



# The World

Acorns Primary School is a primary school for children with generic learning difficulties – this includes severe learning difficulties, profound and multiple learning difficulties, visually and hearing impaired and children with Autism.

### **Aims**

“The World” as an area of learning is broad but encompasses Geography, History, Science and RE. At Acorns we have introduced 4 pathways: Pre-formal, Semi-Formal, Semi-Formal Bridge and Formal.

Learning is only split into subject areas in History, Geography and Science for pupils accessing a formal pathway.

We teach pupils about the world through themes which have been carefully mapped to ensure a broad and balanced schematic curriculum which builds on prior knowledge and ensures pupils can transfer their learning into the real world.

- To develop an interest in and curiosity about their personal history alongside awareness and understanding of events in the world
- To gain awareness of the past, how people lived in other times and how those times were different from today
- To increase an awareness of the world
- To develop observational skills
- To develop skills of enquiry and analysis using information and evidence from a range of sources to find out about the past
- To become aware that the world extends beyond their local environment
- To recognise and compare features of different environments and countries and man’s influence on them
- To recognise changes in the environment and how the environment can be sustained and improved
- To recognise that there are different societies and cultures in the world and that they often rely on each other
- To think about their own place in the world, their values, rights and responsibilities to other people and the environment
- To develop appropriate geographical vocabulary and skills

### **Rationale/Purpose of Study**

At Acorns we offer pupils of all abilities the opportunities to experience, explore and develop an interest in their immediate environment and that of Britain and the wider world both in the present and in the past. In developing this interest and awareness it may help promote an understanding of people's lives, the process of change, diversity and relationships and challenges of the present. We strive to deliver History and Geography to all pupils in ways which are relevant, meaningful, motivating and above all, fun!

### **Curriculum and School Organisation**

**Acorns' curriculum is formed of layers, pre-formal, semi-formal, semi-formal bridge and formal. Children of early years age access the early years curriculum**

#### **Pre-formal**

These children are considered to be working at a pre subject specific level.

The pre-formal curriculum consists of the following areas:

1. Speech, language and communication
2. Cognition and learning
3. Sensory and physical
4. Independence and self-help
5. Social, emotional and mental health

Pupils are given the opportunity to access the world through themes in class and special celebrations/ Pupils use their senses to develop awareness of the world and have opportunities to explore the school environment as well as the local area.

#### **Semi-formal (Experiential and semi-formal bridge)**

Pupils accessing the semi-formal layer of the curriculum are working on gaining knowledge in humanities. This includes exploration of their local area, the wider world and their own lives. History, Geography and Science is taught via themes which are matched to the National Curriculum and outcomes are written as pre cursers to the National Curriculum ensuring

breadth. They are taught either separately or under the umbrella of “My World”

The Geography and History Curriculum at Acorns has been tailored to meet the wide ranging and diverse needs of our pupils. The National Curriculum Programmes of Study for History and Geography along with EYFS/Early Learning Goals have been used as a foundation and framework for a developmental curriculum which is differentiated to meet the needs and ages of all our pupils. This ensures that pupils are accessing the curriculum at the relevant stage for their development whilst also accessing and experiencing the full range of the National Curriculum as appropriate. An ongoing thread throughout the year (including whole school activities) as well as provision of a range of opportunities for individual development ensures all pupils are working towards appropriate goals.

### **Class Organisation and Teaching Styles**

The class teacher is responsible for the delivery of Geography and History in their class following consultation with and/or guidance with the subject leader and by following guidance of a curriculum map.

The teacher delivering the lesson will provide a balanced approach by using a combination of whole class, small group and individual work. The teacher is responsible for planning and delivery of activities ensuring work is differentiated appropriately to meet all needs and abilities.

Opportunities throughout the year for whole school, ‘sister’ class and upper and lower school activities will support the delivery of the subjects.

Cross curricular activities will also reinforce the delivery of the subjects.

### **Subject Content and Planning**

Subject content is taken from the National Curriculum Programmes of Study for History and Geography. We also supplement this with I can statements designed by the school.

As far as possible, this will be delivered at the appropriate Key Stages in the relevant Year Groups. However, the diverse and ever-changing needs of our pupils will inform planning, and the Curriculum Map is designed in such a

way as to allow topics to be covered appropriate to the developmental needs of our pupils. This means some pupils will be accessing the curriculum at levels not always commensurate with their chronological age. The professional expertise of teachers will guide decision making and will be noted in termly planning.

The class teacher will use an overview of topics, knowledge and skills drawn from History, Geography, Science Key Stages 1 and 2 and, where appropriate, from EYFS Knowledge and Understanding of the World to guide and inform their planning.

The subject leader is responsible for ensuring that topics, knowledge and skills are covered throughout both Key Stages and that progress is accomplished by following Acorns Curriculum Maps.

### **Assessment and Recording**

Ongoing assessment through teacher observation and daily/weekly recording of pupils' work informs evaluation of the termly targets and future target setting. Evidence for Learning (EfL) is used to record work and other evidence of pupils' activities. Teachers use this information for termly assessments with regard to pupils' achievements and progress in these subject areas. This information is reported to parents via Parents' Evenings, Annual Reviews and end of year School Reports. Assessment is tracked via the National Curriculum and semi formal 'I can' statements.

### **Resources and Accommodation**

A range of History and Geography resources, materials and books are available from the Subject Leader. (These will be augmented throughout the year as appropriate in line with the new curriculum map) Online resources are readily available especially through Twinkl. Some classrooms have their own resources compatible with their topics.

### **Monitoring and Evaluation**

It is the responsibility of the class teacher to monitor and evaluate pupil progress

It is the responsibility of the subject leader to:

- Keep under review and make suggestions for the updating of the History/Geography/Science equipment

- Research the range of history/geography/Science materials appropriate to the needs of the pupils at Acorns School
- Liaise with the Head, Deputy and staff regarding the development of the teaching of Geography/History throughout the school
- Review on a regular basis the provision of Geography/History/Science at Acorns school in line with new Government initiatives

The Subject Leader may be released from his/her classroom in order to work alongside other teachers. This time enables the subject leader to:

- Support teachers in the delivery of their geography/history/science lessons.
- Support teachers in the development of their geography/history teaching.
- Monitor and evaluate the quality of geography/history teaching throughout the school

Opportunities for teachers to review schemes of work, policy, published materials and resources are given during staff meetings.

### **Reporting To Parents**

Parents are welcome to discuss their children's work with the class teacher. A parents' evening is held in the Summer term. This enables parents to discuss their child's achievements and progress. Each child has an Annual Review to which parents are invited to discuss their child's achievements and progress and to contribute to the setting of Annual Review Targets. Parents receive an End of Year Report detailing the work covered by each pupil and the attainment specific to their son/daughter. Parents also have access to a monthly newsletter and a class blog on the school's website in which some geography/history activities may be documented.

### **Equal Opportunities**

Multi-cultural aspects of geography and history are covered within the geography/history/science curriculum and addressed within other curricular areas whenever relevant. The whole school policy on Equal

Opportunities will be adhered to in all geography, history and science activities.

### **Homework**

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief but are valuable in promoting children's learning in the subject. Activities, appropriate to the needs and ages of the pupils, are sent home on occasion. These may be in the form of written pieces, sensory activities, research, use of websites, discussions and other activities, depending on the individual child's needs.

Signed By:

L Hall

Headteacher

Date: October 2025

S Jukes

Chair of Governors

Date: October 2025

Next Review Date: October 2026

**History Curriculum Map**  
**KS1**

To be gradually introduced 2020 – some classes working from old map during academic year 2019 -2020

<p>Ongoing across terms and through year groups</p>	<p><b>Myself &amp; My Family:</b> awareness of self &amp; family members; sharing pictures, stories &amp; events/celebrations</p> <p><b>Myself &amp; My Friends:</b> awareness of similarities &amp; differences, likes &amp; dislikes</p> <p><b>Familiar People:</b> lives and occupations (jobs in school &amp; community)</p>		
<p>Remembering &amp; sharing significant events &amp; special times of family &amp; friends</p> <p><b>'I am Special'</b> (what is unique about them)</p> <p><b>My Friend</b> (what is different &amp; same)</p> <p>Familiar Customs (school &amp; community)</p> <p>Celebrating local, national &amp; international events</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p style="border: 1px solid black; padding: 2px;">Year 1</p> <p style="text-align: center;"><b>My Family</b> (Changes within living memory – parents &amp; grandparents' lives Looking at toys, clothes, activities)</p> <p style="text-align: center;">Bonfire Night</p>	<p>No specific topic</p>	<p style="text-align: center;"><b>Travel &amp; Transport</b> (events beyond living memory: first flight, space travel, cars)</p> <p style="text-align: center;">Great Fire of London</p>
	<p style="border: 1px solid black; padding: 2px;">Year 2</p> <p style="text-align: center;"><b>Life of Significant Individuals</b> (including comparisons)  (choice dependent on class topics/interests)</p>	<p><b>A Local History Study</b> e.g. Sir Tom Finney Cotton Mills 1<sup>ST</sup> Motorway</p>	<p>No Specific Topic</p>

History Curriculum Map  
Lower KS2

To be gradually introduced 2020 – some classes working from old map during academic year 2019 -2020

<p>Ongoing across terms and through year groups</p>	<p><b>Myself &amp; My Family:</b> awareness of self &amp; family members; sharing pictures, stories &amp; events/celebrations</p> <p><b>Myself &amp; My Friends:</b> awareness of similarities &amp; differences, likes &amp; dislikes</p> <p><b>Familiar People:</b> lives and occupations (jobs in school &amp; community)</p>											
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\*All NC topics are covered over the full Key Stage 2 without the necessity to have a specific History Topic each term. Class teachers can choose which terms they cover the designated topics during an academic year. Curriculum time can be used for Geography or History activities (ensuring that ongoing topics/experiences are covered)

History Curriculum Map

Upper KS2

To be gradually introduced 2020 – some classes working from old map during academic year 2019 -2020

<p>Ongoing across terms and through year groups</p>	<p><b>Myself &amp; My Family:</b> awareness of self &amp; family members; sharing pictures, stories &amp; events/celebrations</p> <p><b>Myself &amp; My Friends:</b> awareness of similarities &amp; differences, likes &amp; dislikes</p> <p><b>Familiar People:</b> lives and occupations (jobs in school &amp; community)</p>		
<p>Remembering &amp; sharing significant events &amp; special times of family &amp; friends</p> <p><b>'I am Special'</b> (what is unique about them)</p> <p><b>My Friend</b> (what is different &amp; same)</p> <p>Familiar Customs (school &amp; community)</p> <p>Celebrating local, national &amp; international events</p>	<p>Year 5</p> <p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p><b>The Vikings to Edward the Confessor</b></p>	<p><b>Beyond 1066</b> (e.g. The Tudors or The Victorians)</p>	<p>No Specific Topic*</p>
	<p>Year 6</p> <p><b>Earliest Civilisation</b> (e.g. Ancient Egypt or The Indus Valley)</p>	<p>No Specific Topic*</p>	<p><b>Non-European Society</b> (e.g. Mayan Culture)</p>

\*All NC topics are covered over the full Key Stage 2 without the necessity to have a specific History Topic each term. Class teachers can choose which terms they cover the designated topics during an academic year. Curriculum time can be used for Geography or History activities (ensuring that ongoing topics/experiences are covered)

# Geography Curriculum Map

## KS1

To be gradually introduced 2020  
 – some classes working from old map during academic year 2019-2020

Ongoing across terms and through year groups	Provision of opportunities for: Exploring immediate environment with interest: observing what people/animals/vehicles do      observing seasonal changes Recognising familiar objects& toys      talking about things they have observed      showing care & concern for Remembering where objects belong      locating familiar objects and where they belong      own environment Recognising/remembering familiar places		
Saints' Days celebrations (4 countries of the UK)  World Awareness events/celebrations  Theme Days: countries and oceans  Forest School/Outdoor Learning activities  Community Visits	Autumn	Spring	Summer
	<b>Our Class/School</b> (Locational Knowledge)	<b>Our School</b> Compare: inside/outside different rooms our school/different school (place knowledge – similarities & differences)	<b>The Weather</b> (Hot & Cold) (Human/Physical Geography)
	<b>A Local Study</b> (Human/Physical Geography) Key features Key human features	<b>Which Way?</b> Directions and compass points Following/giving instructions	<b>Land and Sea</b> Water play Seaside study/activities Oceans

**Geography Curriculum Map**  
**Lower KS2**

To be gradually introduced 2020  
- some classes working from old map during academic year 2019-2020

<p>Ongoing across terms and through year groups</p>	<p>Provision of opportunities for: Exploring immediate environment with interest: observing what people/animals/vehicles do      observing seasonal changes Recognising familiar objects&amp; toys      talking about things they have observed      showing care &amp; concern for Remembering where objects belong      locating familiar objects and where they belong      own environment Recognising/remembering familiar places</p>		
<p>Saints' Days celebrations (4 countries of the UK)</p> <p>World Awareness events/celebrations</p> <p>Theme Days: countries and oceans</p> <p>Forest School/Outdoor Learning activities</p> <p>Community Visits</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p style="text-align: center;">Year 3</p> <p style="text-align: center;"><b>Our Local Area</b> (physical features)</p>	<p style="text-align: center;"><b>A European Country</b> (Locational Knowledge)</p>	<p style="text-align: center;"><b>The Journey of Food</b> (Human/Physical Geography)</p>
	<p style="text-align: center;">Year 4</p> <p style="text-align: center;"><b>Magical Mapping</b> (Compasses and Directions) (Geographical Skills)</p>	<p style="text-align: center;"><b>South America</b> (Locational Knowledge)</p>	<p style="text-align: center;"><b>Volcanoes &amp; Earthquakes</b> (Human &amp; Physical Geography)</p>

# Geography Curriculum Map

## Upper KS2

To be gradually introduced 2020  
 - some classes working from old map during academic year 2019-2020

<p>Ongoing across terms and through year groups</p>	<p>Provision of opportunities for:</p> <p>Exploring immediate environment with interest: observing what people/animals/vehicles do      observing seasonal changes</p> <p>Recognising familiar objects&amp; toys      talking about things they have observed      showing care &amp; concern for</p> <p>Remembering where objects belong      locating familiar objects and where they belong      own environment</p> <p>Recognising/remembering familiar places</p>		
<p>Saints' Days celebrations (4 countries of the UK)</p> <p>World Awareness events/celebrations</p> <p>Theme Days: countries and oceans</p> <p>Forest School/Outdoor Learning activities</p> <p>Community Visits</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p>Year 5</p> <p><b>A European Country</b> (Locational Knowledge)</p>	<p><b>UK vs Mexico</b> (Place Knowledge)</p>	<p><b>Water Cycle</b> (Human/Physical Geography)</p>
	<p>Year 6</p> <p><b>Climate Zones</b> (UK and another country) (Human/Physical)</p>	<p><b>UK and its Counties</b> (Locational Knowledge)</p>	<p><b>A Field Study - Coastal Lancashire</b> (Human &amp; Physical Geography)</p>