

Subject: Geography Curriculum staff: J Peters, J Martin, F Garland

Curriculum Intention statement:

KS3 Intention (What's the point of KS3? its purpose)		KS4 Intention (What's the point of KS4? its purpose)	
To develop a love of learning in students that extends beyond school and into the world around them.		The purpose of GCSE Geography is to engage students in the world around them and allow them to be aware of their place within it.	
KS3 Core curriculum knowledge covered		Exam (KS4) curriculum knowledge covered	
Years 7-9 give a broad and balanced curriculum that meets the National Curriculum requirement. In Year 7 students attempt to answer the question "What are the key physical and human processes on this planet?". They do this by studying Geography and Me, Our Planet, Resources and Trade, Brilliant Biomes, Fantastic UK landscapes and finally UK Coasts. In Year 8 we try to answer the question "Does humanity live sustainably with the environment?". To do this Year 8 look at Rivers Rivals, Food and Famine, Endless Energy?, Climate Change, Polar Environments and the Middle East. By Year 9 we begin to look at the global connections we have across the world. We study Global Oceans and Ocean Tectonics before moving to human geography and looking at the Global Economy and Development Disparity. We end the key stage by looking at Global Landforms and Processes followed by conducting fieldwork on our local region. All year groups are involved in either live or virtual fieldwork to enable Geography to come to life. Lessons are placed on google classroom to allow all access to the curriculum.		AQA GCSE Geography was selected as it offers students the opportunity to study both physical and human geography as well as develop geographical skills. It builds upon and is taught in a similar way to our KS3 curriculum. Paper 1 – Living with the physical environment – Natural Hazards including tectonic, weather and climate change; Ecosystems including tropical rainforests and cold environments or hot deserts; and Physical Landscapes in the UK including coastal and river landscapes. Paper 2 – Challenges in the human environment – Urban issues and challenges, the changing economic world; and the challenge of resource management. Paper 3 – Geographical Applications and skills – including a decision-making exercise based on pre-released material, analysing unseen fieldwork and their own fieldwork. All classwork is placed on Google Classroom to enable students to access it whenever they need.	
Mutually beneficial curriculum connections		Mutually beneficial curriculum connections	
Our main curriculum links are with Science and Mathematics. Statistical and graphical skills are taught in both Mathematics and Geography. Geography uses the same methods and language as Mathematics to ensure students are able to see the link between the two areas. Science covers some elements of the Geography curriculum such as weathering and erosion as well as plant and animal adaptation within differing biomes.		Our main curriculum links are with Science and Mathematics. Statistical and graphical skills are taught in both Mathematics and Geography. Geography uses the same methods and language as Mathematics to ensure students are able to see the link between the two areas. Science covers some elements of the Geography curriculum such as the structure of small scale ecosystems, biodiversity, adaptation and human interference,, the causes and effects of climate change and how to mitigate and adapt to it.	
How and where specifically this subject's curriculum contributes to the 'wider' development of learners?			
Subject Specific Skills	Wider Learning Skills	Personal Attributes support learning	Preparation for Adult Life
Cartographic Skills – introduced in Y7 and then used in all units. Atlas skills – introduced in Y7 and then used in all units. Numeracy skills including graphical and statistical skills – use of data and graphs in most units. Literacy including extended writing – introduction to command words such as explain, justify and to what extent in all units and used within assessed tasks. Linking factors Developing judgements Evaluating the importance of people/events and the world around them.	. Literacy – extended writing, reading and verbal communication Numeracy - interpreting data, graphs Decision making to form an evidence based opinion or judgement Analysing trends to achieve a reasoned outcome To work and think with independence Resilience to stick and solve problems Revision and recall skills	<u>Consolidation & mastery of skills taught at KS3:</u> Fieldwork completion – the experience and application of both Human & Physical knowledge in situ The need to exemplify geographical knowledge through case studies. Cartographic skills – OS map reading, aerial photographic analysis Atlas skills – global distributions Numeracy skills including graphical and statistical skills– use of data and graphs including types of sampling and types of data Literacy Extended writing – development of command words such as, assess, justify and to what extent in all units and used within assessment tasks Form synoptic links between paper 1 & 2	All units at KS3 start with an information sheet that places the unit of work within the context of the PoS, the context of the GCSE and the context of employment in the wider world. Specific careers are referenced throughout the course and are highlighted on the PoS

		Developing judgements based upon reasoned evidence Evaluating the importance of people/events and the world around them.	
Cultural Capital	Disciplinary Literacy	British Values	Promotes the Equality Objectives
<p>Geography visits – A local deciduous woodland in Y7 in the Brilliant Biomes unit.</p> <p>Leeds city centre and Hornsea for GCSE fieldwork</p> <p>Studying other countries – to encourage students to understand about diversity in the world and the impact that can have on them.</p> <p>Decision Making Exercises – to help students to understand that what benefits one group of people may not benefit all.</p> <p>Challenging conceptions – Are all TNC's good, do all charities benefit all, does communism really not work?</p> <p>Geography supports the development of British Values and develops young people with a knowledge of their place in the world and how they affect it and others.</p>	<p>Geography is literacy heavy with many new words being learnt every lesson. Low stakes testing to check knowledge and understanding allows students to be confident in their knowledge and understanding of vocabulary.</p> <p>Key words sheets in KS3 and key word booklets in KS 4 enable students to refer back to words when they are unsure.</p>	<p>Democracy – How is Russian rule different to the UKs.</p> <ul style="list-style-type: none"> - Respect and diversity – Who is the world made up of. - Democracy – How should the world's resources be shared and why aren't they? - Individual liberty – The impact of TNCs on child labour - Respect and diversity – Global migration and the impact of migrants on the UK 	<p>Young people are taught in mixed ability classes which means that support required by some is given to all.</p> <p>All young people are invited to take part in all activities and barriers such as funding are removed through financial support.</p>

Implementation:

- The Programme of Study and schemes of work are written in advance and use exam board case studies which are updated in line with the exam boards practice.
 - Resources are shared and saved on the G Drive.
 - Students work in two exercise books - 1 Physical Geography and 1 Human Geography.
 - Revision occurs throughout the units and includes knowledge from previous units to enable students to keep their learning warm. Small scale knowledge tests are conducted fortnightly.
- Knowledge organisers are completed and stuck in the back of student's books. For each unit a homework is set to produce revision resources such as flashcards in preparation for the final exams.
- Homework is set when required. Students are also advised to purchase the CPG revision books.
 - Exam questions are used throughout topics to assess ability. At the end of each topic a mock exam is given based on that unit. Every term an exam is given based on all their previous GCSE knowledge.
 - De-bugging of questions and model answers are completed for all topics.
 - Personalised intervention is used along with some Period 6 and therapy sessions to help challenge the more able and support the less able students.
 - Key Stage 3 is taught through the ARK Mastery programme

Measuring Impact:

- Students complete exam questions every lesson with personalised and class feedback allowing students to quickly see their mistakes and learn from them.
- In all topic's knowledge tests are used, at the end a mock exam is conducted.
- Personalised and class feedback, along with model answers, means assessments support future learning.
- Moderation and work through the NLG means assessments and marking are accurate
- Support, intervention and challenge are monitored through lesson drop-ins, book trawls, pupil voice and data analysis.
- Key Stage 3 students complete both formative assessment during the unit of study and summative assessments at the end of the year.