



Geography

Our Geography curriculum is organised into a pathway model to support the range of needs within the school.

Discover's and Explorer's pathway

(Pupils who are working on their individual EHCP priorities through a therapeutic provision, measured by the engagement model.)

Attention and engagement to stimulus.

Personalised routines and activities to promote attention and engagement.

Personalised routines and activities to promote Communication, interaction, thinking skills, physical and sensory development and attention and engagement.

Opportunities to interact and explore their immediate and local environment.

Pathway	Investigators	Adventurers
Pupils are typically working on/toward	Working within the KS1 curriculum. Functional activities with concrete resources.	Working within KS2 curriculum. Memory building and application of methods.
Priority knowledge	<p>To develop learners' awareness of their own surroundings and environment, and to foster a sense of curiosity and exploration about the world around them. This can be achieved through activities such as sensory exploration, field trips, and hands-on projects that allow learners to observe, manipulate, and interact with different physical and human features.</p> <p>To develop learners' understanding of basic geographic concepts and skills, such as direction, location, scale, and map reading. This can be achieved through simplified and visual representations of these concepts, such as tactile maps, picture symbols, and simple diagrams.</p> <p>To develop learners' understanding of the physical and human features of different regions and cultures, and to appreciate the diversity of human experience and expression around the world. This can be achieved through stories, photographs, videos, and other sensory-rich resources that showcase different landscapes, customs, traditions, and beliefs.</p> <p>To develop learners' ability to communicate their own geographic ideas and observations, and to engage in collaborative problem-solving and decision-making around geographic issues. This can be achieved through group discussions, visual presentations, and project-based learning that encourage learners to share their own perspectives and ideas, as well as to consider multiple viewpoints and solutions.</p>	

Term	Key stage 2 Topic's (Butterflies, Rainbows, and Sunshine's)
Autumn 1	Water
Summer 1	My community
Summer 2	A World Tour

Term	Key stage 3 & 4 Topic's
Autumn 1	Farming and Countryside
Autumn 2	Celebrations
Spring 2	Around the World in 80 Days
Summer 2	Under the Sea

Should you require an additional information about the Geography curriculum please contact our Subject leader Rhiannon Harris Rhiannon.harris@bea-cit.co.uk