

RMA Curriculum statements 2025 – 2026

Subject	Geography
Key Stages /Years	KS3 and KS4

Intent	Implementation	Impact
The Geography curriculum is designed to give SEMH pupils a meaningful, accessible understanding of the world around them. It helps pupils make sense of their local environment, wider global issues, and their place within society. The curriculum aims to empower pupils to become informed, responsible global citizens who can connect their learning to real-life experiences. We recognise that SEMH pupils may face barriers linked to emotional regulation, confidence, communication, and engagement. The curriculum therefore prioritises:	Teaching is adapted to meet the needs of SEMH pupils through a highly structured, relational, and multisensory approach. Classroom Environment & Pedagogy • Clear routines, visual timetables, and predictable lesson structures reduce anxiety and support emotional regulation. • Learning is broken into manageable steps with frequent check-ins and opportunities for movement or sensory breaks. • Strong emphasis on modelling, repetition, and overlearning to support memory and confidence. • Staff use trauma-informed strategies, restorative language, and positive behaviour support to maintain engagement. Multisensory and Accessible Learning	By the end of KS4, SEMH pupils: • Demonstrate a secure understanding of key geographical ideas and can apply them to real-life situations, such as recognising safe routes, interpreting weather forecasts, or making environmentally responsible choices. • Show improved independence, communication, and problem-solving skills. • Can use maps, symbols, and geographical language with growing confidence. • Are better able to regulate emotions during learning,

A safe, predictable learning environment Strong relationships and trust Opportunities for success and positive self-esteem Learning that is relevant, practical, and connected to pupils' lived experiences All pupils, regardless of starting point or need, develop core geographical knowledge, vocabulary, and enquiry skills at a pace that suits them. The curriculum nurtures curiosity, resilience, and the ability to ask questions, recognise patterns, and understand how people and places are connected.	• Dual coding, videos, photos, diagrams, and hands-on resources help pupils access abstract concepts. • Technology such as satellite imagery, GIS tools, and interactive maps supports engagement and independence. • Key vocabulary is explicitly taught, reinforced through symbols and images, and revisited regularly. Practical and Real-World Learning • Fieldwork is adapted to pupils' emotional and sensory needs, beginning with the school grounds and local area. • Small-group or 1:1 fieldwork at KS4 builds confidence and supports safe, supported exploration of real environments. • Topics are linked to everyday life—weather, local transport, community spaces, environmental responsibility—to make learning meaningful. Assessment and Support • Frequent low-stakes formative assessment helps identify misconceptions early and reduces pressure. • Summative topic tests and GCSE-style assessments at KS4 are scaffolded and supported with pre-teaching, modelling, and emotional preparation.	manage challenges, and engage positively with others. • Have developed resilience, curiosity, and a sense of achievement through accessible, meaningful learning experiences. The curriculum equips pupils with the geographical knowledge and life skills needed for adulthood, further learning, and active participation in their community. It ensures every student leaves with a stronger sense of self, a greater awareness of the world, and the confidence to navigate it.
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	Feedback focuses on strengths, next steps, and building pupils' confidence in communicating geographical ideas.	
Enrichment	KS4 trip to Sealife (living world) and Hunstanton beach. Weather club with school weather station that will feed into school newspaper from September 2026 (Friday afternoon enrichment activity). "Crafty Geography" is an occasional Friday afternoon enrichment option (e.g. ecosystem in a shoe box, pet clouds etc.)	