

Subject:
Geography

Subject Intent: In Geography we provide an **engaging**, innovative, and collaborative learning experience to inspire pupils' curiosity about Britain and the wider world so that they understand how Geography has influenced our cultures, attitudes, and practices today. Pupils should be able to understand and **communicate** how significant events and places have influenced change and how their responsibilities within our environment have evolved. Pupils **develop** an understanding that the world around them can influence their decisions about personal choices, attitudes and values today so that they can meet a full potential as citizens. Understanding Geography can provide pupils with a jumping off point to access literature, art, and popular culture from across the world for their pleasure and so that they can better access other areas of the curriculum. Pupils will gain the knowledge, skills and values that will enable them to **aspire** to meet their full potential in all aspects of life at Dawn House School and beyond.

Develop: • To develop students' use of creativity and imagination. • To develop curiosity • To enable students to become visually and verbally literate and • To develop the confidence and understanding to communicate effectively • To promote active learning both in small groups and independently, through a variety of strategies • To develop fine and gross motor skills • To develop understanding and impact of British Values	Engage: • To use accessible resources, differentiated to meet the needs of everyone • To use manageable chunking of activities and information • To use visuals and resources like InPrint and Dragon App, to enhance understanding of materials provided • To use multimodal approach in teaching – ensuring content is engaging and relevant • To use Sensory Diets, Zones of Regulation, Learning Breaks, OT equipment and strategies • To use half-termly mock exams preparing the students to the format of future formal assessments • To use self-directed activities involving research to build independent learning skills • To set clear expectations and give examples of this	Communicate: • To pre-teach key words & subject specific terminology in lessons • To use a variety of pedagogical strategies enhancing discussion and reasoning • To embed lifelong learning skills in the SoW • To encourage pupils to reflect on own learning using proofreading, editing and self-assessment strategies • To develop providing peer feedback using relevant language • To use a range of resources developing pupils written communication e.g., sentence starters, writing frames, checklists • To use a range of reading comprehension opportunities looking at creative and functional texts	Aspire: • To develop awareness of one's role in and contribution towards wider society • To develop resilience & self-esteem as a learner • To promote independence and personalised learning • To develop pupils personal and professional aspirations by taking part in whole school events and out of school trips, visits and workshops with outside agencies • To promote exploring career opportunities in chosen sector
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Lower School:

Primary 1:	Autumn 1: Life on the Farm	Autumn 2: The Victorian Empire	Spring 1: Twisted Fairytales	Spring 2: The Legend of Robin Hood	Summer 1: Ancient Egypt	Summer 2: Protect our Planet
	Our Farm and the World Around Us	See History Overview	Fairytale Places	See History Overview	See History Overview	Our Wonderful World

Primary 2:	Autumn 1: Life on the Farm	Autumn 2: The Victorian Empire	Spring 1: Twisted Fairytales	Spring 2: The Legend of Robin Hood	Summer 1: Ancient Egypt	Summer 2: Protect our Planet
	Farms Near and Far	See History Overview	Once Upon a Place...	See History Overview	See History Overview	Caring for Our World

Junior:	Autumn 1: Life on the Farm	Autumn 2: The Victorian Empire	Spring 1: Twisted Fairytales	Spring 2: The Legend of Robin Hood	Summer 1: Ancient Egypt	Summer 2: Protect our Planet
	Farming and the Geography of Food	See History Overview	A Tale of Two Places: Geography Through Fairytales	See History Overview	See History Overview	Planet in Peril: Our Global Responsibility

Key Stage 3:

KS3:	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year 1 23/24	Exploring Britain	Extreme Weather	Pollution and Waste	Tourism	Natural Disasters	Country Study (Brazil)
Year 2 24/25	World Map Skills	Protecting our Planet including Global Warming	Trade including Fair Trade	Settlements and Land Use	Deserts and Rainforests	Country Study (Bangladesh)
Year 3 25/26	Exploring Europe	Mountains and Volcanoes	The Environment and Sustainability	Rivers and The Water Cycle	Rivers and Oceans	Country Study (Iceland)

Key Stage 4 (ASDAN):

KS4	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year 1	Physical Processes	Food, Energy and Waste	Why Do People Move?	Big Issues	Global Interdependence	The BRICs
Year 2	Geography and History at KS4 is <u>Humanities</u> . Pupils do one year of Geography and one year of History					

Key Stage 4 (Entry Level):

KS4	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year 1	Practical Experience of Fieldwork: Flooding and Flood Defences	Dynamic World	Destructive World	Resourceful World	Project (TBC)	Revision
Year 2	Geography and History at KS4 is <u>Humanities</u> . Pupils do one year of Geography and one year of History					