



Department Curriculum Intent: Geography

What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

Geographical skills are developed to enhance and deepen geographical thinking, enabling learners to analyse and form conclusions about a range of issues and processes that affect people, the environment and the natural landscape. Pupils should develop their geographical learning beyond the classroom, to help them make sense of the world they live in and to support the geographical knowledge, understanding and skills they have acquired in the classroom, so they can think like a geographer.

The intent of the Geography curriculum is to inspire pupils to ask questions about the world they live in, the human and physical processes that shape and change it and ultimately their role in the modern world. Places are studied, at a variety of different scales, by looking at the human and physical processes that shape and change them. The synoptic nature of the Geography curriculum provides pupils with the opportunity to become more confident in analysing information from a variety of sources to form conclusions about a range of issues and processes that affect people, the environment and the natural landscape at a variety of scales and across a range of places.

Throughout all KS, pupils are provided with the opportunity to further develop their geographical thinking and their geographical skills they began to cultivate at KS3 to deepen their geographical understanding of key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) with a higher level of independence.

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

The curriculum provides the opportunity for students to explore the world's major countries and their human and physical features in our world and allows for debate over topical issues facing our world today. The exploration of these issues develops through school and allows students to deepen their understanding of the links and the impacts between human and physical geography and their change over time. The skills developed within geography help students to analyse effectively and see that they are transferrable across subjects and real-life situations.

What specifications do we follow at KS4 and 5 and why?

The Edexcel specification provides pupils in Year 10 and 11 with the opportunity to regularly question how physical processes and human processes (social, economic and political factors) play a key role in shaping and changing places at a variety of scales and offers an issues-based approach, this specification allows students to investigate people-environment issues on a global scale, with content organised by UK and Global geography.

The aims and objectives of this chosen qualification, are to enable students to build on their Key Stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts (know geographical material)

- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real-world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments, drawing on their geographical knowledge and understanding (applying geography).

Our KS5 specification will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. At KS5, pupils continue to increasingly develop their independence in preparation for further education and later life. There is an emphasis on pupils 'thinking like a geographer' as they mature in their geographical thinking and use of geographical skills that they have fostered since KS3. They continue to extend their geographical understanding of the key concepts (place, scale, space, interdependence, human and physical processes and sustainability) underpinning geography, whilst growing in confidence making synoptic links between these.

The AQA curriculum allows pupils to continue to investigate the human and physical processes shaping a variety of places on a variety of scales in greater depth. The independence of pupils is developed through the expectation to 'read-around' the subject; research a variety of real-life examples independently; and look for opportunities to apply their deepened knowledge to their classroom learning. This will enhance pupils' ability to discuss, critically evaluate and take into further consideration the social, moral, cultural and ethical issues associated with global and individual actions over space and time. This independence also facilitates the opportunity for pupils to put their learning into practice and complete an individual fieldwork investigation through a Non-Examined Assessment (NEA), which underpins the knowledge, understanding, skills and level of independence in research required by further education and employers. These valuable transferrable skills that A Level Geography offers can be applied to their future educational and career choices, whatever they may be

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

As a department we follow all whole school policies with regards to PP first in planning, marking and seating plans.

In addition to this, we follow a literacy curriculum that is aligned to our content within all KS's. Introducing the students to a broader range of literature that is relevant to the subjects they are experiencing within the classroom.

Why do we teach the topics/schemes in the order we teach them?

Topics within geography are ordered to allow students to gain a solid grounding in key geographical skills in terms of human and physical geography. We then develop their knowledge further introducing more analytical concepts and categorisation of content into economic, environmental and social elements. Topics then allow students to gain an understanding of place, and their influence upon it.

How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?

As a department we regularly share best practice and ideas within the team. Within the department there is an examiner who shares their knowledge and resources within the team. The team also takes part in regular opportunities to collaborate with other geographers around the country through "teach meets" and social media groups.

Statement of assessment intent:

Assessments KS3

- Summative assessments at the end of each topic in the form of examinations, MS Teams Multiple choice knowledge assessments, extended writing tasks against given mark schemes (Termly)

- End of year Geography exams.

A range of AFL techniques such as class recap quizzes area also used to assess pupil learning in KS3 Geography.

Assessments KS4

- End of unit summative assessments (termly)

- Mock examination

- Exam resits for those not meeting good progress targets

A range of AFL techniques such as class recap quizzes area also used to assess pupil learning in KS4 Geography

Assessments KS5

- Termly essay assessments

- Termly topic examinations

- Mock examinations

A range of AFL techniques such as class recap quizzes area also used to assess pupil learning in KS5 Geography.