

**CURRICULUM INTENT STATEMENT:**

Geography enables students to make sense of their world and experiences. The Geography curriculum will inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is, by nature, an investigative subject, which develops an understanding of diverse places, people, processes, resources, physical and human environments and the interactions between them all. Students will study a range of places and natural and human environments, enabling a deep understanding of the Earth's key physical and human processes and their symbiotic relationship and impact.

Geography will provide an environment in which learning needs are met and variety and challenge are evident. Geography will extend students' interest and knowledge beyond their immediate experiences and enable students to understand how geographical ideas and debate both fit and connect local, national and global issues. Students will be able to form opinions about geographical issues based on fact, understanding and investigation and be able to articulate their ideas and opinions verbally and in writing, explaining their reasons, whilst also being empathetic to other viewpoints. Students will also demonstrate their geographical understanding through their use of map work, numerical and quantitative skills and fieldwork opportunities.

**Implementation of the Geography Curriculum:**

Our aspiration is to deliver a dynamic and modern Geography curriculum in such a way that it fosters an environment and attitude amongst students that enables self-reliant, confident and engaged learners that make consistently good progress. We will set high standards whilst ensuring that the needs of students are understood and met.

There are three broad strands within the Geography curriculum that begin in Key Stage Three and develop through GCSE and beyond:

- 1) Contextual knowledge of locations, places and geographical features.
- 2) Understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and place.
- 3) Confidence and competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

We also underpin our Key Stage Three learning with the following three overarching questions:

- 1) What do we know about our world and how amazing is it? (Year Seven focus)
- 2) What risks face our world? (Year Eight Focus)
- 3) Can we move towards a sustainable future? (Year Nine focus)

Students study a balance between human and physical geography throughout Key Stage Three and Key Stage Four, involving with a variety of relevant up-to-date issues, events and debates weaved through their modules of physical and human geography.

### **Impact of the Geography curriculum:**

We are confident that through the planning and content of the curriculum and its delivery Geography will have a profoundly positive impact on student's appreciation and understanding of the world in which they live; their place and impact locally, nationally and globally. Students will understand the complexities of the world and their place within it. We will measure this through:

- Rigorous, reliable and accessible assessment. Each year group will take three formal layered assessments each year. On-going assessment will take place through teacher monitoring of classwork and homework and through the use of our school CCR process. Outcomes of assessment will be analysed and discussed within the department and interventions and extra support, amendments to planning and delivery of lessons will be set up as needed. Specific groups such as SEN, PP and boys will be closely monitored.
- Student voice – we wish to know how students feel about what they are learning and the progress they are making. We also wish to know how we can best further support students in their learning and adapt our curriculum to meet their needs and inspire them. These discussions will also look at student's attitudes and behaviours – both positive and negative.

## **OVERVIEW OF THE GEOGRAPHY CURRICULUM FROM YEAR 7 TO YEAR 11**