subject Knowledge	
 <p>Skills and understanding are consolidated and developed in the formal learning environment. The learner applies skills to meet the demands of standardised testing where appropriate. ILP targets including an 'independence' or 'preparation for adulthood' target ensure that learning is meaningful and skills can be functionally used.</p>	 <p>Subject Leads are expected to ensure that their own subject content knowledge is current. Leads are encouraged to work collaboratively and beyond school using networking, social media groups, subject associations. Knowledge of a child's journey through the subject is vital for the teacher is to build upon and connect learning.</p>	 <p>Data is collected on a termly basis and is recorded on each pupils' individual pupil progress sheets. Collation on one document allows staff to see progress and targets together, for curriculum subjects, ILP targets, EHCP categories and Cherry Garden branches. This data is used to determine a child's curriculum, pathway, class and possible interventions. Collecting data over a prolonged period allows staff to set appropriate attainment targets for the next school year.</p>	
Sequential Learning		Activities, Expectations & Challenge	
 <p>Our curriculum is carefully sequenced as part of a long term planning framework, using a stage not age approach. This enables pupils to access a curriculum that is specific and appropriate to their needs, that builds on previous learning and supports next steps in a coherent way. The use of vocabulary is carefully considered and pre-teaching of key concepts and vocabulary supports understanding and progress. Opportunities for retrieval and to consolidate knowledge and understanding are present across lessons.</p>	 <p>Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Planning is sequential over time, building on skills and knowledge. Teaching and learning takes place within a range of contexts in order to improve historical aspects of learning across all situations and environments.</p>	 <p>Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff complete triangulation sheets. Staff state what the high-level indicator was from their data collection before undertaking a deep dive of that pupil's provision. The impact of that process and outcomes for that pupil are shared. The intervention lead together with therapists will signpost an appropriate intervention and discuss with the class team.</p>	
Pupil Premium		Metacognition	
 <p>Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.</p>	 <p>Teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through class-based action research, teachers have an opportunity to shape their professional development and generate their own knowledge about how children learn best.</p>	 <p>Evidence of teaching, learning and progress is specific to each pathway in school. Practical lessons are recorded via photographs and videos and these can be uploaded on to Evidence for Learning with comments and next steps evident. There will be a mix of written evidence, practical-based learning including art, drama, music and learning outside the classroom, including visits.</p>	
Cultural Capital		Integrated Therapies	
 <p>Cultural Capital is the essential knowledge that children need to prepare them for their future success. Our aim is to give children the knowledge to prepare them for active, informed citizenship. This includes literacy skills and vocabulary needed and the opportunity to transfer learning from Geography to other aspects of learning. There is a focus on developing pupil's curiosity in the world around them, starting at a local level. Our pupils are given every opportunity to participate in a wide range of learning experiences beyond the classroom.</p>	 <p>There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills as well as historical skills. The OT works closely with teachers to develop pre-writing and handwriting skills through multi-sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) enabling pupils to demonstrate their understanding.</p>		