

# Geography Values, Vision and Intent

## Intent

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 planet's 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

## 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	UK Human Landscapes: Urban areas
Year 8	Tectonic Hazards	Tectonics/ Development	Development/ Russia	Russia and Cold Environments	Environmental Issues and Oil in the Middle East	China
Year 9	Weather Hazards	Population	Population	UK Physical Landscapes	Coasts	Rivers
Year 10	Living World	Living World/resource management	Resource Management	Resource Management/urban issues	Urban Issues	Urban Issues Fieldwork 1
Year 11	Economic World	Economic World/hazards	Hazards	Physical landscapes in the UK: rivers and coasts	Physical landscapes in the UK/revision	
Year 12		<i>Population and the Environment (2 hours per week)</i> <i>Changing Places (1 hour per week)</i> <i>Fieldwork: Fieldwork to the local area</i> <i>Hazards (2 hours per week)</i>			<b>NEA</b> <b>Changing Places</b> <b>Coastal Systems and landscapes</b> <b>Fieldwork: Bristol Harbourside trip</b>	

			Fieldwork: Chesil Beach
Year 13	<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>

### Rationale behind the curriculum:

#### **Knowledge and understanding:**

The JOG Geography at key stage 3 has been planned with full reference to the National 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.

#### **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 cities in year 7
  - c. Revisited in Year 9 during the rivers and coasts unit exploring the river Tees and 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 for example during the local area unit. Students develop proportional circles, composite graphs.

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

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: a 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 level Spearman Rank and Chi squared are introduced

#### Impact

- 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