



Geography Curriculum Statement

King's Academy Binfield and King's Academy Oakwood

This document sets out the Geography curriculum that we have selected as most appropriate for our students that will support them to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage'.

Intent

In line with the Humanities department, the geography curriculum at King's Academy Binfield and Oakwood holds two key aims. Firstly, we aim to teach students to operate academically as geographers. Secondly, we want students to become participatory British and global citizens, who are able to contribute positively to their communities in a knowledgeable and effective manner.

Our geography curriculum provides a 'high quality education that inspires curiosity and fascination about the world and its peoples' Geography National Curriculum (2014).

The Geography curriculum broadens the horizons of students, encouraging them to 'DARE to be remarkable' as involved citizens within their locality, their nation and the wider world in which they inhabit.

All KAB geographers will embark on a learning journey towards...

...acquisition of powerful geographical knowledge through detail, facts, academic literature, examples and comprehensive case studies;

...anchoring a deeply connected and lasting understanding of geographical processes, causes and effects;

...autonomous thought through critically evaluating complex issues and developing succinct arguments supported by sound, balanced assessment, reasoning and judgement;

...applying geographical and cartographic skills to interpret geospatial data and create immersive and useful maps.

Concepts Framework:

To facilitate this journey, the curriculum is pinned on five core disciplinary concepts with the intent of creating an interwoven strand curriculum. Students will progress in their understanding of these concepts through encountering a range of locations, people groups, geographical processes and features, issues and challenges.

The underpinning concepts for the curriculum are as follows:

- Systems - covering a wide range of human, physical and environmental processes such as the hydrological cycle. Considering systems thinking requires students to identify inputs, outputs and stores, as well as forces that take place in both open and closed systems
- Connections - identifying causes and consequences, as well as analysing how humans constantly reshape their environment. Considering connections also requires the use of skills to identify how humans have represented space and place
- Development - focusing on quality of life and standard of living at local, national and global scales. Considering population structures, the economy and complex processes such as urbanisation and globalisation
- Challenges - assessing the challenges from human, physical and environmental geography both now and in the future. Considering possible responses and evaluating solutions to emerging issues
- Sustainability - identifying how people can act to meet the needs of the present without compromising the needs of future generations. Considering human actions, their intent and their effects.

Through building the curriculum on these concepts, students will progress in their thinking as Geographers, be able to build on previous learning experiences and be prepared to engage effectively with the world and community that they find themselves in.

Issues Approach:

Students will encounter a broad range of geographical issues at both national and global scales. The intent is to situate issues within both the student's community context and in that of a global citizen. Students are given the opportunity to reflect on, and investigate into, the Geographical challenges and issues that we are experiencing, as well as being able to explore the diversity of people and environments in the planet they inhabit. Thus students become reflective in their approach to critical decision making in geography.

Speaking and Writing Like a Geographer:

Furthermore, the geography curriculum is deliberately rich in vocabulary. We are intent on our geographers engaging in informed debate and confidently utilising subject specific vocabulary to communicate their ideas and show understanding of key processes and issues. All geographers will be exposed to quality academic writing and research, thus ensuring students gain proficiency in geographical literacy and comprehension, which leads to them gaining opportunities for success on a global stage.

Enquiry Based Learning:

Finally, the geography curriculum is built on a platform of enquiry as advocated by Margaret Roberts. Each unit of work is connected by a question arc that students will progress towards and reflect on their learning. The intent is to ensure KAG geographers are challenged to be daring, to ask the big questions, to actively engage in enquiry and seek out a deeper understanding of contemporary geographical issues at both local and global scales. In doing so, student learning is enriched with powerful and connected geographical knowledge, deep understanding and the confident application of skills.

Implementation

EYFS, KS1 and KS2

The key to fostering the students' love of learning in Geography is to provide a broad, balanced and exciting curriculum which students are eager to learn from. KAB and KAO lessons are high quality focusing on knowledge and skills stated in the National Curriculum. At KAB and KAO, we ensure that geography has a high importance given to it as this is important in enabling all children to gain 'real-life' experiences. Geography takes place termly and is embedded within a curriculum which enables cross curricular learning and links.

Lessons are planned for by the class teacher who uses the National curriculum, childrens' interests and our geography curriculum map to ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Geography topics are regularly assessed using the objectives within the curriculum map to ensure that both students and teachers have an understanding of what has been covered well and what will require additional teaching. Do now tasks used at the start of lessons will regularly link back to previous topics and vocabulary taught earlier in the academic year or in previous years.

Educational visits are an opportunity for the teachers to plan for additional geography learning outside the classroom. The children will have many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and through forest schools. Local museums will also provide an opportunity to further geography learning, as well as trips to local woods, castles and using map reading skills during residential trips (Y4 and Y6).

KS3

Students are taught for 2x 50 minute lessons every week. Throughout their lessons they will engage in enquiry led learning, with students using knowledge and thinking from a series of lessons to answer questions posed around geographical issues. Using the '5E' approach to planning, advocated by Duran (2004), students are given 'powerful knowledge', Enser (2019), which allows pupils to journey beyond their immediate experiences and interests and open up new ways of thinking about the world.

Units are sequenced so that students move through a variety of geographical contexts, moving between local, national and international studies, as well as between physical and human geographical issues. At every year of the key stage students are given the opportunity to study countries with significant differences to Britain, so that they are able to consider the core concepts in a variety of settings, as well as build a deeper understanding of their own location in Britain through contrasting these. The curriculum also values the importance of recognising emerging geographies through a 'geography in the news' as well as 'traditional' topics.

To aid with transition between KS2 and KS3, students are taught a unit on explorers, which allows them to encounter an overview of the environments which they will study across the key stage. It also enables them to see concrete examples of Geography in action, which allows them to situate their past and future learning. This unit also facilitates links across the

Humanities department, allowing students to situate their future study of History and Religion with a baseline of geographical knowledge. Cross curricular links are maintained with the Humanities and Science throughout the key stage.

Assessment is a key part of students' learning with summative assessments being built on all of the curriculum work being outlined above. Students are taught tested on key questions and concepts, while being expected to draw on key knowledge, such as case studies, to support their geographical arguments. Following summative assessments, students are given careful guidance in how to develop as a geography student. In addition, formative assessment and feedback is a crucial part of lessons, with students' being assessed through questioning, regular low stakes testing and feedback on their work.

Trips/other activities.

Along with the structure of the curriculum, the department's pedagogy is a key way in which our intent is implemented:

- Low stakes testing. To aid knowledge building, recall activities are an important part of our implementation, with students practicing regular retrieval. This allows teachers and learners to reflect on the progress being made in the classroom.
- Homework. Along a similar theme, students are given regular recall homework which develops students recall and improves their application in lessons.
- Vocabulary. Students will be taught key vocabulary and this will be revisited over time, so that their understanding of concepts and terminology can be developed. Students will also be given 'the language of the discipline' so that they can enter geographical debates.
- Opportunities. Students will be given opportunities inside and outside the classroom to experience the diversity of their planet. Teachers plan and support tasks and activities so that all groups are enriched by these experiences.

KS4

Students can choose either/both Geography and History for GCSE study as part of the EBACC study. Students who select Geography receive _____ lessons per fortnight. They continue to be taught through enquiries lead learning and key questions, which allows effective and rigorous learning of the GCSE content.

Students will study the Edexcel B GCSE qualification. The department deliberately selected an issues based qualification, as we feel this both suits the cohort of students we have at KAB and sets up students with the skills required to be both effective contributors in society and the modern workplace. It also encourages students to be active problem solvers to the geographical issues we are faced with and this is of vital importance to future society.

Alongside their study for the GCSE examination, students will be provided with plenty of opportunities to 'learn beyond the exam'. Direct links to learning at KS3 are made, as well as students being provided with further reading and watching resources. Students are given the opportunity through fieldwork to experience Geography in action.

Homeworks are used to support students' learning, as they focus around recall of material, using notes, knowledge organisers, quizzes and online platforms. In addition, they are used to consolidate students' learning through examination practice.

Impact

Learners complete the relevant key stage with a passion for Geography and a deeper understanding of their world and its inhabitants. They are able to recall key knowledge from their study and also apply it to a number of contemporary geographical debates, which is measured through both assessments and regular low stakes retrieval practice.

At the end of each key stage, students are fully equipped with the skills, knowledge and understanding they need to embark on further geographical study. They have shown progress in the geographical concepts, which is measured through a range of formative and summative assessments.

By the end of KS4, students are prepared for successful study at A Level, as well as achieving good progress in their national assessments. Students are also prepared to be involved in issues that are important to them and to create change in their society.

Finally, the department also expects to see students engaged in geographical learning outside the classroom. Whether this be through the trips offered at each key stage, external speakers, clubs or wider reading, the department will be able to see an impact in the engagement with these extra opportunities. There should be a range of groups represented in these opportunities to help all access the richness of the world around them.