

# DOROTHY STRINGER – GEOGRAPHY CURRICULUM INFORMATION

## **KEY STAGE 3 GEOGRAPHY**

### Intent

Our aim is to inspire a curiosity and passion about our world and its development and protection. Our teaching and learning Schemes of Work (see grid below) are designed to equip students with knowledge and understanding of the following:

- Human Geography: to include diverse places and people
- Physical Geography: to include physical processes and landscapes
- Environmental Geography: to include the interactions between human and physical geography and explore actions and solutions to environmental challenges. Specific emphasis on climate change and consumption of global resources.
- Place studies, which are embedded throughout the Key Stage 3 curriculum.
- Geographical skills: to include map skills, interpretation of a variety of imagery and fieldwork skills.

Our geography curriculum incorporates the past, present, and future of our students and our planet. Our aim is to build on the geographical knowledge, understanding and skills that students learned at Key Stage 1 and Key Stage 2 while preparing them for further studies at Key Stage 4. We believe the development of knowledge and skills is essential to academic progression and to their transition into global citizens in a dynamic and changing world.

While recognising threats to our planet, we want to encourage students to consider and engage with positive solutions to a sustainable future. We want to instil hope and empower students to bring about positive environmental and political change in the 21<sup>st</sup> century.

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Map skills</li><li>3. Coasts</li><li>4. Population &amp; urbanisation</li><li>5. Ecosystems &amp; sustainability (including off-site fieldwork)</li></ol>	<ol style="list-style-type: none"><li>1. Weather &amp; Climate (including on-site fieldwork)</li><li>2. Climate change</li><li>3. Economic activity</li><li>4. Rivers</li></ol>	<ol style="list-style-type: none"><li>1. Tectonics</li><li>2. International development &amp; inequalities</li><li>3. Glaciation</li><li>4. Global resources</li><li>5. Consumerism</li></ol>

### Progression

We have identified strands which are common to all geographical studies:

- The ability to describe places, patterns, and change.
- The ability to explain geographical processes and change.
- The ability to read maps and atlases.
- The ability to present, interpret, analyse, and evaluate data.
- The ability to express knowledge and opinions verbally and in writing.

Topics are built upon as students move through Key Stage 3. The nature of Geography means that topics are often interlinked. Topics are designed to be relevant to students lives and incorporate topical geography at a range of scales. The strands listed above, and topics are assessed at Key Stage 3 through summative and formative assessment. Assessments are standardised for year groups; therefore, students are expected to increase their marks throughout the year to show progress. The complexity of topics increases throughout KS3 and therefore so do the assessments.

## **Implementation**

- Students have 3 lessons per fortnight.
- Students follow schemes of learning of approximately 12 lessons.
- Classes are mixed ability.
- Adaptive teaching, including the modelling of tasks and scaffolding is often used in lessons to support students.
- Targeted and tiered questioning is used to check student understanding and progress, address misconceptions, and encourage deeper thinking.
- Formative and summative assessment is used by teachers to track and record progress.
- Students are provided with individualized feedback to assessments and given time to reflect and improve their answers.
- Students in Year 7 are following a new assessment pattern for 2023-24. This involves smaller and more regular assessments to better inform teachers and support student progression.
- Students in Y8 & Y9 have four formal assessments each year.
- Teachers aim to start most lessons with a do-it-now or recall and retention activity, designed to recap prior learning and engage students who may have been absent during previous lessons.
- Independent work and collaborative work is incorporated into schemes of work.
- A variety of visual images, maps, data, and video clips are used to support learning and bring the wider world into the classroom.
- Literacy skills are developed through emphasis on key words, reading of geographical literature and completion of short and long written tasks.
- Numeracy skills are developed through the manipulation of data and within map skills lessons.
- Map skills lessons are taught as a stand-alone unit of work in Year 7 and embedded throughout Years 8 and 9.
- Home learning is digital and there is a weekly drop-in with computers available for students. Positive reinforcement is used regarding completing of home learning.
- KS3 students have opportunities to conduct fieldwork on the school grounds and off-site.
- Geographical trips are offered to provide enrichment opportunities.

## **Impact**

By the end of Key Stage 3 students will have a wide understanding of the topics studied. In addition, they will have developed a variety of geographical skills which will support future studies as well as having cross-curricular links. Students will recognise the challenges facing our planet and be able to reflect upon their own contribution as a global citizen. In addition, they will be able to consider solutions to global challenges and appreciate their responsibility as a steward of our planet.

Students will have demonstrated progress throughout KS3 regarding formal assessment, however we also expect that progress will be demonstrated more holistically regarding verbal contributions to class discussions.

We are proud that many of our geography students are engaged and responsible global citizens who are passionate about building a sustainable future for their own and future generations.

## KEY STAGE 4 GEOGRAPHY

### Intent

Having developed a wide understanding of the topics studied at Key Stage 3, students are supported in widening, deepening, and applying their knowledge, understanding and geographical skills at Key Stage 4.

At GCSE we follow the WJEC Eduqas, Geography A specification. This course prioritises the application of knowledge and skills, which enables us to develop characteristics sought by employers and tertiary education providers. Students are encouraged and supported to:

- **Think creatively** by posing questions
- **Think scientifically** by collecting, recording, and analysing and evaluating data and evidence from a range of sources
- **Think independently** by applying their geographical knowledge, skills and understanding
- **Become critical and reflective thinkers** by involving them in the enquiry process.

Schemes of Learning have been purposefully designed so that students regularly return to the same locations to study different geographical concepts; this promotes an understanding of the interconnectivity of issues, while providing an opportunity to revisit previous learning. Much of the Year 10 content is largely UK based geography, widening to global issues in Year 11. The scaling of studies from local to global facilitates a gradual introduction to the complexities of the World and of countries at different stages of development.

Geography students at KS4 will deepen their knowledge of locations, places, environments, processes, the impact of change, environmental interactions and sustainable communities while developing their understanding of spheres of influence, cycles, and flows, mitigating risk and geographical futures. Students will learn about cultural, political, and social geography.

Topics studied include:

- Distinctive landscapes in the UK
- Coastal landscapes and management in the UK
- Rural-Urban links in the UK
- Regional economic development
- Global inequalities
- Urban challenges in global cities
- River landscapes & management
- Water resources
- Tectonic landscapes & management
- Extreme weather
- Climate change
- Ecosystems
- Environmental challenges
- Fieldwork enquiries

The curriculum is delivered in a way that encourages students to ask questions about the information provided to them, to conduct independent research, to interpret and evaluate information and to make decisions relevant in today's World. We believe that the key to engaging students in their geographical studies is to encourage personal and active enquiry into current and topical issues. We support students as they develop the skills necessary to conduct enquiries in the classroom and in the field.

## Implementation

- Students complete the GCSE course over a two-year period.
- Students have 5 lessons per fortnight.
- Students follow schemes of learning that range from 5 to 15 lessons.
- Students are taught in mixed ability classes.
- The dynamics of students within each class is carefully considered to promote a positive learning environment and student progress
- Adaptive teaching, including the modelling of tasks and scaffolding is often used in lessons to support students.
- Targeted and tiered questioning is used to check student understanding, address misconceptions, and encourage deeper thinking.
- Formative and summative assessment is used by teachers to track and record progress.
- Student are provided with individualized feedback to assessments and given time to reflect and improve their answers. They have tracker sheets to encourage them to reflect upon their progress.
- In addition to regular short exam questions, three mock examinations are completed over the two-year course, giving students an introduction to each of the three final exam papers. Each mock is followed by lessons in which students are given feedback and the opportunity to improve their work.
- Fieldwork is an essential part of the curriculum, with 3 fieldwork opportunities embedded into the curriculum. Although the fieldwork opportunities are in contrasting locations, the themes and methodologies are similar permitting students to reflect upon successes and failures and make improvements to their techniques. All fieldwork reinforces the geographical theory learned in the classroom.
- Mathematical, graphical, cartographic, and statistical skills are embedded within lessons, to develop learner's competence in using a range of investigative skills and approaches.
- Literacy skills are a key focus as we aim to build the levels of writing required for GCSE success. An understanding of command words, key words and sophisticated vocabulary is incorporated into lessons.
- A variety of visual images, data and video clips is used to support learning, bringing the wider world into the classroom.
- A variety of independent, paired and group work is used.
- Students are given clear guidance regarding preparation for their final GCSE exams, including a schedule of revision and resources.
- Details of GCSE geography revision books are available, and copies can be loaned from the school library.

## Impact

Students do consistently well in their final GCSE geography exams, as evidenced in the data below.

We take pride in watching our students develop into confident young geographers, both in the classroom and in the field. We are proud that many of our GCSE geography students and KS3 geography students are engaged and responsible global citizens who are active campaigners for a sustainable future.

	2017 (AQA A)	2018 (WJEC EDUQAS A)	2019 (WJEC EDUQAS A)	2020 (WJEC EDUQAS A) CAG	2021 (WJEC EDUQAS A) CAG	2022 (WJEC EDUQAS A)
<b>% Grades 7-9</b>	33.05	31.52	47.62	40.38	50	45.38
<b>% Grades 5-9</b>	65.25	72.83	79.05	73.08	77.36	79.23
<b>Progress 8</b>	+0.1	+0.54	+0.66	+1.03	+0.78	+0.47