

**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.

<p>Develop:</p> <ul style="list-style-type: none"> • 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 	<p>Engage:</p> <ul style="list-style-type: none"> • 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 	<p>Communicate:</p> <ul style="list-style-type: none"> • 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 	<p>Aspire:</p> <ul style="list-style-type: none"> • 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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Primary 1:	Autumn term 1: Rule Britannia	Autumn term 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather/Seasons	Summer 2: Significant Explorers
	All About London - Paddington	Arctic Animals	Chinese New Year	See History Overview	Daily weather and the Four Seasons	See History Overview

Primary 2:	Autumn term 1: Rule Britannia	Autumn term 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather/Seasons	Summer 2: Significant Explorers
	Mapping the United Kingdom	The World's Continents	Comparing the UK and China (Chinese New Year)	See History Overview	Exploring Seasons UK	See History Overview

Junior:	Autumn term 1: Rule Britannia	Autumn term 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather/Seasons	Summer 2: Significant Explorers
	United Kingdom - Countries and Capital Cities	The World's Continents and Oceans	Comparing the UK and Brazil (Rio Carnival)	See History Overview	Exploring Seasons UK and the Wider World	See History Overview

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)

KS4	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	Volcanoes and Earthquakes	Volcanoes and Earthquakes	Renewable Energy	Renewable Energy	Country Study (Japan)	Country Study (China)
Year 2	Geography and History at KS4 is <u>Humanities</u> . Pupils do one year of Geography and one year of History					