





We want the children to understand and appreciate the World that God created for all living things to live and thrive on. It is our purpose to know and understand the earth and to be able to make wise choices about how we use it. We intend for children to research and explore information from a variety of sources in order to ask their own questions and answer others as they develop their understanding and employ the skills related to achieving this understanding. We hope to present material in such a way as to encourage a range of thinking skills that enable them to think powerfully about this subject and beyond; making connections, building resilience, tackling challenging problems and building their skills.

	Make Connections	Self manage / Independence	Challenge / high expectations	Creativity	Problem solving / resilience
Aspire, Believe	<p>We plan so that:</p> <ul style="list-style-type: none"> Students better understand the world they live in by looking at physical and human geography from locations around the world. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students become independent learners, are self motivated and resilient when learning new, especially technical, skills like coordinates. Students are organised and understand deadlines just as the natural world places constraints on activities Students self-govern and problem solve in relation to having dominion over the natural world; having responsibility to the world and oneself. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Everyone is challenged through differentiation and reasonable adjustments to expand and deepen their understanding of the world. Everyone will be able to exercise skills to enhance understanding with metacognitive skills and strategies and note taking. 	<p>We plan so that:</p> <ul style="list-style-type: none"> We foster an environment where students are confident to explore, experiment and develop their own independent ideas and present them in innovative ways. We create a climate of risk-taking, valuing creativity and expanding creative vision when approaching geographical knowledge and understanding. Ask their own questions to follow up on and provide opportunities for them to express and explore creatively. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students have regular opportunities to identify, enquire and find their own solutions to physical and human geographical issues across the curriculum. Students are encourage to develop resilience in learning about the wider world and the mechanisms that control it. We create a learning environment in which children feel safe to make mistakes and are reflective especially about misconceptions. We offer students the opportunity to think about and comment on current real world problems and issues.
	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Discover links between people and places Bring learning from outside of school into the classroom by includes current events and incidents into lessons. Discover cross-curricular links throughout the year by deliberately looking for them. 	<p>We build in opportunities for:</p> <ul style="list-style-type: none"> Taking ownership of their learning by making decisions and choices on projects to complete on Independent Learning Days. Reviewing own learning before during and after a project. Collaborating with peers, teachers and parents on knowledge, resources, presentation and questions to ask and answer. Being an envoy to share knowledge with others and gain confidence. 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Access the curriculum with the highest appropriate target including challenge for all. Discover best practise by sharing ideas, models, praise and constructive feedback. Take risks and learn from mistakes and misconceptions about places and peoples. Challenge ourselves to think further on current affairs and developments in the wider world. 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Be creative through open ended child-led tasks. Approach tasks creatively and not be constrained in how we choose to express answers whilst being practical. Collaborate on the thinking, presenting and answering of tasks and questions. Encourage and celebrate original ideas, suggestions and solutions. Present and answer tasks in a variety of different ways. 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> See and experience real world examples. Secure a base of understanding and knowledge about natural processes and human projects. Face increasingly complex challenges. Praise effort and take risks when explaining phenomena drawing on all prior learning across the curriculum. Discuss our pathway to success.
	<p>Achieve</p> <ul style="list-style-type: none"> Students develop transferable skills by applying geographical vocabulary and knowledge to their writing. Students are well- rounded individuals as they can better see their world in context collaborating with each other and increasing their confidence as communicators about global issues. 	<ul style="list-style-type: none"> Students become lifelong learners being able to make wise decisions in an ever changing world. Students are independent learners having curiosity and developing an appreciation of a diverse world. Students understand where they are and where to go next in their learning journey. Students see the value of acquiring knowledge to be able to make wise choices. 	<ul style="list-style-type: none"> Students ask their own questions about geopolitical matters in relation to their own learning and beyond. Students value their own achievements and can place them in context. 	<ul style="list-style-type: none"> Students are confident to question conventional wisdom on geographical matters and to think outside the box. Students are well rounded - valuing creativity and using it to integrate knowledge and ideas from other curriculum areas. 	<ul style="list-style-type: none"> Students are resilient and prepared to keep trying. Students see mistakes as opportunities to develop a growth mindset, not failures. Students make good or better progress as they develop resilience in learning. Students are excited and realistic about encountering and solving problems.