

Geography Curriculum Intent



The purpose of the Geography curriculum is to inspire curiosity in students, and a fascination about the world and its people. Geography provides students with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The Geography curriculum prepares students for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can 'think like geographers' and use their geographical knowledge to make sense of the world.

Our Geography curriculum, creates a climate of 'no limits learning.' It allows our students to explore the world around them and understand the world they are living in. We want to develop our students as Global Citizens, with every lesson being underpinned by the Rights of the Child. We develop student's inter-disciplinary skills through teaching a broad and rich curriculum, leading to an attitude of limitless ambitions. We unlock powerful knowledge; that takes students beyond their everyday experiences, no matter their socio-economic background. Through our curriculum, we study the interrelationship between physical and human Geography; so that students can not only see themselves and their place in our world, but also experience the lives of others at a global scale. We deliver education with character through inspiring those we teach to emanate personal responsibility and develop critical thinking skills, so that every student in every year group fosters a curiosity and interest for Geography as a lifelong learner.

What Students Should Know and Be Able To Do

Entitled to Powerful Knowledge

Our Geography curriculum meets and exceeds the requirements of the National Curriculum. It ensures that students develop a secure knowledge of a range of places, natural and human environments, with a deep understanding of the Earth's physical and human processes. The Geography curriculum ensures that all students understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject onto GCSE.

Knowledge is Diverse, Inclusive and Representative

A diverse range of places, people and environments are encountered within the curriculum which helps students to develop a broad and balanced view of the world. The curriculum ensures a fair representation of the places studied to avoid a single story narrative and to broaden pupil understanding of different people, places, and environments. For example, when studying the city of Lagos in Nigeria in Year 9, we ensure that a balanced view of the demographics of the city is shared, with some of the population being among the top richest in the world, whilst others live in informal housing, below the poverty line. It is important to us that students are exposed to the reality of the world, particularly where so much of the geography that they consume online is distorted through the lens of social media and media portrayals and bias'.

Education with Character

The curriculum provides opportunities for students to share, reflect and learn about the different lived experiences for people at a local, national, and global scale. It also engages gives multiple opportunities for students to develop their oracy through studying the big geographical debates of today and the future. For example, in their 'decision making' style lessons, students are offered three different options on a given controversial issue and have to justify their choices, using evidence and synoptic links to develop their viewpoints. This develops a fascination with place studies and allows students to take part in informed geographical conversations beyond the classroom/ curriculum. As a result, students are passionate about making sustainable decisions that are beneficial to all, both now and in the future.

How Students Acquire This Knowledge

"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."

Coherent whole

Our curriculum takes a thematic approach, where knowledge is acquired, developed over time, and finally applied to places via in-depth case studies. Regional units allow the content covered throughout a year to be revisited, therefore securing the knowledge gained over the course of a year in the context of a particular place/ region. For example, when studying the topic of 'Life in a Newly Emerging Economy', students develop an understanding of the key component elements that allow a country to develop over time, before then applying this theory to Nigeria, Russia and India.

Acquire and Apply

Prior knowledge is regularly revisited throughout the curriculum where it is built upon and applied to new contexts. The scheme of work document shows where each lesson fits within the entire curriculum and illustrates how geographical knowledge and skills are secured before moving on. An example of this is how students need to be able to understand the topic of 'development' before they can study how 'river flooding' or 'climate change impacts' can be managed in countries at differing levels of economic development. This allows students to develop their understanding through synoptic links between topics.

Adapt and improve

Adapt what is taught: Our curriculum is designed to be delivered in its entirety and where it is applicable and appropriate our curriculum is adapted to reflect our local geography.

Adapt when it is taught: If a prominent geographical issue emerges such as a natural disaster or geopolitical issue, we will 'pause' our curriculum and ensure that we teach students the facts around what is happening, so they understand the details from a non bias and purely factual and educational perspective. It is important for our students to know that our geography curriculum reaches far beyond that of the 'national curriculum,' in that we want them to be informed citizens who understand what is happening in the world around them; often in real – time.

Adapt how it is taught: Teachers amend and change curriculum resources to meet the needs of their own classes. Teachers are responsive to students learning throughout the lesson and will revisit learning not yet mastered or provide more in depth scaffolding if a student or students are finding accessing the work challenging. Challenge questions are regularly used in lessons, to encourage extended thinking and learning opportunities for the most able.

Improve: Curriculum development is an ongoing process. We work collaboratively within our department, and with our academy trust to ensure our curriculum continuously improves. Assessment is used within our curriculum, not just to check understanding and inform teachers of student gaps, but also to allow leaders to reflect on the impact our curriculum is having and assess whether it can be adapted in a way to better support students. We use sources from Geographical associations including the RGS and GA to consistently reflect on and develop our teaching of key content, themes and skills. Throughout the academic year, we constantly update our case studies to ensure that students receive an up to date geographical curriculum to further excite them about the world outside our classroom.