



Geography Curriculum Overview

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Statement of Intent

Our geography curriculum provides learners with a holistic understanding of the world, tailored to their individual needs and developmental stages. Geography is not simply about naming places on a map—it is about exploring the relationships between people and their environments, fostering curiosity, and promoting a sense of place and belonging.

Our curriculum aims to:

- Develop learners' awareness of their local area, including Plymouth, Devon, and the wider world.
- Encourage appreciation of cultural diversity, promoting equality, inclusivity, and global citizenship.
- Support learners in making personal connections to geography, drawing on their own experiences and family backgrounds, including links to other countries.
- Equip learners with the knowledge, skills, and understanding needed to participate meaningfully in their communities and environments.
- Promote environmental awareness, social responsibility, and an understanding of global interdependence.
- Prepare learners for adulthood by embedding geographical understanding into real-life contexts, supporting independence, decision-making, and community engagement.

Implementation

Geography is delivered through discrete lessons, continuous provision, and cross-curricular opportunities, ensuring learners experience meaningful, functional, and engaging learning.

Curriculum Rolling Long Term Programme

The Rolling Long-Term Curriculum Programme provides a clear structure for developing geographical knowledge and skills throughout each learner's journey. Teachers use assessment frameworks to identify starting points and plan next steps, ensuring learning is personalised, scaffolded, and responsive to individual needs.

A variety of approaches—including multi-sensory activities, fieldwork, and exploratory learning—help learners access geographical concepts in practical and enjoyable ways. Learners engage with their local environment and apply geographical knowledge to real-world contexts, developing cultural capital by sharing personal experiences, especially those with family connections abroad.

The National Curriculum identifies four key areas for geography from Key Stage 1 to 3:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

The curriculum aligns with the National Curriculum while remaining flexible to meet the needs of learners on informal, semi-formal, and formal pathways, ensuring appropriate challenge and support.

Early Years Foundation Stage (EYFS) and Key Stage 1

Learners develop foundational geographical skills through specialist teaching practices that foster independence and awareness of their surroundings. Geography is integrated into daily experiences, enhancing spatial awareness and sensory exploration. It is delivered through both continuous provision and short, structured sessions inside and outside the classroom, helping learners connect with their immediate environment and community.

Key Stage 2 and Key Stage 3

Learners follow the informal, semi-formal, or formal pathway, ensuring a tailored approach to geography education.

- **Informal pathway:** Sensory-based learning fosters curiosity and exploration through tactile and visual experiences.
- **Semi-formal and formal pathways:** Geography and history are taught alternately, providing a broad and balanced understanding of both subjects in line with the National Curriculum.

Learners explore locational and place knowledge, study human and physical features of different environments, and develop key geographical skills such as observation, comparison, and fieldwork.

Key Stage 4 and Key Stage 5

In Key Stage 4 and Post-16, geography is embedded into functional and work-related learning to prepare learners for adulthood. Learners apply geographical skills to support independent living, travel training, and community participation. Opportunities such as the Duke of Edinburgh Award, residential experiences, and the Ten Tors Challenge promote environmental awareness, resilience, and teamwork.

Geography Medium-Term Planning

Geography Resources

Currently under review

Assessment and Accreditation

Progress in history is tracked using B Squared Assessment Frameworks, providing a clear and consistent approach to monitoring and evaluating learning. This system identifies gaps in knowledge, informs planning, and supports personalised teaching.

In EYFS and Key Stage 1, geography progress is assessed using the Early Steps Assessment Framework. This is used as a baselining framework to identify pupils starting points in Key Stage 2 and beyond.

From Key Stage 2, for learners on the semi-formal and formal pathways, progression is guided by the *Progression Steps – Geography (Key Stage 2 & 3)*, which align with and aspire towards the National Curriculum. These frameworks build on prior learning, providing personalised support, appropriate challenge, and opportunities for academic and personal growth.

For learners on the informal pathway, assessed using the *Engagement Model*, history supports and measures engagement through multi-sensory interactive experiences. Here, activities are designed to stimulate interaction, with assessment focused on engagement rather than the acquisition of specific skills. Assessment and progress is captured using the Engagement Steps Assessment Framework.

Staff Training and Continued Professional Development (CPD)

Ongoing CPD is essential to maintaining high-quality geography provision and supporting staff confidence, subject knowledge, and pedagogical expertise. At Cann Bridge School, we prioritise a structured and

responsive approach to professional development that reflects the evolving nature of technology and the diverse needs of our learners with severe learning difficulties.

Key CPD priorities include:

- **Staying Current:** Ensuring staff remain informed about emerging technologies, teaching methods and evidence-based approaches to geography education.
- **Effective Pedagogy:** Developing strategies for scaffolding, adapting content, and using concrete–pictorial–abstract methods to support learners across all pathways.
- **Curriculum Alignment:** Supporting staff to plan and deliver geography lessons in line with recognised frameworks such as *B Squared*.
- **Inclusive Practice:** Equipping staff with tools to meet the needs of diverse learners, including those requiring assistive technologies or sensory-led approaches.
- **Audit and Targeted Support:** Conducting annual audits of staff confidence and subject knowledge to inform personalised CPD plans.
- **Moderation and Collaboration:** Holding regular moderation sessions to ensure consistency in assessment, share best practice, and foster collaborative reflection.

This structured approach to geography CPD strengthens teaching quality, promotes consistency, and enhances learner outcomes by ensuring all staff are equipped to deliver inclusive, engaging, and future-focused history education.

Impact

Learners have developed a meaningful understanding of their local environment and the wider world. They have explored key geographical concepts—such as place, space, environment, and human-environment interaction—tailored to their developmental stage and pathway. This deepened awareness of their locality, home, school, and community has fostered cultural understanding and environmental responsibility. As a result, learners are empowered to actively participate in their surroundings, promoting independence, confidence, and curiosity. Equipped with relevant knowledge and skills, they are prepared to engage meaningfully with the world and contribute positively to both local and global communities.

Monitoring, Evaluation, and Review

Equal access to the geography curriculum is maintained through continuous monitoring and evaluation. The Understanding of the World Team Lead meets regularly with the curriculum team to review learner progress and ensure alignment with the school development plan.

Monitoring activities include:

- Action Plan review
- PLG progress analysis
- Learning walks and planning scrutiny
- Curriculum conversations and moderation
- B Squared and Evisense analysis
- School Improvement Partner and Education Improvement Officer visits
- Stakeholder surveys
- Staff training evaluations
- Book looks

This policy links to the following policies and procedures:

- 14-19 Curriculum Policy
- EYFS Curriculum Booklet
- EYFS Policy
- Pathways to Independence Policy

- Planning, Assessment, Marking, Reporting & Recording Policy
- Curriculum Long-Term Rolling Programme