

The Quality of Education – Intent, Implementation, and Impact.

**Geography.**

Intent – what we want to achieve

The aim of our curriculum is to provide students develop enthusiasm for discovering more about the world and recognising their place within it. It provides opportunities for students to understand and appreciate by people make the decisions they do and how people respond to different human situations and natural hazards. Students become confident geographical enquirers and develop the ability to reach clear conclusions to explain their findings. The curriculum builds on knowledge from KS2 and can then be further developed at A level, for example, examining the links between rivers to water, carbon and natural systems, referring to real in-depth case studies of a UK River catchment such as the River Tweed and a Global River catchment such as the Amazon Rain forest.

To create *aspirational citizens*, our curriculum is:

- ambitious and rigorous.
- accessible for all.
- contextualised to help students see the relevance of geography.
- focused on British values and the school ASPIRE values.

To create *successful learners* our curriculum is:

- rich in knowledge and skills. For example map skills such as the use of 4 figure grid references and compass points command terms.
- carefully sequenced and scaffolded to be accessible to all Through the use of adaptive teaching strategies
- designed to prioritise reading, develop literacy and oracy skills, e.g. guided reading, skimming and inference of text.

To create *leaders and communicators* our curriculum:

- promotes effective communication.
- shows students the importance of teamwork and collaboration.
- places cultural capital, diversity and SMSC at the heart of planning.

Students have opportunities to:

- appreciate the diverse and ever-evolving nature of the world through learning about people and places that outside of their own experience, e.g. the ways of life of the rural and urban dwellers in Africa.
- reflect on their knowledge so that they can question, debate and value the world around them.

Students have opportunities to:

- express curiosity about a range of geographical concepts.
- regularly revisit and embed key concepts through retrieval practice and assessment opportunities.
- develop groupwork skills on the year 10 fieldwork visit to Malham and Skipton.

Students have opportunities to:

- articulate their views about topical issues in both human and physical geography through oral and written work.
- compare locations using an extensive range of geographical knowledge and vocabulary for example the lives of people living in North and South Korea.

Implementation – how we achieve it.

- Quality First teaching which is adapted to meet individual needs, ensuring the curriculum is accessible by all.
- Effective routine use of formative assessment to ensure student understanding and progress.
- Prioritise reading, using a range of primary and secondary texts, for example 'The Future of Geography' by Tim Marshall and 'Bloomin rainforests by Anita Ganeri, and employing strategies such as 'controlling the game' and 'choral reading'.
- Interleave content where possible to embed concepts and reinforce common themes, leading to greater depth of understanding and a more synoptic view of the curriculum.

Impact – how we know we have been successful.

- Students are confident learners and communicators.
- Students develop knowledge and skills across the curriculum and achieve well.
- Data shows that students make progress, in 2023 81.5% of students achieved grades 9-5.
- Students achieve qualifications which enable them to successfully move on to the next steps in education or employment.

SMSC Statement.

Students reflect on climate change, carbon footprints, consumerism, global impact, and individual choice. They learn about diverse cultures and ways of life. Whilst studying different countries and continents (Africa, Middle East, Asia and Russia) as part of National Curriculum Geography various cultures, social lives, spiritual and moral characteristics are studied in order that students acquire a wider understanding of the world we live in. Lessons regularly involve group tasks and discussion work, promoting the development of social skills.

Equality, Diversity and Inclusion (EDI) in the Curriculum.

The curriculum is designed to support students from all backgrounds. It includes the cultures of different people from different backgrounds and different areas of the world. We explore protected characteristics and challenges faced by diverse groups and their geographical location, for example students explore cultures who face challenges such as the influence of westernization

on tribes such as the Bedouins living in the Arabian deserts. At GCSE students review case studies such as Tanzania as part of the Resource Reliance unit and look at the lives of rural Goat farmers and the Barabaigs examining the physical and human challenges they are facing.

#### British Values in the Curriculum.

Democracy is modelled through group work where students lead activities and through debates.

Rule of Law is modelled through the *upholding* of classroom and fieldwork rules. Tolerance and respect are modelled through sharing and valuing opinions of others within topics . Individual liberty is modelled through choice of tasks and independent work

#### Careers in the Curriculum.

Fieldwork is a useful way of developing practical skills and gaining hands-on experience, which is highly valued by employers and so links are made to these transferrable skills. Students could pursue careers such as Cartographers, Environmental consultancy, GIS Specialist, Urban planning, Surveyor, Teacher, Market researcher and many more. These careers are explored as part of the curriculum.