

Geography Values, Vision and Intent

Intent

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.”

Sir Michael Palin

We believe geography at John of Gaunt school should inspire our students to be curious about the world they live in and ignite a natural fascination in how the world works. We want our curriculum to enthuse young people to explore natural, physical and human systems that will empower them to act as global citizens who engage with the world in a sustainable way. We intend to do this by providing our students with the opportunity to develop and utilise geography’s core skills in map work, graphicacy, data analysis and decision making. These skills are interleaved throughout all key stages.

Goal for every student

The skills, knowledge and understanding

- Location – Spatial awareness of different countries’ locations and the locations of major physical and human features.
- Place – We explore the similarities and differences between different places at a range of scales
- Biodiversity – The importance of the major biomes of the world, how life adapts to it and how we interact with those environments
- Hazards – Physical and human hazards affect people in different ways in different locations.
- Interdependence – How countries and areas are linked through the flow of goods, resources and ideas
- Resource management – How to use our planet’s resources sustainably and equally
- Sustainability – Using our planets resources without negatively affecting our planet or future generations

Fieldwork

We inspire our students by exploring geography in the field and develop skills of measuring and analysing geographical processes for ourselves, outside of the classroom. Opportunities include: At Key stage 3: a guided local walk in year 7 and a trip to Lulworth Cove in year 9.

Implemented pace

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Year 7	Map Skills	Rainforests	Rainforests/Africa	Africa/UK Landscapes	UK Human Landscapes: local area and contrasting urban areas	Physical Landscapes: river and glacial environments and upland area in the UK
Year 8	Tectonic Hazards	Tectonics/ Development	Development/ Russia	Russia and Cold Environments	Environmental Issues	China
Year 9	Weather Hazards	Population	Population	Deserts	Rivers	Coasts
Year 10	The Living World	The Living World The Challenge of Resource Management	The Challenge of Resource Management	The challenge of Resource Management Urban Issues and Challenges	Urban Issues and Challenges	Urban Issues and Challenges The Changing /Economic World Fieldwork 1
Year 11	The Changing Economic World	The Changing Economic World The Challenge of Natural Hazards	The Challenge of Natural Hazards Pre-release material	Physical Landscapes in the UK: rivers and coasts Fieldwork 2	Physical Landscapes in the UK/revision	

<p>Year 12</p>	<p>The curriculum</p> <p><i>Population and the Environment (2 hours per week)</i></p> <p><i>Changing Places (1 hour per week)</i></p> <p><i>Hazards (2 hours per week)</i></p>		<p>NEA</p> <p>Changing Places continues Fieldwork: Bristol Harbourside trip, local area trip</p> <p>Coastal Systems and Landscape: Chesil Beach</p>
<p>Year 13</p>	<p><i>NEA:</i></p> <p><i>Global Systems and Global Governance</i></p> <p><i>Coastal Systems and Landscapes</i></p>	<p><i>Water and Carbon Cycles</i></p> <p><i>Fieldwork to a local river</i></p> <p><i>Global Systems and Governance</i></p> <p>Revision</p>	

Rationale behind the curriculum:

Knowledge and understanding:

Geography at key stage 3 has been planned with full reference to the National Curriculum. The curriculum has been designed to give our students a broad a balanced curriculum. Our content is topical and links between the units are clear for example, in year 7 we study Africa, we return to this in year 8 during our China unit and explore China’s reach in Africa, followed in year 9 by exploring the features of a stage 2 DTM country such as Nigeria. A similar approach has been taken with Physical Geography for example year 7 explore the climate of the tropical rainforests, this is revisited during our Russia unit when the Arctic tundra is explored and finally in year 9 students explore the opportunities and challenges of desert environments.

Skills development:

1. **Map skills** are established at the start of the key stage despite map skills being a compulsory part of the KS2 curriculum, it is our experience that students need this as a foundation. Map skills are **interleaved** throughout their learning journey e.g.
 - a. Map skills are embedded as part of the quizzing process in year 7, 8 and 9
 - b. Map skills incorporated into the cycle 5 exploring local and contrasting urban environments in year 7
 - c. Revisited in Year 9 during the rivers and coasts unit exploring coastal landscapes
2. **Graphicacy** is developed throughout key stage 3, 4 and 5. A range of graphs and geospatial data is used. E.g. choropleth maps are developed looking at life expectancy in Trowbridge in cycle 5. Students develop proportional circles, composite graphs and climate graphs are explored in each year group.
3. **Numeracy** is developed with a focus on mean, mode, median and range.
4. **Analysis and description** of data
5. **Decision making skills:** decision making based on evidence is a vital part of Geography and is incorporated to our teaching and assessments e.g. year 7 conduct a decision-making exercise relating to shanty towns in the Africa unit

Increasing complexity follows through the key stages. For example:

- Interpretation of maps and graphs: at key stage three this starts with simple description using one source such as a choropleth map by key stage 5 students are able to interrogate data fully and look for links between multiple data sets using a range of sources
- Numeracy skills: at key stage 3 the ability to calculate ranges, total and means are developed at key stage 4 mean, mode, median and interquartile range are explored. At A level Spearman Rank and Chi squared are introduced

Impact

- Students enjoy Geography and become active, engaged global citizens
- Our learners develop the knowledge, understanding and skills to thrive on their chosen path in life.
- Assessments are done by all teachers at the same time
- GEM work based on KPIs: GEM assessments test a range of skills including
 - The ability to **describe** data from a range of sources including maps, tables and graphs
 - The ability to **calculate** solutions and make sense of raw data

- The ability to **explain/assess** geographical processes and concepts
- The ability to make **decisions** based on geographical data
- Moderation of assessment task marking during JPD session