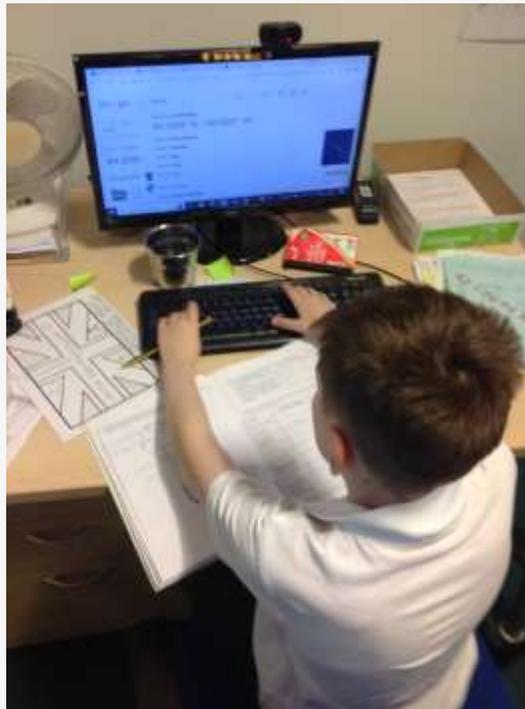
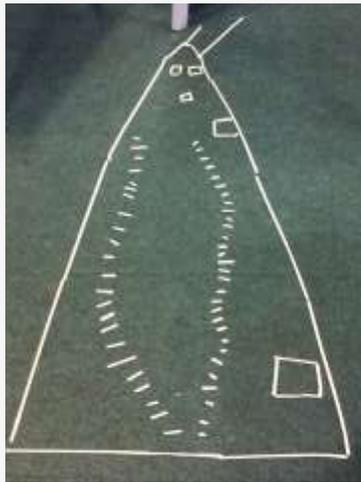


Geography



Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

Geography is the study of people, places and environments throughout the world. It develops an understanding of the human and natural world, maps, and a range of investigative and problem-solving skills. Through geographical enquiry children can learn to evaluate the world around them. The study of geography enables children to understand local, national and international issues by studying the socio-economic and geographical aspects of various contrasting localities. It offers children the opportunity to engage in field work activities and to consider how their own actions may have an impact on the environment.

Geography teaching offers opportunities to:

- stimulate pupils' interest in their own surroundings and other localities, both in the United Kingdom and the rest of the world,*
- make observations and to form opinions about their immediate environment and other localities,*
- understand how physical features such as climate, rivers, mountains, etc. affect the lifestyles of different peoples throughout the world,*
- foster pupils' sense of wonder at the beauty of the world around them,*
- develop an understanding of the relationship between people and the environment and how peoples' actions affect the quality of the environment,*
- enhance the pupils' sense of responsibility with regard to caring for the Earth.*
- develop an awareness and appreciation of cultural and economic diversity,*
- acquire and develop skills necessary for making geographical enquiries.*



Implementation

Our Geography curriculum is bespoke to Longford Park and is designed to be relevant and meaningful to our pupils. We have six 'Golden Threads' that run through out our curriculum:

- Settlement and Civilization
- Mountains, Rivers and Coasts
- Travel and transport
- Topography
- Climate change and sustainability
- Culture, Migration and Diversity

Europe – Is Europe the same all over?			
 Believe • Belong • Become  What and where are the different countries in Europe? Where is Europe on the atlas? What are the capital cities in Europe? What are their environmental regions? What are the key human characteristics of Europe? (four figure grid references) What are the key physical characteristics of Europe? Where are the volcanoes in Europe? (what is a volcano?)	 Problem Solving Locational knowledge locate the world's countries, using maps to focus on Europe Place knowledge understand geographical similarities and differences Geographical skills and fieldwork Use atlases to locate countries. Map knowledge Locate Europe on a large scale map Human and physical geography describe and understand key aspects of physical geography, including volcanoes and earthquakes	 Vocabulary Europe Country City Border Mountain River Coasts Earthquake Volcano • • • •	Sustentative Threads Settlement and Civilization Mountains, Rivers and Coasts Topography Disciplinary Threads Scale Environment (Physical and Human) Place Interconnections Cultural Awareness and Diversity

All children are given a Knowledge Organiser at the start of each new topic. This gives them key vocabulary, useful information as well as questions they will be answering. This supports children to talk about their learning and make links with previous learning.

We follow a two year rolling curriculum to avoid repetition for children in mixed age group classes.

Where possible, our History Topics are linked with our Geography Topics.



Long Term Plan

Where do we Belong?

Geography Substantive Threads	Geography Disciplinary Threads
Settlement and Civilisation Mountains, Rivers and Coasts Travel and transport Topography Climate change and sustainability Culture, Migration and Diversity	Space Scale Environment (physical and human) Environmental impact and sustainability Place Interconnections Cultural awareness and diversity

	Autumn	Spring	Summer
EYFS A	What does winter look like?	Where does our rubbish go?	Where does our food come from?
Y1A	Where is Longford Park?	What is special about the area surrounding our school?	Where can you visit on a trip to London?
Y2A	Where is the UK?	Where are the 7 continents and 5 oceans?	How does the Coastline of Britain Change?
Y3A	Where are the significant mountains and rivers in Greece (Mount Olympus)	How has the UK landscape changed since The Stone Age?	Where did the Romans settle in the UK? (what is a settlement? Comparison UK and Europe)
Y4A	Is Europe the same all over?	Where did The Vikings come from (study of Scandinavia)	Where did Frances Drake Travel?
Y5A	Is the USA the only country in North America?	How is North America similar to the North West?	What was The British Empire?
Y6A	What is it like to live in The Rainforest?	What are the different climate zones?	What was the Geography of WW2?

Click here to view our long term plan for this academic year

Settlement and Civilisation	Mountains, Rivers and Coasts	Travel and transport	Topography	Climate change and sustainability	Culture, Migration and Diversity
Yr1 Where can you visit on a trip to London? What are the capital cities of the UK? ↓ Yr2 How does the Coastline of Britain Change? How does Blackpool compare with Orlando? ↓ Yr3 Where did the Romans settle in the UK? What did the Romans think of the UK? How has the UK landscape changed since The Stone Age?	Yr1 Where can you visit on a trip to London? What are the capital cities of the UK? ↓ Yr2 Where is The UK? What are the 4 countries of the UK? Where are the 7 continents and 5 oceans? Where are the 7 continents and 5 oceans? Yr2 How does the Coastline of Britain Change? How does Blackpool compare with Orlando? ↓ Yr3 How has the UK landscape changed since The Stone Age?	Yr 1 Where is Longford Park? Where is Stafford? What is special about the area surrounding our school? What will you find in Longford Park? ↓ Yr3 How has the UK landscape changed since The Stone Age? Yr4 Where did the Vikings come from?(Study of Scandinavia) How would you travel from Norway to Italy?	Yr1 Where is Longford Park? Where is Stafford? What is special about the area surrounding our school? What will you find in Longford Park? ↓ Yr2 Where is The UK? What are the 4 countries of the UK? Where are the 7 continents and 5 oceans? Where are the 7 continents and 5 oceans? ↓ Yr3 How has the UK landscape changed since The Stone Age? ↓ Yr3 How has the UK landscape changed since The Stone Age?	Yr1 Where can you visit on a trip to London? What are the capital cities of the UK? ↓ Yr2 How does the Coastline of Britain Change? How does Blackpool compare with Orlando? ↓ Yr3 How has the UK landscape changed since The Stone Age? ↓ Yr3 How is North America similar to the North West? How do the great lakes compare to the lake district?	Yr1 Where can you visit on a trip to London? What are the capital cities of the UK? ↓ Yr 2 'Mary Seacole' British Childhood Through Time 'We Are Britain - Seaside' ↓ Yr3 Where did the Romans settle in the UK? What did the Romans think of the UK? ↓ Yr4 Where did the Vikings come from?(Study of Scandinavia) How would you travel from Norway to Italy? Where did Frances Drake travel? Which new lands did The Tudors discover? ↓ Yr6 What are the similarities and differences between rainforests across the world? Where does cotton come from? ↓ Yr6 Where was The British Empire? What are the similarities and differences between Britain and India? ↓ Yr6 Where does cotton come from?

Believe • Belong • Become

Impact

Each lesson is based around a question. Geography lessons aim to be fun and interactive using a variety of input. We teach the children Geographical Skills and empower them to enhance their curiosity and share their thoughts and ideas. The children are responsible for recording their work in their books.

Teachers track the skills demonstrated by each individual pupil on a termly basis to assess the progress made against the National Curriculum Objectives.

Children are encouraged to talk about prior learning and make links with existing knowledge.



Cultural Capital

Cultural capital, broadly, is about the values, knowledge, skills, and ideas that are valued in a given culture, society, or social group.

The Golden Threads in our curriculum were carefully selected by the school's Geography lead.

Children learn about their place in the world. We aim to enable children to experience trips and visits to further enhance their experience and their learning.

The Geography of different cultures and communities countries and continents are studied including the Geography of our school and our local area.

Our Geography Curriculum aims to give the children a sense of belonging and is underpinned by our school values 'Believe, Belong, Become'



Use of Technology

Computers and iPads are used to research locations, capital cities and countries borders.

Technology can be used a tool to make Geography more accessible to all of our learners.

It can be used to immerse children in a particular concept.

Children can use technology to help them discover information for themselves.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take the views and opinions of others into account when deciding upon collaborative projects or outcomes.</p> <p>Take turns and be able to work to instructions from others .</p>	<p>Understand rules relating to sensible use of equipment.</p>	<p>Understand rules relating to sensible use of equipment.</p> <p>Opportunities to express pupils' own individuality, views and ideas.</p>	<p>Work as a team.</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Offer support and advice to others .</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p>



Pupil Voice

We went to Mac Forrest on a geography trip and had such a fun time. We saw huge green trees and a large reservoir.

We have used a compass to find directions

We learn about the earth and the layers inside it.

Last year we practiced an earthquake evacuation drill. This was very fun.

We want to visit places we have learnt about.

We made mountains out of paper mâché.

