

Geography Curriculum

The Vision for all our students who study Geography (Intention)

“Geography is the subject which holds the key to our future.” – Michael Palin

Geography is challenging, motivating, topical and engaging. In our diverse society students need, more than ever before, to understand other people and cultures. The Geography department believes that geographical knowledge, concepts and skills are essential components of a broad and balanced curriculum. Geography makes a major contribution to students' physical, intellectual, social and emotional development. There are four specific aims of the Geography department at KEVI.

Firstly, students should view Geography as a fun and stimulating subject. All teachers within the department adore the study of Geography and want students to match this passion, generating an interest in Geography that will remain with them for life.

Secondly, we wish to transmit knowledge and understanding of Geography, both within the United Kingdom and of the wider world. Students should have an understanding of how the world we live in is changing and what we can do to consolidate a future fit for all.

Thirdly, it is our aim that students continuously develop life skills such as thinking, evaluating, analysing, empathizing and communicating; there are very few jobs that do not require these skills. The most important skills we wish to develop are those of thinking and communicating. The ability to think imaginatively is the most fundamental skill to develop, but in order to express ideas, students must also be able to communicate effectively; after all, it is no good having a good idea if you cannot tell anyone about it.

Finally our mission is to prepare students for the rigours of the GCSE exams. This will begin in Y7 where class based assessments will echo the wording of the examination questions. The exam process in GCSE Geography is challenging with students being asked to remember how to answer many different questions over 3 topics. We would be remiss if we did not take this into account.

Students who study Geography are well-rounded individuals, developing many transferable skills from across the curriculum. They display empathy towards others and are able to critically think about issues facing the world and apply them across a range of geographical scales. The students are able to perceive their place in the world and take the knowledge and understanding gained into the future.

Rationale (Implementation)

Geography at KEVI is taught by a hugely knowledgeable team of keen Geographers. We follow the national curriculum in years 7 and 8. At the end of Year 8 students opt to continue or drop Geography. GCSE Geography has grown in popularity in the past few years and we have multiple classes at GCSE.

From Year 7 our students are given the opportunity to sample a range of exciting topics, some you may expect and some you may not. All aspects of human and physical Geography are covered from learning about natural hazards to the geography of development. Each topic builds upon the next so that by the end of Year 8 our students have the necessary skills required to go on to take Geography at GCSE, a choice many make.

Topics in Year 7 include map skills; population; Africa; Energy; Weather and Climate Change. Each topic is covered in a half term. Students complete studies in both breadth and depth on the different topics. All topics are designed with the National Curriculum in mind. At the end of Year 7 students also have the opportunity to complete Fieldwork.

Year 8 topics also meet with National Curriculum standards and include; Ecosystems; tectonics, India, Rivers; Coasts and Globalisation. The ecosystems topic is very popular and students complete a depth study on the Amazon Rainforest. In the tectonics topic students have the chance to create their own volcanoes and the topics on rivers and coasts are also very tactile as student create their own meanders and cliffs. Again we complete fieldwork at the end of the year.

Because of the massive content delivery required in the national curriculum and the shortened KS3 due to extra content at KS4; homework projects are used to increase the student's geographical capabilities. Each project lasts a half term, just like the taught content. Projects are completed on Glaciation; Geology; Tourism; Hot Deserts; Development and numerous depth studies on countries including Japan, Australia, USA, Russia and the area of the Middle East.

KS4 exam courses

At GCSE we currently follow the WJEC Eduqas B GCSE syllabus. This uses the skills previously developed at Key Stage 3 and builds on them. The course follows several themes, such as changing places – changing economies; changing environments and environmental challenges. There are many fieldwork opportunities, both locally and further afield. Students will have the chance to produce investigations around Stafford and Birmingham. We believe that fieldwork is vital and allows our students the opportunity to explore in detail something they may not otherwise have the chance to see.

Topics covered in Changing Places Changing Economies include urban expansion and counter urbanisation including the short term and long term impacts on the UK; shopping habits of the UK and the impacts on the high street as well as development issues across the world. Students complete comparison studies between NIC and HIC cities of Paris and Mumbai.

The topic Changing Environments focuses on weather; climate change; rivers and coasts. The topic focuses on theory but then applies to the wider world and issues such as flooding and changing weather patterns are studied especially the effects they are having on the UK.

Environmental Challenges compares ecosystems of semi-arid grasslands to rainforests in terms of climate and biodiversity. Students also study the terrible impacts humans have had on these precious biomes and what can be done to try and fix them. Students also learn about water issues both in the UK and the world as well as the growing threat of desertification.

There is support at both ends of the academic spectrum for the subject. Students who struggle to achieve are offered extra support from staff in the form of targeted planning and questioning, 1:1 support and revisions sessions.

SMSC

The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually. For example, when looking at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed, whilst the study of population gives students an appreciation of the world around them. The study of population and globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Throughout, topics like this enable students to reflect and share their own experiences and the diverse nature of our classes really enhances discussion and debate in this area.

Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. For example when considering physical topics such as rivers, flooding and coasts consideration is given to how much these issues that arise are man-made and is because of exploitation. Similarly in the development topics, debate centres on the role of humans and how ethical our actions are. For example the allocation of aid, exploitative tourism and other moral issues that occur in LIC's and HIC's are topic areas for debate. Geography allows students to see and explore consequences of mismanagement, and also to look at the situations from different points of view. Debates allocate students different roles in decision making processes which help develop empathy and appreciate the opinions of others.

Social development is a focus in Geography and looks to enhance and develop students throughout KS3. Peer assessment and feedback further enhance student's social skills. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict.

Throughout Key Stage 3 Geography looks at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result. Work within the subject allows them to express their opinions and communicate their knowledge in varied

ways, including artistic forms such as the creation of their own volcanoes and empathy work linked to natural disasters. Within Human Geography in particular the topics lend themselves to exploration of their own identities and others.

By studying Geography pupils will have the opportunity to have created opinions on human rights nationally and in the wider world. This is done through such topics as 'development' and 'trade'. Students will have been given an awareness of their place in the world when looking at LIC and HIC case studies. Also through the topics of 'population' and 'Africa' they will have had the opportunity to investigate multiculturalism and the roles of such international bodies as the UN and EU. All pupils investigate different citizenship themes within Geography; they partake in group work and discussion. They all have the opportunity to express their own views and are taught to respect the views of their peers. They reach balanced conclusions which will have looked both sides of specific arguments.

British Values

We want to create and enforce a clear and rigorous expectation on all students to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is done through the schemes of work which include topics and themes on how different cultures live and work throughout the world; for example in China, and Indian health and safety policy. Students investigate the issues created by man that are causing crisis and what can be done legally to stop this. Topics on Development and Globalisation highlight to pupils how such British values do not always transmit across the whole world.

Concept of cultural capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

This is done through Geography teaching in a number of ways:

- School Environment Survey – awareness of own impact on the environment others share, development of enquiry thinking skills
- Tectonics – links made between social mobility and the level of risk experienced from tectonic hazards.
- Development – awareness of correct, healthy choices needing to be made for countries to achieve food security.
- Weather – analysis of personal risk factors and exposure to extreme weather and tectonics.
- Urban Futures – awareness of social structures in place in urban areas, hierarchies of access to services
- Rivers and Flooding – awareness of development differences and responses to disasters, development of ethical viewpoint
- Population– forming personal viewpoint on the positives and negatives of migration & population growth.
- Ecosystems – awareness of different cultures / societies viewpoints on conservation & environmental issues.
- Fieldwork - various

Cross-curricular opportunities, literacy and numeracy

Geography at KEVI ensures that all students have the opportunity to develop the highest levels of literacy. High levels of literacy help provide the foundations for students to become life-long learners and socially responsible members of society.

We seek to develop our students' skills and help them to engage with reading and writing. In addition to reading and writing, we also believe that literacy helps develop effective speaking and

listening skills and enables students to use language in order to become independent learners, thinkers and communicators.

We do this by a range of strategies (this is not an exhaustive list:

- Key word recognition activities
- Paragraph prompts
- Display key words so all can see them.
- Model sentences and answers to show the meanings of words.
- Mind maps
- Rephrase a question and simplify the language if necessary.
- Use audio learning strategies e.g. podcasts.
- Cloze activities help develop vocabulary.
- writing mats
- Use visual images to support language.
- Collate advantages and disadvantages in a table using key terms and then use connectives to construct sentences.
- Invisible questions: pupils given answers and they construct possible questions.
- Evaluation of data and information processing
- Writing for purpose
- Skimming and scanning
- Source evaluation
- Question stems e.g. describe, explain, analyse

Numeracy like Literacy has great importance within Geography; High levels of numeracy help provide the foundations for students to become life-long learners and socially responsible members of society. We seek to develop our students' skills and help them to engage with figures and quantities. In addition to basic maths. This is done by:

- Estimation and rounding
 - Distance calculation on maps
- Number and number processes
 - Grid references
 - Population percentages
- Fractions, decimal fractions and percentages
 - Population percentages
 - Development statistics
- Money
 - GDP
 - PPP
 - GNP
 - HDI
 - \$
- Time
 - Compass points
 - Development of countries over time
 - Development of population over time
- Measurement
 - Map distances
- Data and analysis
 - Graphs
 - Maps
 - Tables
 - Figures
- Ideas of chance and uncertainty
 - Speculation at development statistics
 - Speculation at population statistics

Other Cross Curricular Links include links to History when covering topics on urbanisation and empire and Colonialism impacts; science when looking at weather. Life matters when looking at development. Links to RE when looking at world faith and cultures. Links to DT when looking at topics on energy and globalisation e.g. internet.

Careers (Gatsby benchmark 4 coverage)

- Guest speaker and Fieldwork co-ordinators discuss their personal career progression with the students
- Students are informed of potential jobs that link into topics being delivered e.g. Weather – meteorologist; Flooding – environment agency; Tectonics – volcanologist etc.
- Climate activism, Travel and Tourism, TV travel journalists, geologists.
- Environmental health

We are proud of our students and their success (Impact):

Key Stage 4

	2017	2018	2019
Percentage of students achieving 4+ in Geography	70.2% A*-C	49%	60.7%
Percentage of students achieving 5+ in Geography		37%	39.3%
Percentage of students achieving 7+ in Geography	24.6% A*/A	7%	14.3%
Average P8 for Geography			