



Geography Curriculum Intent, Implementation, Impact

Subject Lead: L. Davidson

Intent

- Subject leader has a clear oversight of the Geography themes being covered by the new Dimensions Curriculum throughout all key stages.
- The subject lead is aware of the progression of Geographical skills being taught throughout all year groups (knowledge building and skills ladders).
- The subject lead will ensure that all staff understand the new Dimensions curriculum and are confident to use the documents to plan and deliver Geography lessons.
- Subject lead will ensure colleagues have access to appropriate resources to ensure delivery of a rich and challenging curriculum.

Implementation

- Through rigorous monitoring of the subject, the subject lead is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions
- The subject lead ensures that colleagues are made aware of any training opportunities that may further their subject knowledge or delivery of high quality lessons.
- The subject lead along with SLT will monitor books and ensure that all aspects of the EYF5 & National Curriculum are being covered by the Dimensions Curriculum.
- The subject leader ensures that colleagues have appropriate and up-to-date resources in school.
- The subject leader will attend termly co-ordinator meetings held by LA to continually review the schemes of work, other long-term planning and curriculum updates.

Impact

- The subject lead has an evidence file showing first-hand evidence of observations, interviews with subject ambassadors, book scrutiny and assessment.
- The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.