

Geography

Intent

Humanities is taught through ‘themed topics’ delivered through termly cross curricular themes. Experiences embedded throughout the curriculum will provide opportunities for pupils to link experiences and make connections.

For pupils working at our ‘Semi formal’ levels, the Geography units are taught using a cross curricular themed approach through curriculum areas such as ‘Understanding the World’. Pupils work on cross curricular priority areas of learning including those milestones central to a pupil’s EHCP. Pupils will learn about their own familiar environments and develop their understanding of the World through the delivery of motivating and meaningful topics and cross curricular links.

For pupils working in our Formal pathway the Geography curriculum is sequenced and develops knowledge and skills working from the National Curriculum programme of study. Geography helps pupils to make sense of the world around them, to understand its people, places, the natural world and the environment. It progresses into vocabulary and experiences linked to physical and human geography and geographical skills. Pupils are exposed to a rich and balanced curriculum that provides them with essential component knowledge and new vocabulary. Through themes such as ‘Life in the City’ and ‘Coastal erosion’ and ‘Rainforests’ pupils will develop an understanding of their role as global citizens and their place within the World.

Please note our ‘Nurture group’ curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal ‘Understanding the World’			
Primary	KS3	KS4	College
Our curriculum will... <ul style="list-style-type: none"> Support pupils who are beginning their learning journey at Welburn Hall. 	Our curriculum will... <ul style="list-style-type: none"> Be delivered through the area of learning - ‘Understanding the World’ 	Our curriculum will... <ul style="list-style-type: none"> Be delivered through the area of learning - ‘Understanding the World’ 	Whilst geography is not on the college timetable, geographical skills will be embedded via cross-curricular links.

<ul style="list-style-type: none"> • Provide opportunities for pupils to engage with pictures and stories about familiar and unfamiliar places. • Extend pupil skills to help them explore the world. • Develop pupil knowledge of familiar places and people. • Consolidate a sense of place and direction. 	<p>which allows for Geography to be planned using motivating and meaningful topics and cross curricular link e.g. Science.</p> <ul style="list-style-type: none"> • Focus on real life links making the learning meaningful and so pupils can relate and make connections. • Enable pupils to describe their immediate environment, using knowledge from observation, stories, non-fiction texts and simple maps. • Enable pupils to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Build on previous knowledge and understanding. • Develop pupils’ appreciation for the natural world and the environment. 	<p>which allows for Geography to be planned using motivating and meaningful topics and cross curricular link e.g. Science.</p> <ul style="list-style-type: none"> • Focus on real life links, making the learning meaningful, so pupils can relate and make connections. • Enable students to describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. • Enable students to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Build on previous knowledge and understanding. • Develop pupils’ appreciation for the natural world and the environment. 	<p>Students will understand where they live and the world around them. This will be in line with The Achievement Continuum.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to develop their appreciation and respect for the environment through caring for the grounds. • Enable students to explore local towns and villages and take an active role in the local community by supporting local good causes.
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Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC):

<ul style="list-style-type: none"> • Role play • Sensory stories • ICT input • Exploring artefacts and external visits • Exploring and discovering new environments within the school • Learning through play – cross curricular opportunities 	<ul style="list-style-type: none"> • Visits to the local area • Visits to local services • Collapsed curriculum days • Visitors to school • Access to the school grounds • Visits to hamlets, villages, towns and cities • ‘Meet the Employer’ opportunities 	<ul style="list-style-type: none"> • Visits to the local area • Visits to local services • Collapsed curriculum days • Visitors to school • Access to the school grounds • Visits to hamlets, villages, towns and cities • ‘Meet the Employer’ opportunities 	<ul style="list-style-type: none"> • Visits to the local area • Visits to local services • Collapsed curriculum days • Visitors to school • Access to the school grounds • Visits to hamlets, villages, towns and cities • ‘Meet the Employer’ opportunities
<p>The Impact of our Geography curriculum will be that pupils:</p>			
<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and places. • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities between our homes and those of others. • Begin to recognise ways to look after our World. 	<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and places. • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities between our homes and those of others. • Begin to describe different places and people locally, nationally and globally. • Describe ways to look after our World. 	<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and places. • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities of local, national and international people and places. • Describe different places and people locally, nationally and globally. • Describe and understand the importance of looking 	<ul style="list-style-type: none"> • Through a range of experiences be able to relate to different cultures and places. • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities of local, national and international people and places. • Describe different places and people locally, nationally and globally. • Understand the different roles and jobs that people fulfil across the World and

		<p>after our World for future generations.</p> <ul style="list-style-type: none">• Use a range of resources to identify places and information.	<p>recognise ourselves as part of a community.</p> <ul style="list-style-type: none">• Develop and recognise a sense of belonging to the World and our local area.• Describe and understand the importance of looking after our World for future generations.• Use a range of resources to identify places and information.
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Formal

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Build on the previous learning the child brings. • Broaden the pupils' understanding of the world around them and inspire them to actively engage with their environment. • Develop the pupils' abilities to interact scientifically with the environment around them. <p>Our geography units of work will be taught half-termly alternating with History.</p>	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Follow the expectations of the National Curriculum, drawing on the rich resources of our surrounding area and beyond. • Provide a range of learning opportunities including cross-curricular links and visits. • Explore both human and physical geography. • Develop transferable geographical skills which will be embedded as they move through school. • Equip students with an interest in the World around them. • Our unit of work will be taught half-termly alternating with History. 	<p>At this stage, geography will be accredited through OCR.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to explore the world around them and to compare their home to others across the world. • Enable students to inflame their passion for a topic via completing a personal project. • Develop students' fieldwork skills by completion of a fieldwork notebook. • Enable students to engage with their physical environment and use their knowledge to answer questions about their surroundings. 	<p>Whilst geography is not on the college timetable, geographical skills will be embedded via cross-curricular links.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to develop their appreciation and respect for the environment through caring for the grounds and animals on the farm. • Enable students to gain a greater understanding of the local environment through travel training. • Enable students to explore local towns and villages and take an active role in the local community through work experience.
<p>Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC)</p>			
<ul style="list-style-type: none"> • Visits to the local area 	<ul style="list-style-type: none"> • Visits to the local area 	<ul style="list-style-type: none"> • Visits to the local area 	<ul style="list-style-type: none"> • Visits to the local area

<ul style="list-style-type: none"> • Using maps, compasses and globes • Trip to local farms • Coastal visits • Outdoor education activity day • Collapsed curriculum days • Orienteering • Visitors to schools • School Farm • Access to the school grounds (lake, woodland, river, grassland) • Exploration of animal habitats • Visits to hamlets, villages, towns and cities 	<ul style="list-style-type: none"> • Using maps, compasses and globes • Trip to local farms • Coastal visits • Residential trip 1 night • Collapsed curriculum days • Orienteering • Visitors to schools • School Farm • Access to the school grounds (lake, woodland, river, grassland) • Exploration of animal habitats • Visits to hamlets, villages, towns and cities • 'Meet the Employer' opportunities 	<ul style="list-style-type: none"> • Using maps, compasses and globes • Travel training • Great Yorkshire Show visit • Trip to local farms • Coastal visits • Residential trip 2 nights • Collapsed curriculum days • Orienteering • Visitors to schools • School Farm • Access to the school grounds (lake, woodland, river, grassland) • Exploration of animal habitats • Visits to hamlets, villages, towns and cities • 'Meet the Employer' opportunities • Work experience linked to areas of interest 	<ul style="list-style-type: none"> • Using maps, compasses and globes • Using mobile devices to track routes • Travel training • Great Yorkshire Show visit • Trip to local farms • Coastal visits • Work experience • Residential trip 4 nights • Collapsed curriculum days • Orienteering • Visitors to schools • School Farm • Access to the school grounds (lake, woodland, river, grassland) • Exploration of animal habitats • Visits to hamlets, villages, towns and cities • 'Meet the Employer' opportunities • Work experience linked to areas of interest
<p>The Impact of our Geography curriculum will be that pupils:</p>			
<ul style="list-style-type: none"> • Through a range of experiences be able to 	<ul style="list-style-type: none"> • Through a range of experiences be able to 	<ul style="list-style-type: none"> • Through a range of experiences be able to 	<ul style="list-style-type: none"> • Through a range of experiences be able to

<p>relate to different cultures and places.</p> <ul style="list-style-type: none"> • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities between our homes and those of others. • Begin to recognise ways to look after our World. 	<p>relate to different cultures and places.</p> <ul style="list-style-type: none"> • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities between our homes and those of others. • Begin to describe different places and people locally, nationally and globally. • Describe ways to look after our World. 	<p>relate to different cultures and places.</p> <ul style="list-style-type: none"> • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities of local, national and international people and places. • Describe different places and people locally, nationally and globally. • Describe and understand the importance of looking after our World for future generations. • Use a range of resources to identify places and information. 	<p>relate to different cultures and places.</p> <ul style="list-style-type: none"> • Understand that we are part of a larger World with many different people and places. • Be able to recognise differences and similarities of local, national and international people and places. • Describe different places and people locally, nationally and globally. • Understand the different roles and jobs that people fulfil across the World and recognise ourselves as part of a community. • Develop and recognise a sense of belonging to the World and our local area. • Describe and understand the importance of looking after our World for future generations. • Use a range of resources to identify places and information. • Use knowledge of local area to confidently undertake travel training
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