# Geography on a Page

Alfreton Park

## Geography Non-Negotiables

### Teaching Strategies

We use a variety of teaching and learning styles including whole-class teaching, small group work, practical exploration, sensory experiences, role play, and enquiry-based learning. Activities are designed to be accessible and engaging, with opportunities for repetition, reinforcement, and generalisation of skills.

- Comparing and contrasting environments,
- Using secondary sources such as photographs, books, videos, and ICT to explore places.
- Expressing and evaluating views about the environment (e.g., tidiness, noise, conservation).
- Naming and identifying physical and human features of places.
- Developing geographical vocabulary and concepts through practical activities and supported discussion.
- Recording findings through maps, drawings, photos, models, ICT, and oral presentations.
- Using maps, globes, atlases, and digital tools to explore the wider world.
- Appreciating different cultural and social perspectives, imagining what life is like in other places.

### Jet Setter Days

Jet Setter Days are themed days in school where all learners, across different pathways, come together to "travel" to a different place in the world. Each day focuses on a specific country or region and is designed to give learners a fun, immersive experience of that place's culture.

During these days, learners take part in a range of activities linked to the chosen destination. These might include exploring traditional food, music, language, art, celebrations, and everyday life. The aim is to broaden students' understanding of the world, celebrate diversity, and encourage curiosity about different cultures.

Jet Setter Days also promote inclusion, teamwork, and shared experiences, as everyone in the school community participates together, regardless of pathway or ability. Overall, they provide an engaging and memorable way to learn beyond the classroom.

### Book Expectations

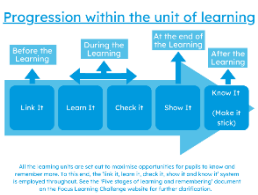
- All Formal pupils have a Geography book. All books must be labelled using the labels given to classes at the start of the year.
- Each piece of work must include a date and LO.
- Fieldwork in the local area and, where appropriate, visits to contrasting locations and evidenced, when possible, at least once a term.

### Assessment

Assessment in Geography is ongoing and personalised. Staff make observations and judgements about pupils' skills, knowledge, and understanding during lessons and activities. Progress is recorded through a combination of pupil work, photos, teacher notes, and individual learning records alongside whole school recording assessments.
Assessment focuses on recognising and celebrating small steps of progress, as well as capturing wider achievements such as increased independence, engagement, and curiosity.

L C C

The Learning Challenge curriculum that has been adapted for our learners and emphasises the development of key geographical concepts:
**Geographical enquiry**
**Locational knowledge**
**Geographical skills and fieldwork**
**Human and physical geography**
**Place knowledge**
These concepts are revisited and built upon at different levels of complexity, allowing pupils to make progress at their own pace.




Five Stages of Learning:
**Link It**
Learners connect new learning to what they already know. It helps them recall prior knowledge, make links, and understand why the new topic is important.
**Learn It**
Learners are introduced to new knowledge or skills. This might be through teaching, discussion, videos, reading, or practical activities.
**Check It**
Learners assess their understanding by answering questions, completing tasks, or getting feedback. This helps identify any gaps or misconceptions.
**Show It**
Learners demonstrate what they have learned. They might do this through projects, presentations, written work, or practical outcomes.
**Know It**
This final stage focuses on remembering and applying the learning independently over time. It ensures knowledge is embedded and can be used confidently in different contexts.

- Quality First Teaching
- Symbols/Makaton/keywords
- My Turn Your Turn
- Multi-sensory approach
- Tangible resources
- Positive Praise
- Consistent Routines
- Multi-sensory opportunities.

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|---|---|
| Cognition and Learning | Communication and Interaction |
| SEMH | Physical and Sensory |