

Geography Progression Model (May 2022)

Engagement Curriculum

Phase 5 Geography is experienced as part of a project or themed based learning that allows learners to acquire functional skills needed to successfully transition into their next pathway. It is not taught as a discrete subject. Learners build upon previous skills through everyday practical situations and role play e.g. community awareness. The learning environment focusses around stimulus, exploration and experimentation to develop social communication and emotional regulation incorporating transitional support (SCERTS).

Phase Engagement 2,3 4
Engage ment Profile
A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). The SCERTS based approach focuses on learning improving a child's communication and independent living skills, whilst developing emotional regulation strategies allowing them optimum access to learning. Skills are developed consequentially through stimuli on a personal basis; songs, playing, therapies, community and problem solving.

Phase 1
Engage ment Profile
Cherry Garden
Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff, this allows an initial judgement, on which pathway a learner should progress on, to be made. PLIM targets influence the classroom environment and the expectations that are placed on individual learners. Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning.

Core Curriculum

Phase 5 Geography is experienced as part of a project or themed based learning that allows learners to acquire functional skills needed to successfully transition into their next pathway. Learners consolidate and develop skills in everyday practical contexts. Geography is not taught as a discrete subject. The learning environment focusses around stimulus, exploration and experimentation to develop social communication and emotional regulation incorporating transitional support (SCERTS).

Phase iASEND (E) 2,3,4
iASEND
As detailed in 'Project Based Learning' Geography is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Concepts from the S curriculum are built upon. Learners access formal learning, but many activities are practical based enquiry where skills are progressed through the use of stimuli, exploration and experimentation.

iASEND (S)
As detailed in 'Project Based Learning' Geography is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Learners begin to access formal learning, but many activities are play based where skills are progressed through the use of stimuli, exploration and experimentation. The use of rewards, visual and integrated therapies are imperative. The use of Colourful Semantics to support communication, understanding and vocabulary. There is a focus on pupils developing their understanding of their role within their community and a sense of belonging. Pupils participate in local walks and trips are encouraged.

Phase 1
Cherry Garden
Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff, this allows an initial judgement, on which pathway a learner should progress on, to be made. PLIM targets influence the classroom environment and the expectations that are placed on individual learners. Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning.

Extended Curriculum

Phase 5 Entry Level
OCR Entry Level
Geography is taught as a discrete subject, for pupils who chose this option. Skills are consolidated and developed in a formal learning environment. Pupils follow an accreditation/ qualification preparing for an on-demand standardized test.

Phase 4 iASEND (E/N)
iASEND
Geography is taught once per week, for 3 half terms per year. Topics are chosen in line with pupils broad interests and span the 3 areas of the National Curriculum program of study—Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork

Phase 3 iASEND (N)
iASEND
Themes in learning are identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Concepts from the E curriculum are built upon. Learners access formal learning, but many activities are practical based enquiry, where skills are progressed through the use of stimuli, exploration and experimentation.

Phase 2 iASEND (E) and 3
iASEND
Geography is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Learners access formal learning, but many activities are practical based enquiry where skills are progressed through the use of stimuli, exploration and experimentation.

Geography Progression Model (April 2022)

CPD: iASEND Training (PFH), Qualifications training (DE, ES), Target setting training (PFH), Early Years Moderation (SO, AT), Phase Development (SO, HAp, HMcl, JM, ES), Launchpad to Literacy (AMc), SCERTS Training (RH, SO, ES), Blanks Levels and Colourful Semantics (RH, JW).

Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. Targets are set to reflect this and pupils are set using a stage not age approach so they can access a curriculum that is specific and appropriate to their needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and PLIM. Teachers plan systematic repetition of the most crucial content to make sure it can be used functionally across different contexts. Teaching and learning takes place within a range of contexts in order to improve historical aspects of learning across all situations and environments.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Learning within the context of educational visits, local walks and community projects provide opportunities to naturally build life skills, sense of place and independence. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs. Reward systems and visual aids are used to motivate learning where appropriate. Ability grouping ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. For pupils working in the engagement

Assessment and Progression (Impact): Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a progression model that identifies the most useful knowledge for cumulative sufficiency. Ongoing assessment identifies pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications/accreditations for pupils to access in order to plan for future pathway opportunities, allowing challenging targets to be set in line with life goals. Some pupils (Engagement Pathway) make smaller steps of progress and this is accounted for and monitored through the specific assessment system (MAPP). National standard assessment strategies (Engagement Model) are used to aid staff to choose the most appropriate assessment method to capture the achievements of all pupils at Cleaswell Hill.

English, Literacy and Communication Interventions: Feedback is given dependent on the needs of individuals, this models how content should be organized. Pupils use appropriate texts and/or stimuli to enable exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. Pupils widen their vocabulary at an appropriate level with support from the integrated therapy team. Literacy and communication is focused upon further through small group literacy support from an academic mentor, ELS, sight reading, handwriting formation, Early Talk Boost, Talk Boost KS1, Talk Boost KS2, Nuffield Early Language Intervention (NELI), Colourful semantics, VOCA group, Communication book group, Lego based therapy. The use blank model, colourful semantics and SCERTS enables pupils opportunities to ask and

Cultural Capital: Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. When beginning their Cleaswell Hill journey many children arrive to school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant communication skills and vocabulary needed throughout their education and the opportunity to reflect on their identity and their place within communities. The use of various literature allows for the exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. It is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society and their

Integrated Therapies: There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills as well as historical skills. Occupational therapist (OT) works closely with teachers to develop pre-writing and handwriting skills through multi-sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) and the use of a range of software to ensure that pupils can record their learning and at a level commensurate to their ability.

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.

Geography Action Plan (April 2022)

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	<ul style="list-style-type: none"> Emphasis on attending to stimulus with an adult and lots of progress made within Intensive Interaction. Launchpad for Literacy framework allowing pupils to further develop their communication skills. Communication & Interaction targets are tracked through tapestry and EY curriculum tracked through Cherry Garden. 	<ul style="list-style-type: none"> Develop Launchpad to Literacy and integrate through a variety of approaches. iASEND and Cherry Garden objectives to be linked where appropriate. 	April 2023	SO, AMc	<ul style="list-style-type: none"> LTL is integrated into the curriculum for every child build on prior learning and address any gaps using various sensory approaches. Learners within the early years will develop functional communication methods to develop their self-help skills and independence.
Engagement	<ul style="list-style-type: none"> Pupils are working towards PLIM targets with Cognition and Learning being their key link with geography outcomes. Pupils follow a functional, multi sensory approach to learning with therapies integrated throughout the school day. Lack of consistency in planned community trips 	<ul style="list-style-type: none"> Develop Launchpad to Literacy and integrate through a variety of approaches. Build in timetabled community access 	April 2023	Class teachers overseen by Phase Leaders.	<ul style="list-style-type: none"> Launchpad to Literacy programme is embedded and staff are appropriately trained to deliver the content to develop communication and join attention.
Core	<ul style="list-style-type: none"> iASEND statements used to inform planning. Lack of transition plan to avoid accidental repetition of topics. Visits and trips out of school planned 	<ul style="list-style-type: none"> Ensure that all pupils are baselined on iASEND when they move into Phase 2. Pathway leads to consider long term plan of provision based upon priority areas. 	October 2022	Pathway leads. Phase leaders 3 and 4 SS	<ul style="list-style-type: none"> Progression model and sequenced learning enhanced by accurate data. Clear progression and offer to a broad and balanced curriculum that enables the development of skills.
Extended	<ul style="list-style-type: none"> iASEND statements used to inform planning. Timetable restraints make it difficult to ensure coverage across all 4 areas of the Geography curriculum. Some areas could be missed. No learners currently express interest in further formal study of Geography. 	<ul style="list-style-type: none"> Continue exposure to Geographical content to potentially engage some pupils in further formal study. Develop a system/overview to track and monitor coverage of topics. 	April 2023	Hap Phase leader 4 and 5	<ul style="list-style-type: none"> All staff will have a secure knowledge of; where learners are, where they have been and where they are going. Clear progression and offer to a broad and balanced curriculum that enables the development of knowledge and skills. Qualification is robust and up-to-date with pupil accessing courses appropriate to their needs and future goals. Learners will be given the opportunity to partake in qualifications based on their interests.
Post 16	<ul style="list-style-type: none"> Practical learning tasks to support engagement and scaffold understanding. 	<ul style="list-style-type: none"> Phase staff to share best practise around preparation for adulthood. Classroom leads to access specific training around preparation for adulthood. Pupils in Phase 5 will have the opportunity to study for a qualification (if relevant). 	April 2023	JB Phase 5 teachers and lead	<ul style="list-style-type: none"> Within Post 16 education Geography content will enhance the four areas of preparing for adulthood and staff will have a secure knowledge of how they are supporting pupils in their future pathway. All pathways will include aspects of practical learning tasks in post 16 education to support engagement and scaffold understanding.
Whole School	<ul style="list-style-type: none"> Lack of awareness of digital resources which could enhance learners experience of Geography 	<ul style="list-style-type: none"> Share useful relevant links via email. 	April 2023	SS RW	<ul style="list-style-type: none"> Staff will trial and embed online resources and apps.