

Geography Curriculum Intent

What the curriculum is designed to do

The curriculum for Geography aims to ensure that all pupils:

- Experience a vibrant and engaging programme of study, designed to help our pupils develop an understanding of the world in which we live.
- Are part of a curriculum that has been created to reflect our dynamic world and hopes to spark an interest in a range of current and often controversial issues including climate change, interactions between people and the environment and the rising population.
- Develop the cultural capital necessary to succeed as citizens in the 21st century.
- Are provided with transferrable knowledge, understanding and skills. This will aid them in the future when transitioning into the world of work or further education.
- Are provided with ambitious and challenging experiences through a curriculum which is inclusive of all learners.
- Have enriching opportunities outside the classroom through participation in geographical fieldwork. This enables students to experience first-hand, some of the important concepts they learn about in their lessons.

How we deliver the curriculum

- We strongly believe in teaching geography through enquiry-based learning opportunities and focus on presenting information which provokes thought, stimulates discussion and challenges misconceptions.
- Engaging resources and teaching materials intend to focus learners on key content and provide a variety of stimuli which enhances learning.
- Students have the opportunity to study a wide range of topics within both human and physical geography realms.
- All students study Geography in years 7 and 8 and have the option to choose Geography for Pre-GCSE in year 9 (with all year 9 also completing a Short Course option), and they can opt to continue to study the subject in years 10 and 11 for GCSE.
- Key Stage 3 classes have two lessons per week, with the year 9 short course having one lesson per fortnight.
- Key Stage 4 classes have 3 lessons per week throughout Year 10, and 5 lessons per fortnight in Year 11.

How we assess students

Assessments are planned to check the accuracy of knowledge, understanding and to inform future teaching. They are necessary to embed and consolidate learning with both formative assessments integrated through 'Do Now' activities and mini-plenaries, and summative assessments upon the conclusion of topics.

- For Key Stage 3 students there are three formal assessment points during the year and assessments usually consist of a combination of; multiple choice questions, content based short answer questions, geographical skills and longer case study questions.
- At GCSE there are 3 terminal exams:
 - Paper 1** – Our Natural World (encompasses all physical geography topics, including fieldwork)
 - Paper 2** – People and Society (encompasses all human geography topics, including fieldwork)
 - Paper 3** – Geographical Exploration (a synoptic paper)

How it benefits students' learning and personal development

Students have the chance to get to grips with some of the big geographical questions facing the next generation of geographers. Students will develop the skills necessary to become global citizens including critical thinking, confidence in the use of academic language, analytical competency and the ability to form and communicate their opinions through decision-making exercises. The skills, knowledge and understanding gained, makes students highly desirable by employers and further education establishments who recognise the subject for its academic 'robustness'.

Our curriculum intends to be cumulative, helping students connect a wide range of geographical ideas and themes learnt through a variety of different topics, within the 'bigger picture'. Furthermore, promoting consistent and accurate use of academic language to reflect the literary requirements at GCSE and post-16 is high on our agenda.