

Geography Curriculum Intent 2023/2024

Build resilience, self-reliance and perseverance	Raise aspirations and promote “self-challenge”	Experience a broad range of subjects and learning opportunities	Increase the “cultural capital” of students	Support Mental Health and Wellbeing	Develop deeper understanding and a love of learning and self-development.
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Key Stage 3

Our Geography curriculum intends to inspire in pupils a curiosity and fascination about the world around them. We aim to develop a knowledge about diverse places, people and the physical and human environments. Students will develop their understanding through the investigation of local and faraway locations which reflects the diverse school context and the National Curriculum. The curriculum should deepen their understanding of the interactions between physical and human processes and the formation of landscapes. The curriculum aims to show how these environments change over scale. To develop and understanding that environments are fragile and humans rely on the effective functioning. The KS3 curriculum aims to develop skills in analysis and interpretation of a variety of sources including maps, graphs, and photographs. Students should develop independent enquiry skills and demonstrate that they are able to communicate geographical information through maps, qualitative and quantitative fieldwork approaches and extended writing. Our aim is to develop reflective learners who are confident to share thoughts and empathise with others.

Key Stage 4

Our curriculum aims to enable our students to become globally and environmentally informed, thoughtful and enquiring citizens. Within KS4 students will develop their understanding of the world and the challenges it faces. It will deepen their understanding of geographical processes and the complex and dynamic interactions between people and the environment at a variety of scales. Through place based study students will broaden their understanding of locational contexts on a variety of scales of the UK and areas of contrasting wealth. Students should be able to apply geographical understanding, knowledge and skills to a variety of familiar and unfamiliar situations within the real world contexts. The curriculum aims to ensure students can “think like a geographer” with the ability to write descriptively, analytically and critically in an effective manner with well-reasoned arguments, evaluations and conclusions. The students should develop and extend their competence in a range of geographic, cartographic, numerical and statistical skills. Students will have increased understanding in the planning and undertaking of independent enquiry. Our aim is to develop life-long learning strategies that help student understand the rapidly changing and complex world around them.

Key Stage 5

Our curriculum aims to encourage students to gain enjoyment, satisfaction and a sense of as they develop their knowledge and understanding of the subject. Students should engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them creating independent thinkers and reflective learners. Students should develop in-depth understanding of human and physical processes at a range of spatial and temporal scales and specialised concepts which build on content from GCSE. They should be able to analyse the interactions between these processes and appreciate their complexity and how this can impact key issues facing the world today. The curriculum will help students construct articulate extended written arguments on geographical matters. The students should develop a variety of skills becoming confident in the selection, application and evaluation of quantitative and qualitative methods.

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They will apply these skills through the completion of fieldwork to understand and generate new knowledge about the world around them. Our aim is to engender a deep understanding of place, where students fit into the world and to develop life-long learning strategies that help student understand the rapidly changing and complex world around them and to allow them to express their feelings in a thoughtful manner.

Curriculum Changes Post Covid.

Key stage 3

It has been recognised that KS3 student's independence, resilience and literacy skills have been negatively impacted due to the disruption to learning. Year 8 also have some gaps in knowledge and fieldwork skills. The following will be implemented to support progress of KS3 Students: -

- Interleaving through the use of 'Geog your memory homework' which will be reviewed in lessons.
- Spiral curriculum with a skills focus.
- Metacognition integrated into KS3 SOW
- Use of PLCs and AIR Time sheets to self-monitor.
- Staff to regular make links to previous learning and use this to inform planning.
- An increase in independent enquiry tasks where students come to decisions on geographic issues have been integrated into the SOW.
- When safe to do so start organising fieldwork projects that promote enquiry, independence and resilience.
- Reciprocal reading activities incorporated into KS3 SOW.
- 'Geography in the News' homework to encourage reading outside of the classroom.
- Use of positives, post cards to nurture a positive self-view.

Key Stage 4

Learning loss due to pandemic has shown gaps in students' knowledge and skills across all KS4 year groups. The following strategies are being implemented to support progress of KS4 students:

- Interleaving through the use of 'Geog your memory homework' which will be reviewed in lessons.
- Mock examinations have informed intervention students in Year 11. Summer intervention work has been set. This will be reviewed by subject teachers before Sept mock examinations.
- Assessment schedule with reactive and personalised intervention strategies for those students who are not making the desired progress.
- Year 11 Revision from December. A calendar will be created once Ofqual confirm changes to the Year 11 course.
- Potential for Keynote speakers to have day conference with students to improve grades.
- Year 10 - Examination skills and knowledge gap focus integrated in to SOW.
- Metacognition integrated into SOW through learning skills, revision activities and the use of PLCs and AIR Time sheets.
- Use of revision booklets linked to online resources.
- Once safe to do so fieldwork will be integrated into back into the SOW. The learning journey has been reorganised to allow for this.

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Key Stage 5

Learning loss due to pandemic has shown gaps in students' knowledge and skills, in particular their fieldwork. The following strategies are being implemented to support progress of KS5 students:

- Fieldwork on the school groups to practice some skills has been carried out.
- Once safe to do so fieldwork will be integrated into back into the SOW. 6.1 and 6.2 to participate.
- Mock examinations have informed intervention students in 6.2. Summer intervention work has been set. This will be reviewed by subject teachers before Sept mock examinations.
- Regular low stake and examination style questions which will inform planning and personalised intervention for students not making the desired progress.
- Interleaving homework which are reviewed within lessons.
- Integrating metacognition, self-assessment and evaluation into SOW.
- Text books have been provided for students to support those close gaps in their knowledge.