

## **Geography at Sir Charles Parsons School**

### **Intent:**

Geography delivered at SCP follows the units of study outlined in the National Curriculum. Units of study are chosen from the relevant Key Stage but highly adapted and differentiated to meet the needs of all our learners.

The delivery of geography at SCP aims to ensure all learners have the opportunity to develop knowledge and skills to enable them to understand the world around them and how people interact with the natural world. The geography curriculum offers opportunities to develop a sense of curiosity and respect for the natural world past, present and future. Most learners will develop their knowledge of people and events from the past, and how this is different from the present.

Most students will access opportunities to develop their knowledge and understanding of the physical features of planet Earth and how humans interact with their environment, develop their reasoning and thinking skills in addition to enhancing their knowledge of vocabulary.

The geography curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

The intent/implementation and impact in the geography curriculum is designed and developed with each pathway in mind.

### **Red/Orange/yellow pathways:**

#### **Intent:**

- Develop an interest /curiosity in the natural world and how humans interact with our world.
- Develop understanding of the planet and how humans influence it.
- Develop respect for the cultures and countries of others.
- Develop a range of vocabulary.

- Learn about major world events in their own country and around the world.
- Develop skills of; describing, explaining and understanding the processes of the Earth and human activity.
- Develop knowledge of a range of occupations within the world of work which rely on the skills developed from the study of geography.
- Develop communication, writing and numeracy skills.

### **Implementation:**

- Led and overseen by the curriculum lead for humanities
- Subject specific learning
- Delivery of a progressive curriculum
- geography is taught as a termly topic focussing upon knowledge and skills stated in the national curriculum
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Key Stage 3 is taught in termly units alternating with history
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word
- Understanding promoted through the use of role play and drama
- Collaborative learning, practical based

### **Impact:**

- Made progress in their knowledge and understanding of the Earth
- Made progress in their acquisition and understanding of vocabulary

- Made gains in accreditation
- Self-directed learners
- Learners who are empathetic and understanding
- Have understanding of other cultures and countries
- Have knowledge of the local/wider community and local geography

### **Green/blue pathways:**

#### **Intent:**

- Develops curiosity about the world around them
- Development of self - awareness
- Understands their own and others' behaviour is affected by emotions
- Understands right and wrong
- Realisation that things change over time with human influence
- Can communicate wants and beliefs effectively
- Experience, respect for and some knowledge and understanding of people, cultures, countries and the environment in the local areas and wider world
- Develop communication and literacy skills
- Develop knowledge of words
- Develop awareness of jobs involving geography
- Develop thinking and sorting skills

#### **Implementation:**

- Led and overseen by the curriculum lead for humanities
- Differentiated curriculum with some functional subject specific learning

- Curriculum is delivered in a multi -sensory way through exploration of objects, artefacts, clothing, food, music, job roles and leisure activities to provide meaning to the content
- Delivery of a progressive curriculum
- Geography is taught as a termly topic focussing upon knowledge and skills stated in the national curriculum
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Key Stage 3 is taught in termly units alternating with history
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- Learning is supported by highly differentiated knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

### **Impact:**

- Made progress in their awareness and understanding of the past
- Made progress in their communication and literacy skills
- Made gains in accreditation (AQA Unit Award Scheme)
- Developed experience, respect for and some knowledge and understanding of people, cultures, countries and the environment in the local areas and wider world
- Have awareness of the local/wider community, past and present.

## **Indigo/Violet pathways:**

### **Intent:**

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them
- Develop an ability to gain attention of others
- Develop a recognised means of expressing wants/needs
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.

### **Implementation:**

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme.
- Encounter geographical experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing).
- Encounter range of sounds/artefacts/textures
- Encounter a range of creative activities, role play and sensory stories
- Experience and encounter places of geographical interest in the local community
- Led and overseen by the curriculum lead for humanities
- Repetition of activities to sustain individual pupils achievements
- Geography is taught as a termly topic focussing upon knowledge and skills stated in the national curriculum
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior achievements.
- Key Stage 3 is taught in termly units alternating with history
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme

- SMSC are threaded through the curriculum

**Impact:**

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them
- Developed means of communication (to gain attention/express wants/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood
- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.