

Geography

Curriculum Intent: A high-quality complex and challenging geography curriculum that fascinates and inspires developing a curiosity about the world. A curriculum that equips our students with knowledge about diverse places, people, resources and natural and human environments. Allowing the students to develop and broaden their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The curriculum will deepen the students understanding of the many contemporary challenges facing the world at the beginning of the 21st century. Geographical thinking is core to the curriculum with students learning to use an enquiry approach and a range of Geographical skills to think like Geographers. This approach of knowledge and enquiry will deepen the students understanding of the many contemporary challenges facing the world at the beginning of the 21st century. Allowing them to make informed decisions helping them in their lives as knowledgeable Geographers.

How the curriculum fits in to the College's FABRIC?

Geography is integral to the College's FABRIC as we equip students with the knowledge, understanding and skills to make sense of the complex geographies of the earth. Geography is inclusive of all pupils including those with SEND who follow the same curriculum.

Focused: The Geography Department is focussed on the curriculum and its continued development. Staff are ambitious and constantly strive to refine and develop the curriculum. Regular student and staff voice as part of the QA cycle, triangulated against progress data in the REAP process. The curriculum is focussed around the four forms substantive Geographical knowledge: Locational Knowledge; Place knowledge; Environmental, Physical and Human Geography and Geographical Skills and Fieldwork, these build across the year curriculum, this is linked to the enquiry approach. Lessons and units in Year 7 and 8 use fertile questions as objectives. Students are also encouraged to ask questions to understand the geographies of the world. – Think like a Geographer!

Appropriate: The curriculum covers the National Curriculum requirements and maps the four key strands of Geographical Knowledge each year, to build cumulatively. Knowledge is recalled in both formative and summative assessment across the curriculum. Both formative and summative assessment is carefully planned to ensure all students make progress, including those with SEND. In lessons, teachers use a range of formative assessment, such as questioning, addressing misconceptions recall. Teachers provided written feedback and directed improvement time through green pen activities. Retrieval Practice is embedded in the curriculum through targeted questioning and the Geography Memory question starter. Allowing students to respond to their learning and make improvements. At the end of a unit summative assessment is used to assess the knowledge and skills of the unit. They are given specific targets and time to respond and improve their work.

Broad and balanced: The curriculum covers a broad and balanced approach to Geography ensuring the students learn about a broad range of places and peoples. While allowing students to study key aspects of the subject in depth through more detailed case studies.

Rigorous: All students, including those with SEND are challenged to access the curriculum, through quality first teaching, scaffolding and regular recall practise. The ambitious curriculum is delivered consistently but a highly qualified team, with teachers having the autonomy to adapt to the needs of their students, including those with SEND. Rigorous CPD, national and local networks, supports teachers to continue to develop both subject and pedagogical knowledge.

Integrated:

Each year covers the four forms of Geographical knowledge linked to an enquiry approach. The knowledge from the previous year/unit provides the context for the next stage of the curriculum. We begin Year 7 focussing on Geographical knowledge and developing the enquiry approach in years 8 and 9 the depth and range of Geographical knowledge increases, and the enquiries focus on increasingly challenging issues. The range of knowledge and skills studied in Year 10 and 11 is linked and directed by the AQA specification. In Year 12 and 13 critical Geographical thinking students engage with the geographical curriculum in a synoptic approach which is fostered in the Edexcel specification. Each year of the curriculum attempts to build on the knowledge and skills of the previous year. We increase the expectation levels of our students, encouraging them to derive understanding from the complexity of natural and human systems. We continue to explore a vibrant range of place contexts, to broaden minds and further enhance their underlying knowledge and understanding, confidence and engagement of the World. We further develop our student's abilities to Read and Write and Analyse like a Geographer, with the introduction of Challenging Questions designed to bridge the gap between Years 7 and 9. We continue to build on the enthusiasm and experiences of our students whilst moving them gently but with purpose forward towards the expectations of GCSE and A Level.

Coherent: there is clear intent about what our students will learn at each stage. – throughout the curriculum the students Geographers observe and seek to understand the World around them. This incorporates a range of geographical themes and utilises a range of place contexts to ensure students deepen their understanding of the World. Learning is sequenced within and between units, to enable development of knowledge, understanding and skills. Resources will be available to students in class and increasingly via the College's Teams/One Drive learning platform. The geography curriculum is developing the use of threshold/synoptic concepts as a facilitating tool to support the students structuring their learning.

How we assess learning

Key Vocabulary

<ul style="list-style-type: none"> • <i>In lessons, teachers use a range of formative assessment methods and verbal feedback to check students understanding including cold calling, recall quizzes, contributions in class discussions, peer and individual work in class. Teachers give verbal feedback to address misconceptions.</i> • <i>Each unit contains assessments, these are a range of scaffolded tasks, completed by students and marked by teachers. The end of unit assessments assesses the knowledge and skills of the unit and build Students are provided with written feedback and complete green pen work to respond to their targets. The students' assessments are stored in their assessment folder.</i> • <i>At GCSE and A level Formal assessment take place at the end of a unit and assess the key knowledge and skills from the unit, as identified by the relevant specification. These assessments are based on past exam papers.</i> 	<ul style="list-style-type: none"> • <i>Relevant tier 3 vocabulary is mapped out for teachers on the exercise book unit/content page documents.</i> • <i>Subject specific terminology incorporates:</i> • <i>Retrieval Practice (Geography Memory Questions) are used to revisit terminology.</i> • <i>Students</i> • <i>The key tier 3 vocabulary is identified on the unit overview for each unit which students stick into their exercise books.</i> • <i>Key tier 3 vocabulary glossaries have been formulated to support the A level course.</i>
<p>Enrichment</p>	<p>Careers Education prepares our students to make informed choices about their futures</p>
<p><i>Fieldwork Enquiry is a vital component of the curriculum and here is some of the fieldwork opportunities that students have undertaken recently –</i></p> <ul style="list-style-type: none"> • <i>Year 7 local onsite field work enquiry.</i> • <i>Year 7 Coastal Tourism Fieldwork Enquiry – Cromer Norfolk</i> • <i>Year 10 Coastal Management Enquiry – Cromer Norfolk</i> • <i>Year 11 Urban Regeneration Enquiry – Riverside Norwich</i> • <i>Year 12 two-day NEA enquiry – Fieldwork Academy Southwold Suffolk.</i> • <i>Year 12 four-day NEA enquiry - FSC Malham Tarn Yorkshire Dales.</i> • <i>Year 13 four day extra-curricular – Iceland Golden Circle.</i> 	<ul style="list-style-type: none"> • <i>Students understand that the geography curriculum prepares them for a broad range of careers.</i> • <i>They are introduced to a range of and make links to other subjects such as History and at A level Biology Economics and Politics</i> • <i>In Sixth form, pupils write academically by writing their independent coursework and engaging with different sets of Geographical data.</i> • <i>The curriculum was planned with consideration of the Gatsby Benchmarks</i> • <i>Enrichment opportunities are used to illustrate the real-world value of the curriculum, such as fieldwork and visiting speakers.</i>
<p>Our curriculum is underpinned by our values and are expressed through our curriculum</p>	

Pride: students are encouraged to take pride in all aspects of their work.

Passion: teachers share their passion for Geography through the ambitious curriculum and the diverse range of Places and Geographical issues

Positivity: students are taught to respond to their work and make improvements. Self-reflection is embedded into the curriculum so that all students can participate.