

[Geography]

Curriculum Information



How has our curriculum been designed?

Intent

At St Augustine's, our Geography curriculum is designed to develop curiosity and fascination about the world and people at a range of scales but also to understand how this interconnects to allow young people to make sense about the places around us.

We have reviewed, evaluated and introduced topics to our Geography curriculum, underpinned by the principles of the National Curriculum, in order to ensure our curriculum is broad, engaging and prepares our students for the wider world.

We have linked concepts and ideas from A Level Geography through Key Stage 3 and 4, and throughout students' experiences of Geography at St Augustine's we aim to:

- Encourage and equip the students with the necessary skills to **'think like a geographer'**
- Provide students with the **geographical knowledge** that they need to understand how geographical issues are linked on a local, national and global basis (**scale**);
- Provide students with the means to **question** and debate the knowledge they gain, such that they have the skills to be active participants and investigators;
- Expose students to geographical **enquiry** allowing them to deepen their conceptual understanding through reasoning, interpreting data, arguing their point and undertaking fieldwork;
- Develop students' **extended curriculum opportunities** to foster a deeper understanding and love for Geography.

For this reason, our curriculum is built around rigorous, challenging and intriguing questions. Our curriculum is structured as "questions as they open out a topic rather than closing it down." (Roberts, 2013).

At various stages of the curriculum, we have clearly identified what are the end points students are aiming towards achieving and have clear success criteria so that the students know how to reach those end points.

We have developed our Geography pedagogy through the National Curriculum and Geographical Association. The use of fertile questions as the overarching questions that students are working towards answering at the end of each unit helps to build the enquiry and curiosity, we want our students to develop an understanding of the world and their local environment at their time at St Augustine's. As key concepts in Geography are not clearly defined, we have used a range of literature to help inform our conceptual choices. In addition to the literature, we have also used the A Level specification to support the development of these key concepts through Key Stages 3 and 4 in order to equip students with the knowledge and skills they would need should they choose to take Geography at A Level.

Implementation

The Geography curriculum is regularly reviewed and updated based on current research, feedback from department and student voice. The department uses centralised resources e.g. PowerPoints with recall activities on the first slide. Modelling is central to our curriculum delivery, which is supported by the use of visualisers. Visualiser activities are both teacher and student-led.

Geographical enquiries, planning and teaching are the result of ongoing continuous professional development and members of the department engage in CPD opportunities every year. This would include exam board summer exam feedback, ResearchEd conferences, and various opportunities to network with Geography teachers around the world.

Assessment in Geography as per the school policy is one formative and one summative piece per unit of work. This usually is a written piece of work and ranges from various skills in Geography for example multiple choice questioning, multiple choice recall from previous units, map skills, and extended questions which allow students to answer the fertile question. This consistent approach across Key Stage 3 has enabled students to develop effective revision techniques (e.g. the use of revision clocks) because they know the format of the assessment.

At Key Stage 4, assessment follows Edexcel B specification and is drawn from past exam questions in both short-answer and essay questions. This also enable students to be exposed to and engage with official mark schemes during Green Pen tasks.

Impact

Pupils' understanding is supported by a wide range of high-quality resources, use of the visualiser, and modelling. Checking for pupil understanding is carried out in a variety of ways. Within the classroom, teachers use strategies such as AfL questioning, cold-calling, live marking, and conversations to address misconceptions. Outside of the classroom, we utilise Forms to create questionnaires for Student Voice, which helps inform future planning of the curriculum.

To further develop pupil curiosity of the world around them, students take part in various opportunities to learn outside of the classroom. For example, we run a successful trips to places such as London Zoo for a climate change workshop, as well as entering students in the annual Antarctic flag competition as part of the extreme environments topic. In addition to this, there are two compulsory field trips at KS4, which students undertake in Year 10. One trip is to a river and the other trip helps them to understand contrasting urban landscapes.

Over the past few years, the uptake of Geography students has increased at GCSE and so have the levels of engagement at KS3. We have had successful outcomes for the past few years despite covid.

Research Links/Professional Links

[E.g. Network Hubs, Professional organisations (DATA, PSHE Association etc.), Exam Board markers, Curriculum research documents (Ofsted), subject strategies (Maths Mastery etc.) etc.]

- Membership with the Geographical Association.
 - Teaching Geography journals and Geography journal
- Curriculum research with Mark Enser (Powerful Geography and Making Every Geography Lesson Count)

- Developing an effectively-sequenced curriculum (Mary Mayatt’s Gallimaufry to Coherence)
- Huh Curriculum Conversations between subject and senior leaders by Mary Myatt and John Tomsett
- Exam board marker for Pearson Edexcel B GCSE
- OFSTED curriculum research document and online CPD

Sequencing

[Justification of what you teach, how and when you teach it, with reference to the skills and knowledge the students are to gain]

Our Geography curriculum design has been inspired by a Helix model, which allows for students to revisit concepts and knowledge across their Key Stage 3 and 4 journey. In Year 7 we begin with the place, location and scale as concepts with a unit on *What’s our place in the world?* This initiates a foundation of where our students come from, along with the ideas of location, countries, continents and where they are located around the world through space and scale. This also allows students the opportunity to get to grips with the issues and misconceptions within those areas, e.g. Amazing Africa – dangers of a single story and how not all of Africa is ‘poor’, in addition to *What is causing damage in our oceans?* which looks at concepts such as micro-plastics, sustainability and environmental impacts.

In Year 8, students learn concepts such as inequalities and interactions with place and space, building on conceptual understanding that was developed in Year 7. Students develop their enquiry skills using decision-making activities, e.g. when looking at population students have to decide what is causing the population to change on a global scale as well as specific places. This understanding is developed through case studies, e.g. China’s one child policy, which is further developed through contrasting this newly-acquired knowledge with deciding whether eating bugs (entomophagy) is the solution to the population question.

In Year 9, students build on their knowledge and conceptual understanding from Year 7 and 8 by enquiring into contrasting landscapes with hazards e.g. earthquakes and volcanoes and develop an understanding of countries with issues on managing risk e.g. Haiti and how they found it difficult to rebuild from their earthquake of 2010 compared to Japan’s earthquake in 2011. Year 9 topics are grounded in scholarship, helping link all aspects of their KS3 curriculum together with a final unit on *How are places Prisoners of Geography?* This introduces the complexities of geopolitics and the relationships between countries, so students can understand how things like land relief and nuclear technology can affect the policies made by governments.

Key Stage	Level	Qualifications	Exam Board
Key Stage Three	National Curriculum		
Key Stage Four	GCSE	Geography	Edexcel B
Key Stage Five	GCE	Geography	Edexcel