



## **Geography Department Curriculum Vision Statement – June 2026**

### **Vision**

At Thomas Telford, studying Geography helps students understand the world around them and their place within it. Our curriculum is designed to inspire curiosity and fascination about people, places and environments, while developing informed, responsible and independent learners who can think critically about global issues such as climate change, sustainability, inequality and globalisation. Through Geography, students develop knowledge of physical and human processes as well as a range of transferrable skills including decision-making, communication and problem-solving, all essential to interpret, question and respond to the complex challenges of the modern world.

The curriculum is underpinned by key geographical concepts including place, space, environment, interconnection and Earth systems. These concepts are revisited throughout Key Stage 3, enabling students to make connections across topics and understand the relationships between people and environments at a range of scales.

We aim to foster an inquisitive mindset by encouraging students to ask questions, evaluate evidence and consider different perspectives, while exploring both the incredible places on their local doorstep and further afield. We ensure that Geography is relevant and meaningful to students by helping them understand the real-world application of their learning and the connections between local, national and global issues, enabling them to become thoughtful, informed and engaged global citizens.

### **Action**

The Geography curriculum has been carefully sequenced to build students' knowledge from local to global environments and to deepen understanding over time. Throughout Key Stage 3, students develop core geographical skills, including map interpretation, data analysis and fieldwork, while exploring key themes such as physical processes, development, globalisation and resource management. Sustainability and climate change act as key threads throughout the curriculum, allowing students to revisit and apply these important concepts across different topics.

In Year 7, students explore weather and climate, environmental change and ecosystems, alongside key issues of development, resources and global inequalities through studies of places including India, Kenya, the USA and Africa. In Year 8, students build on this understanding through the study of major physical landscapes and processes, including rivers, coasts, glaciation and tectonics, while further developing their knowledge of human geography, including the changing importance of different world regions such as Russia, China and the Middle East.

This broad and balanced Key Stage 3 curriculum provides students with a strong grounding for progression to AQA GCSE Geography, where they develop their understanding of physical and human geography exploring topics such as *'The challenge of natural hazards'* and *'The living world'*, as well as *'Urban issues and challenges'*, *'The changing economic world'* and fieldwork. These also lay secure foundations for OCR A Level Geography, where students explore more complex geographical concepts, contemporary global issues and the dynamic relationships between people and the environment.

Teaching is knowledge-rich and often enquiry-based, with regular opportunities for students to develop geographical skills including map work, data analysis, decision-making and extended writing. Key vocabulary is explicitly taught and revisited to support students in accessing increasingly complex geographical ideas.

Lessons are designed to support learning and assessments to identify areas for further development - regular retrieval practice and opportunities for reflection, feedback and improvement are embedded throughout the curriculum. A range of assessment approaches are used to help students build confidence, secure knowledge in their long-term memory and develop independence in applying geographical skills. Through this approach, students

become more confident in communicating their ideas, interpreting evidence and making informed geographical judgements.

Fieldwork and educational visits are embedded throughout the curriculum. Students explore a range of local environments including Apley Woods, Carding Mill Valley, Shrewsbury and Telford, alongside opportunities to investigate landscapes further afield such as the Yorkshire Coast, Snowdonia National Park, the Jurassic Coast and Iceland. These experiences help students apply classroom learning to real-world contexts while developing curiosity, independence, investigative skills and a deeper understanding of the world around them.

### **Impact**

Student progress within Geography reflects the department's commitment to delivering an ambitious, engaging and carefully sequenced curriculum that enables students to develop the knowledge, skills and confidence needed to achieve well in GCSEs, for further study and life beyond school. The department are proud of the number of students who continue to study Geography and Environmental Sciences at university, including Oxbridge.

Enrichment opportunities are a key strength of the department. These range from KS3 Session 3 activities introducing GIS skills to targeted support sessions at GCSE and A Level to help maximise progress and confidence.

Students' understanding of responsibility, sustainability and global citizenship is reflected in their positive attitudes both in and beyond the classroom, as well as through their engagement with opportunities such as the Duke of Edinburgh's Award and Culture Day events.

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