

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

### Geography

**INTENT** The **intent** of the geography curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Increase and develop geographical skills, concepts, knowledge and attitudes to local and global issues.
- Develop learning and the acquisition of knowledge of their world around them so that they know more, remember more and understand more.
- Develop and use their skills in enquiry, analysis, evaluation, debate, argument and sharing of information.
- Develop a sense of identity of who they are, where they live and what is available to them in the local community.
- Gain and use deeper knowledge and appreciation of different cultures and communities from around the world and use this to inspire travel or tolerance to live in a multi-cultural society.

#### Autumn: The world around us

**Why this** - Great Britain is a multicultural society with a rich history. South Tyneside has been settled by Romans, Saxons, Vikings and was one of the first places to have a Mosque. **In 2011 it was estimated that 95.1% of South Tyneside's population was "White British" which is significantly higher than England as a whole which was 79.8%.** Whilst South Tyneside continues to welcome people from a variety of cultures our students have less exposure to minority groups than in some other areas, our students need to know past and present human migration to fully understand how to live in a diverse community.

**Why now** – The autumn term sees a number of new students from a variety of schools and in a variety of year groups join the school, it makes perfect sense to tackle potential issues with acceptance of diversity in this term for this reason. There are also a range of cultural celebrations held at this time that can be linked into the SOW.

**Builds on** – As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. It starts off building students' knowledge of the local area, UK and the world. It progresses to discussing why people settle and live in different parts of the world and the choices and impact they make.

**Prepares for** - This unit prepares our students with the knowledge and understanding of why people choose to live where they do. It also inspires them to travel to and visit places around the world locally, nationally and internationally. It also gives them information of the jobs available and possible career pathways and prepares for Phase 4/5 students to undertake an OCR Entry Level Accreditation or pathway into the Duke of Edinburgh Award.

KEY knowledge/	Phase 1	Phase 2	Phase 3	Phase 4
----------------	---------	---------	---------	---------

<b>golden thread – non negotiables for the world around us.</b>	Students can begin to talk about human and physical features in their immediate environments.	Students to recognise human and physical features of the place they are studying.	Students to understand how the human and physical features of the world have shaped what we know today.	Students can explain similarities and differences between places in terms of their human and physical features
---	---	---	---	--

**Spring Term: To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.**

**Why this** - South Tyneside has a wealth of places to visit which are supported by information and maps which are available as leaflets, booklets and on websites. Our students learn what is available, the location of different services and how to access these so that they can make use of them in leisure time. Students learn how to travel independently and safely, use skills of map reading (including gps apps) to locate different services/places and ultimately access the world of work.

**Why now** – Many of our students come from out of authority, do not live in the local area and are transported into school. Once they are comfortable in the school grounds and immediate area we introduce students to what is available to use in leisure time and how to access it. This is to encourage social relationships outside of school and encourage students to be more independent.

**Builds on** - As students move through the SOW it is sequenced to start in the school grounds and expand into the local area and beyond. This unit targets specifically mapping skills in order for students to understand and locate specific areas.

**Prepares for** – This unit prepares students to access a range of services for work, social and leisure activities. It also gives them information of the jobs available and possible career pathways and prepares for Phase 4/5 students to undertake an OCR Entry Level Accreditation or pathway into the Duke of Edinburgh Award.

<b>KEY knowledge/ golden thread – non negotiables for mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
	Students can begin to explore their surroundings.	Students can read different scale maps of an area and identify and locate some features.	Students can read a map of a location which includes a key identifying a range of features; and a grid to locate them.	Students can use a variety of mapping skills to help them in their social and personal life.

**Summer: To enable pupils to have an insight into the management of a range of natural resources and environments; and the jobs that are connected to them**

**Why this** - South Tyneside Council declared in July 2019 a climate change emergency with the aims to make the council carbon neutral by 2030, move to cleaner, greener, renewable sources of energy and enhance the natural environment. The way that the world manages its resources and the impact it has on our environment is an important issue for students today. In a BBC Newsround survey conducted in 2020 with young people aged from 8-16, four out of five of them (80%) said the problem of climate change was important to them, with over a third saying it was very important. Nearly three quarters (73%) said they are worried about the state of the planet right now - including 22% who say they are very worried. When asked about their futures, almost three in five (58%) children said they're worried about the impact that climate change will have on their lives. Students need to understand environmental issues on a local, national and international level and how the world is changing around them to make informed choices and take an active role in change.

**Why now** - This unit of work is better suited during this term to allow students better access to outdoor learning and experiences. It enables field trips which are seasonal and students have the opportunity to explore more deeply first hand. It also enables students to gain an understanding of what jobs are available (paid and voluntary) in the local area during work experience weeks over the summer term.

**Builds on** - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach of different resources and environments. It also builds on knowledge taught in the Science curriculum (Environment around us), Personal Development Topics (Beach School, Forest School and Bush Craft) and art and DT (food sources).

**Prepares for** - This unit prepares our students with the knowledge and understanding of how resources are used by themselves and on a local, national and global level. Work with institutions such as the National Trust and Northumbria Water gives them experience of the jobs that are available and possible career pathways. This knowledge prepares Phase 4/5 students for Geography qualifications such as OCR Entry Level Accreditation. It also gives good grounding and a pathway into the Duke of Edinburgh Award.

	Phase 1	Phase 2	Phase 3	Phase 4
<b>Key knowledge/ golden thread – non negotiables to have an insight into the management of a range of natural resources and environments; and the jobs that are connected to them.</b>	Students can begin to talk about what resources they can get from different places	Students can compare how different resources and environments are used.	Students can identify and discuss environmental issues and their resources - nationally	Students can explain their views about environmental issues, describe contrasting opinions of how to implement environmental change

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary
- Planned differentiation, resources, support or activity

# Curriculum Intent Statement



