



CURRICULUM INTENT

Geography

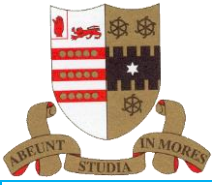
- **Challenge** lies at the heart of our curriculum. It goes beyond what is statutory or typical; students are encouraged to deepen their understanding of the fundamentals of their learning at every opportunity.
- Our curriculum is fully **inclusive**. All students have access to a broad range of experiences for as long as possible, regardless of prior attainment or additional needs.
- Our curriculum is **knowledge rich**, with subject curricula designed to ensure that any 'powerful' knowledge and skills that are critical to future success are regularly re-visited.
- Our curriculum is **expertly planned** and is therefore sequenced to enable students to build their knowledge and skills towards ambitious agreed end points.
- Wherever appropriate our curriculum gives students the opportunity to **personalise** their experience, thereby facilitating enjoyment and success for all.
- The importance of reading and wider **literacy** skills is a key thread that runs through our curriculum. As well as broadening students' vocabulary, all subjects will develop students' subject-specific literacy, so they can speak, read and write as, for example, a Historian, an Artist or a Physicist.
- A carefully considered and inclusive **extra-curricular** programme supports broader and deeper understanding of the taught curriculum, as well as developing the cultural capital our young people need to be global citizens.
- Students' **personal development**, including careers education, is central to our curriculum, through all subject areas, as well as PSHE lessons, tutor time, assemblies and off-timetable activities.
- Homework and summative **assessment** tasks are strategically designed to promote the concepts of regular review and spaced practice, therefore contributing to a long-term retention of knowledge and skills.

We are a department with enthusiastic teachers who have a passion for geography. All students, including those with additional needs, have access to the full geography curriculum, with additional challenge generated through targeted questioning to probe and further responses. As a department, we teach to the top with high expectations and scaffold up to challenge and set high expectations of all students. In KS4 and KS5, students are expected to engage with super-curricular materials, which includes podcasts, documentaries and wider reading, to challenge and further their learning of examination specification content.

We do not want our students to recognise that it is raining outside. We want them instead to recognise that there is a low-pressure system in the air bringing cumulonimbus clouds and heavy rain. This may lead to flooding because humans have built on floodplains which are formed by successive flooding and deposition of sediment or the migration of meanders. This flooding has significant effects on the people's lives, the economy & environment: temporary homelessness for those whose homes flood; roads may become blocked, isolating communities; farms may need evacuating affecting the livelihoods of farmers and the supply of local produce. If our students recognise this, they may pursue solutions to the problems and become our next wave of town planners, environmental officers or civil engineers.

To ensure that the curriculum is fully accessible, teachers adapt resources and scaffold accordingly to support those with additional needs, as well as liaising with the AEN team. As a department, we strongly believe in providing a curriculum that is inclusive in terms of diversity too. As such, across all Key Stages, schemes of work are designed to broaden students' knowledge of the world, past and present, to enhance their cultural capital. Our curriculum design therefore aims to reflect the wide range of experiences and cultural backgrounds of our students and beyond, exploring examples featuring differing cultures, genders and ethnicities.

Geography builds on prior learning as shown in the "Geography Roadmap". The curriculum is carefully designed to support students in retaining prior knowledge and skills, such as map skills, so that they can be applied and linked to future learning. Students are supported in their long-term retention through regular revisiting and practising. In terms of knowledge, retrieval practice takes place at the start of all lessons and through targeted homework revision activities across KS4/5. The core skills covered in Geography are built into every scheme of work and are assessed throughout in all key stages. Knowledge and skills are assessed in lessons, during homework tasks and through formative and summative assessments. After assessed work, pupils are given appropriate time to reflect and improve. Where verbal or written work show gaps in learning, these are revisited and addressed to ensure students continue to progress.



The sequencing and delivery of topics covered in geography aim to not only challenge students but to develop their passion for the subject too. Where appropriate, our geography curriculum gives students the opportunity to personalise their experience, this includes super curricular activities, educational trips and the choice of a NEA topic in KS5.

In geography, the importance and development of literacy skills is vital throughout the key stages. In addition to a careful selection of guided reading tasks, promotion of key geographical terms and texts studied in each key stage, additional opportunities for literacy development are provided. In KS3, students use a range of fiction and non-fiction stimuli to build on both cultural capital and literacy within the curriculum. Throughout all Key Stages, students are taught subject-specific vocabulary, which is frequently used and revisited. Oracy skills are developed through discussions, debates and presentations.

Extra-curricular opportunities in geography facilitate pupils in becoming global citizens, though enhancing transferable skills to promote personal development and prepare them for post 18 opportunities. The department runs a variety of local and international trips, external speaker opportunities and year group specific events such as "Energy Future Day". Working closely with the careers team to enhance knowledge and real-life experiences allow our students to gain an insight into geographical careers. Due to the nature of the subject, students explore examples and topics that also provide links to PSHE, such as diversity, equality, relationships and mental health.