

## **Curriculum Statement Overview for Geography**

### **Purpose of Geography (taken from the NC Geography Programme of Study)**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **The Aims of Geography (taken from the NC Geography Programme of Study)**

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Geography Intent

*To create a curriculum that is ambitious & in doing so meet the needs' of students so they develop skills for future learning & employment'*

The geography curriculum has been designed around 4 key principles:

1. An emphasis on place to develop an understanding of geographical features/processes and how these have changed over time.
2. Locational knowledge is widened over the key stage towards the more abstract world locational knowledge.
3. Development of geographical skills, integrated into each unit of work, with the level of challenge of skills increasing across each key stage.
4. Topics are sequenced in a way that allows topics to be revisited the aim to build students' knowledge over time.

The substantive scientific knowledge and key vocabulary has been carefully sequenced to ensure that new content builds upon prior learning, enabling students to develop understanding and skills which are essential at GCSE and beyond.

Ks3		
Y7	Y8	Y9
<p><b>Key Concept: HAZARDOUS WORLD</b> Geological timescales and plate tectonics (including volcanoes and earthquakes)</p> <p><b>Location / Place(s):</b> Asia (including Japan)</p>	<p><b>Key Concept: AFRICA'S PLACE IN THE WORLD</b> The differences and similarities across the continent, misconceptions identified and discussed Rivers and water wars.</p> <p><b>Location /Place(s):</b> Africa, UK</p>	<p><b>Key Concept: THE CHANGING WORLD</b> Weather and climate, environmental regions TFR.</p> <p><b>Location / Place(s)</b> Amazon, Brazil</p>
<p><b>Key Concept: UNEQUAL WORLD</b> International Development &amp; Population</p> <p><b>Location / Place(s):</b> Asia (including China)</p>	<p><b>Key Concept: SUSTAINABLE WORLD</b> Economic Development and growth, TNCs, Sustainable issues arising from the growth of LICs.</p> <p><b>Location / Place(s):</b> Brazil. LIC/NEE examples</p>	<p><b>Key Concept: THE URBAN WORLD</b> Megacities in the developing world, Growth of cities in the developed world, how can we improve cities?</p> <p><b>Location / Places(s):</b> Lagos, Nigeria Birmingham, UK</p>
<p><b>Key Concept: CONCRETE WORLD</b> Urbanisation</p> <p><b>Location / Place(s):</b> Asia (including India)</p>	<p><b>Key Concept: THE FRAGILE WORLD</b> Tropical Rainforests and desert looking into deforestation and desertification. Use of the natural resources.</p> <p><b>Location / Place(s):</b> Brazil, Amazon Sahara, Africa</p>	<p><b>Key Concept: WATER WORLD</b> Coasts and hydrology, rocks and weathering and elements of glaciation. Issues with our oceans.</p> <p><b>Location/Place (s)</b> Oceans</p>

## **Geography Implementation**

The KS3 curriculum aims to look at making students effective global citizens, and is closely linked with topics taught at KS2 and KS1 across the area.

### **Year 7**

At secondary schools have come from a wide catchment area, which encompasses many different primary schools. Some of these schools would have delivered a wider Geography content compared to others, and pupils arrive having different starting points in relation to key content covered, as well as understanding relating to geographical key concepts. The scheme of work for Year 7 aims to introduce students to a rigorous study of Geography covering content covered in the KS3 Geography National Curriculum.

### **Year 8**

The scheme of work follows the National Curriculum and by focusing on key concepts throughout this year also, students embed a deeper understanding. Opportunities to consolidate knowledge is taken and cross-curricular links with history are made where appropriate. Information is covered in relation to CEAIG to help students see the purpose of the subject and consider a career in the field.

### **Year 9**

Year 9 is a transition year between KS3 study and GCSE. All pupils in KS3 take Geography in year 9 to help them make an informed choice when it comes to their option choices. Content covered in lessons is reflected on the KS3 Geography National Curriculum. To help with the transition process local fieldwork is undertaken to give students to opportunity to collect live data and analyse it, developing key skills with the Geography curriculum. Pupils are exposed to a range of GCSE style questions to help to help transition to GCSE.

### **Year 10**

In year 10, we adopt a 'knowledge engaged' curriculum approach where students are given regular opportunities to apply their knowledge to exam style questions. From these assessment opportunities, the curriculum can then be refined to meet the needs of the pupils within particular classes. Pupil voice in year 9 allows us to pick topics most suited to the students in front of us each day. A field trip opportunity is also give to students in yr. 10 to see the classroom content in a real life environment. Past trips have involved a residential and local field trip.

### **Year 11**

Pupils sit a trial examination towards the end of Y10. Class teachers then analyse the responses to the question papers and adapt the curriculum to include elements of re-teaching. Final units of content are also delivered to pupils during this year. Prior knowledge is tested throughout the year to ensure older content is not forgotten. Homework is set using KO and tested in lessons. This embeds content into the long-term memory; it is essential that our pupils have the opportunity for repeated practice.

At Key Stage 4, pupils are regularly exposed to exam style questions and teachers use live modelling and examples of 'What a good one looks like' to enable students to see the key ingredients of good answers. Across this Key Stage, it is expected that pupils will build up familiarity with the wide range of exam questions, which are present within a Geography GCSE paper.

Teachers will also on a regular basis use low stakes testing through DNA in order to check the understanding of the pupils which they teach, these usually relate to homework that has been set; pupils are regularly set home learning tasks which link directly to knowledge organisers with a particular emphasis on devising effective revision strategies which work for individuals.

### **Transition to KS5**

Geography remains a popular subject at A Level. AQA is the specification studied as it has strong links with content studied at GCSE so creates a strong foundation to student's further study. Geography as a strong subject in the whole school destination figures and this is promoted through university trips/speakers and previous students speaking to the KS5 cohort thought out the year.

### **Geography Impact**

Assessment takes place on a regular basis across the department in relation to a whole school policy of progress checks and milestones. Progress checks assess learning which has recently been undertaken within the classroom, whilst Milestones assess both new learning and prior learning so that teachers and pupils know whether what has been taught has been remembered. Following the completion of progress checks and milestones, pupils will upgrade their work in green pen allowing them to act on the feedback provided by their teachers. Common misconceptions are also revisited as a class at this point. Assessment evidence also allows teachers to decide on whether or not any key content needs to be covered again in class, perhaps using a different approach to ensure that all pupils have understood the key information or concept which has been delivered.

'Do Now' activities are often used as retrieval practice and to assess the impact of home learning. In Geography DNAs. Low stakes testing is used to embed knowledge recall. The stretch will usually be based on concepts taught in previous topics or a few lessons previously. The idea is to build up students long term memory of key facts needed support learning. If it is evident that common knowledge has not

been retained, the teacher can then arrange a time to re-deliver the information in a different way so that this gap in key content can be addressed.

'Red Zone' activities are used regularly across all year groups in order to give the pupils the opportunity to complete independent practice and this also gives teachers the opportunity to assess whether or not the learning over the most recent lessons has had the desired impact with the class. Teachers are encouraged to reflect on the work produced by students during Red Zone tasks in order to potentially make changes to future lessons, which are delivered to further increase the impact of the learning taking place.

Within lessons, teachers regularly use questioning in order to assess the impact of the learning upon the class. This allows another opportunity for pupils to check the understanding of pupils and to allow lessons to be reflected on or altered in the future to further improve the learning experience. Peer and self-assessment is used following red zones so students get the opportunity to independently reflect on their progress.