

Geography Curriculum

Intent

'where are we going' or 'what sort of curriculum did we want to create'?

- A curriculum in which knowledge is delineated *carefully*, taught *explicitly*, and placed *forensically*...
- Where skills are taught *deliberately* and practised *repeatedly* as 'know how'...
- Where knowledge can then be applied to a wide range of similar situations..
- Where students can decode which knowledge to use before applying it effectively.

'What sort of Geography curriculum did we want to create'

- A mastery KS3 which engages students in the world around them, fostering a love of learning.
- A KS3 which builds key foundational knowledge focussed on the national curriculum criteria; locational knowledge, place knowledge, human and physical processes and geographical skills.
- A instruction / deliberate practice / review model for learning in all areas of geography to equip students with the skills to select and apply their knowledge in a range of contemporary contexts.
- An experiential curriculum where learning extends beyond the classroom with opportunities to enrich studies through fieldwork
- A content rich KS4 where students can broaden their range of key geographical knowledge.
- A differentiated curriculum where students are given the skills and opportunities to exceed their target grade.
- Ensuring high prior attainers are relentlessly challenged with their geographical studies including opportunities for demanding and enriching additional studies and experiences.
- Highly supportive curriculum ensuring that all students are confident and competent discussing a wide range of geographical issues in both practical life contexts and in the workplace.
- A presentation of geography as a fundamental part of personal and social development, through which students are encouraged to deepen their understanding through independent engagement with current affairs.
- A formative curriculum that encourages lifelong geographers, some of whom continue to study geography into KS5 and degree level.

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implemented of Curriculum	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>KS3 Locational knowledge Students extend their locational knowledge and deepen awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	X	X					
<p>KS3 Place Knowledge Students develop an understanding of geographical similarities, differences and links between places through the study of human and physical geography of a regions</p>	X	X					
<p>KS3 Human and physical geography Students study, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical and human geography, studying the interaction between human and physical processes resulting in changing landscapes and natural systems.</p>	x	x					
<p>Geographical skills Students will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely. Students will interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>	X	X					
<p>KS4 students will follow the AQA GCSE Geography specification. A specification for which geography teachers are encouraged to become examiners to improve specific subject knowledge.</p>			X	X	X		
<p>All students at KS5 are encouraged to develop their general knowledge and analytical skills through the creation of a scrapbook over the course of their 2 year studies.</p>						X	X
<p>Students can learn through fieldwork opportunities. These opportunities enhance GCSE or A-Level case studies and</p>			X	X	X	X	X

facilitate fieldwork requirements,							
Teaching groups are modified where possible following triangulation of assessment data, student feedback and pastoral oversight.			X	X	X		
Students in all lessons are exposed to high quality modelling from teachers ensuring that they have the necessary skills to decode questions and apply knowledge.	X	X	X	X	X	X	X
Students are given timely and regular feedback on key pieces of writing and exam style questions. DIRT activities are planned to allow students to improve as well as correct.	X	X	X	X	X	X	X
All students retain knowledge through following a low stakes quizzing programme in every lesson which strategically re-tests students at timed intervals to support long term memory	X	X	X	X	X	X	X
All students in years 7-11 are supported to revisit key subject knowledge through self quizzing homeworks .Students are made aware of knowledge that must be learned and are given strategies and resources in which to learn key information through the use of knowledge organisers	X	X	X	X	X		
All students are supported to work independently through the use of google classrooms to be able to communicate with teachers and find bespoke resources	X	X	X	X	X	X	X
Success is celebrated and communicated home with department postcards.	X	X	X				
Success with independent learning is celebrated using displays and communication home.	X	X	X	X	X		
All lessons are planned and executed using the 6 principles of teaching	X	X	X	X	X	X	X
Students are given opportunities to develop their behaviour for learning habits through the integration of the Stoke Damerel 6 principles in lessons	X	X	X	X	X	X	X

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have high levels of confidence in current UK and global geographical issues
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning on every level (both academic and pastoral)
- Leaders set and meet targets which are realistic and evidence repeated marginal gains