



Geography Department Curriculum Statement

Intent

The Geography Department seeks to inspire in students a curiosity about the world and its people, and gain a deep understanding of the Earth's key physical and human processes. We will develop students skills to enable them to understand and ask questions about the world around them, how they are interdependent, and understand the causes of changes and impacts of change. The learning experience of students is at the forefront of planning, therefore materials are regularly reviewed, with planning of lessons building upon previous knowledge and skills gained by students. Learning is embedded and sequential to contribute to long term memory, with learning progressively more challenging. Through high quality teaching, we wish to develop excellent knowledge of where places are, and what they are like, both in Britain and the wider world. It is our intent that students should learn both inside and outside the classroom. We are committed therefore to provide opportunities to investigate and make enquiries about the local area as well as further afield. It is our intention that we will empower learners to become active independent learners who have a genuine interest in the world around them and who will develop highly marketable skills for the workplace.

Implementation

The Geography curriculum has knowledge at the heart of its design. Students are taught about locational knowledge and place knowledge, as well as human and physical geography processes such as glaciated landscapes or weather and climate, fully covering the Geography National curriculum in appropriate depth.

The Geography National Curriculum's splits into "Aims" and "Subject content". With regards to aims we fully explore contextual knowledge of key locations and ensure students understand how physical and human features are created and change. Skills too are fully met and developed during the KS3 curriculum. And embedded in later years. Geography focuses on map skills, on differing scales and using a vast range of techniques. These are subsequently delivered within lessons where appropriate; maps are discussed and used within the weather and climate and the plate tectonics modules; graphs are used regularly when looking at development and the world of work. Students come back to these skills through their course extending their skill and knowledge base.

Each year group has key vocabulary that is central to the students learning and is fully integrated into lesson planning. The frequent assessment of knowledge and skills identifies priorities for intervention or further focus, with Session 3 used for students in need of extra support, or to encourage students to further extend their learning. This ensures that students possess a solid grounding on which to support students in their summative Key Stage 4 examinations and beyond into Sixth Form.

Impact

Outcomes within the Geography department are among the best in the school, and stand out against national comparison in terms of both attainment and progress. The number of students on the A Level Geography course at Sixth Form is very positive. The department prides itself on the number of students who go on to study Geography and Environmental Sciences at prestigious universities including Oxbridge.

The department offers a wide range of enrichment activities outside the classroom. Whether that be Session 3 for Year 7 introducing them to GIS or extra support for students in their GCSE and A Level's to maximise progress. Geography students also have a number of local visits to Wilderhope Farm, Shrewsbury, Birmingham and Telford. As well exploring places further afield such as the Snowdonia National Park, North Wales Coast, East Yorkshire Coastline, Iceland, Italy and Barcelona, to give student real examples.