

# Geography Curriculum Overview

## Subject Curriculum Intent Statement

The geography curriculum facilitates opportunities to develop ambitious, critical thinkers through the study of big ideas, developing awe and wonder for the world around us, past, present and future, equipping them to become responsible citizens.

*'Informed and active future citizens need to understand how their lives are connected to others and how they impact the environments they inhabit if they are to make responsible choices for the future'*

This will be achieved in Geography through:

- A high-quality Geography curriculum helping pupils gain a coherent knowledge and understanding of the interconnected and interdependent nature of physical and human landscapes.
- Equipping students with a deep knowledge of locations and places enabling them to make clear links between social, economic, environmental, cultural and political developments.
- Building balanced arguments in relation to big questions through enquiry, using evidence and theory as the basis to assess significance and show understanding of Patterns, Processes and Change.
- Challenging lessons that provide opportunities for all students to engage with contemporary issues that allow them to identify and challenge bias by critically thinking about different viewpoints.
- Developing reflective, confident communicators through literacy, oral fluency and Geographical skills through investigating places at all scales, from personal to global.
- Preparing students for a dynamic, rapidly changing world by developing curiosity and an ability to strengthen arguments by justifying their views when reaching conclusions and making decisions.

## Geography Curriculum Offer @ SNA

### Key Stage 3 – Years 7-9

- Three periods per fortnight – all students

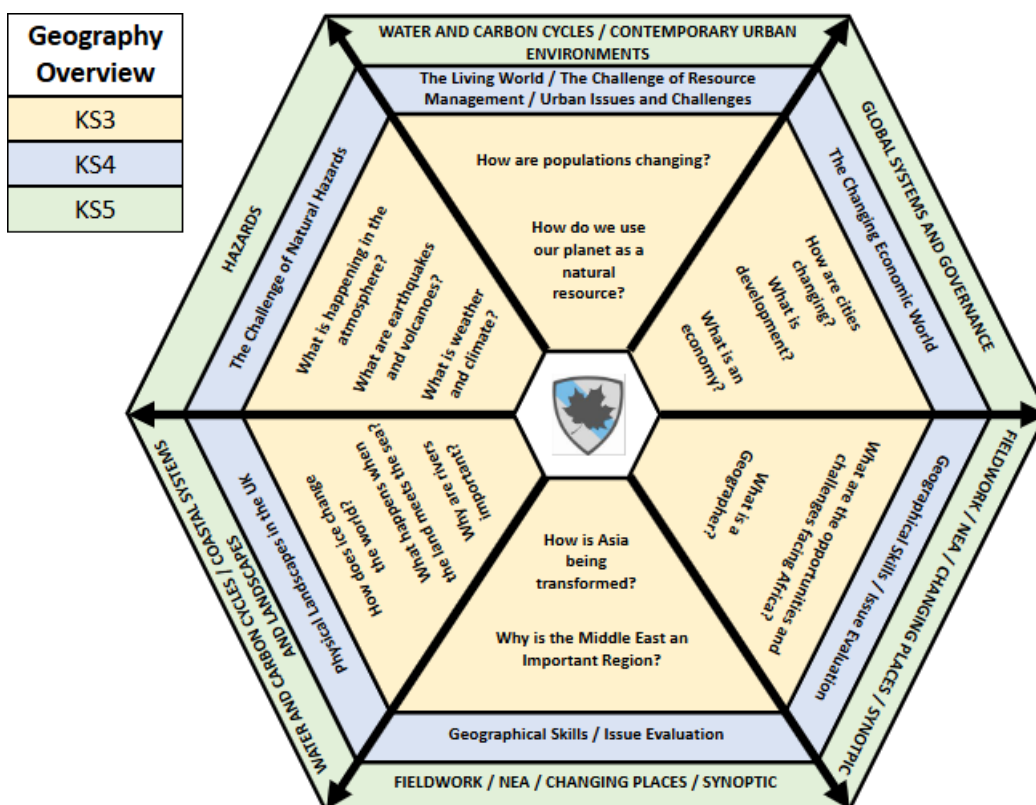
### Key Stage 4 – Years 10-11

- GCSE Geography – five periods per fortnight

### Key Stage 5 - Years 12-13

- A Level Geography – eight to ten periods per fortnight

# Geography Curriculum Map



## Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment Approach	Description	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Extended Writing	Extended writing, success criteria and teacher led feed forward feedback provided where appropriate to stimulate progress.							
Low Stakes Quizzing	Short answer / multiple choice recall questions on prior learning on variety of scales							
Map/Graph Skills	Using maps and graphs to interpret/explain data							
Explicit Analytical Skills	Analysing quantitative and qualitative sources of data and making links across different data sets.							
Fieldwork Enquiry	Using primary / secondary data to answer fieldwork hypothesis							
Summative end of unit and Full past assessments	Summative assessments are used to establish knowledge, understanding and evaluative thinking to track progress to exam assessment objectives.							
Mock exams using past papers	Past GCSE/A-level papers and exam style questions used to test how student can apply the knowledge into the exam context.							

## Cross Curricular links

Within our Geography curriculum, we offer a variety of opportunities for cross curricular links, that benefit students at all levels. Our cross curricular links are as follows;

- **Literacy** - Students write extended answers in every topic with emphasis on quality of written communication.
- **Numeracy** – Students use their numeracy skills to analyse and interpret graphical and statistical data. As the course progresses student will use more complex methods of statistical analysis to validate their own primary data.
- **PSHE/British Values** – Throughout all key stages, students are exposed to a variety of issues that increase their knowledge and understanding of sustainable development and energy issues which are key to the future of Britain, the reasons for and solutions to conflicts at local, national and global scales, what it is to be British in terms of our colonial past whilst encouraging tolerance for diversity and migration within local and wider communities, how diversity in society is closely linked to globalisation and the causes / impacts of this.

## Preparing for Life

At SNA, our Geography curriculum supports and further develops the following skills within students to prepare them for life beyond school and the world of work. These include:

- **Critical thinking:** learners are provided with a range of source material, evidence and data which are assessed and critically evaluated in order for learners to develop their own critical thinking skills.
- **ICT:** learners are given the opportunity to use IT resources to produce a range of tasks at KS5. Computer simulations and digital mapping using the industry standard ArcGIS online suite, together with mobile applications, allow learners to experience the software which has become central to geography-based careers.
- **Research:** learners are given the opportunity to conduct primary research fieldwork. Secondary research is conducted in class through the use of computing resources and the internet.
- **Data analysis:** throughout the geography curriculum, maps, diagrams, graphs and statistical data are presented including bid-rent curves, house price data, crime statistics, thematic and topographic maps, population pyramids and climate graphs. Learners have the continual opportunity to work with, draw and interpret each of these in order to prepare them for future professional applications.
- **Building relationships:** Opportunities to understand the need for good relationships at a variety of scales as well as professional co-operation are embedded in all units of study.
- **Problem solving:** opportunities to develop problem solving skills are embedded in the geography curriculum throughout the course, for example, deciding where a factory should be built in year 7 or deciding on the best solution to rapid urbanisation in year 8.
- **Teamwork:** learners are given the opportunity to work in teams with others to collect fieldwork data as well as group tasks in lessons which encourage co-operation as well as working together on group decision making tasks.

## Extra-Curricular

At KS4, we offer extra intervention sessions for students who want extra support or want to learn beyond the curriculum, which they can take into their post 16 studies, we also offer a drop in lunch time support session once a week.

At KS5, we offer extra intervention sessions for students who want extra support or want to learn beyond the curriculum, which they can take into their post 16 studies, we also offer a drop in lunch time support session once a week.