Geography

Newent Community School and Sixth Form Centre

Whole School Curriculum INTENT

Our curriculum aims are underpinned by our values:
Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

Our intent is to provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment by:

- **Inspiring in our students a curiosity and fascination about the world and its people** that will remain with them for the rest of their lives. This means providing a spiral curriculum that builds on key geographical knowledge and skills throughout their school life and beyond as determined by the national curriculum at KS3 and OCR b specification at KS4 and OCR specification at KS5.

- **To develop contextual knowledge of the location of globally significant places**. Each year group has a different continent and country to explore as well as a variety of distinctive landscapes from around the world.

- **To understand the processes that give rise to key physical and human geographical features of the world** ie the 'what, the how and the why' of the physical and human world around us.

- **To enable students to develop their geographical skills,** especially those that are transferrable across subjects and useful in their future; particularly literacy, numeracy and graphicacy, whether it is through research, collection of data (including from fieldwork), analysis, problem solving and communicating in a variety of different ways.

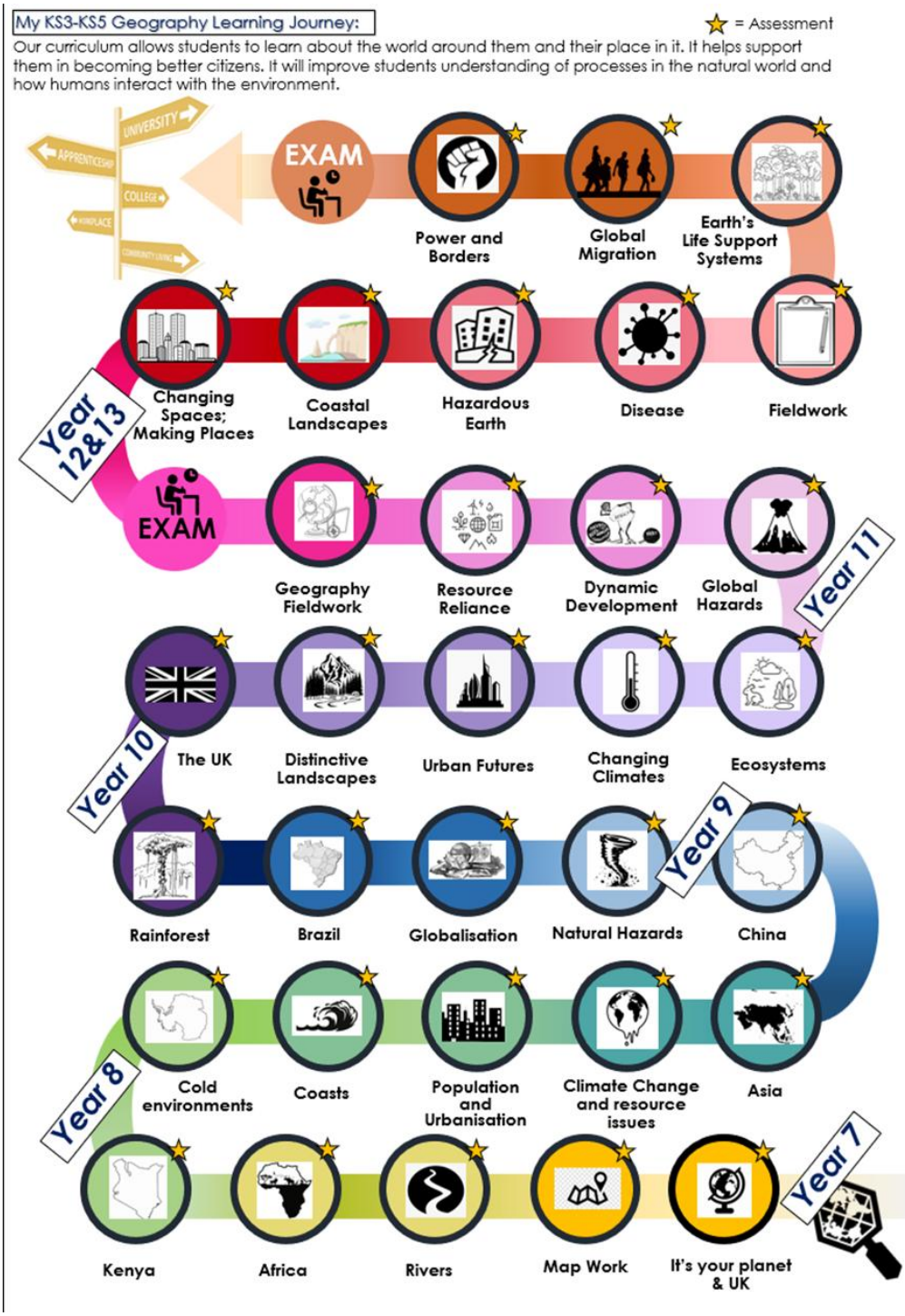
- **To deliver high quality geography teaching, our aim is to ensure that teachers have:**
  - A deep knowledge of the topics that they are teaching (and to support those that are non-specialists)
  - An excellent understanding in the varying abilities of the students that they teach
  - A variety of pedagogical and metacognitional strategies that are adapted to best support every student so that no student is left behind.

At Newent, it is our intention to teach Geography in alignment with our core HEART values.

Whole School Curriculum IMPLEMENTATION

We enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by:

- The Geography curriculum follows a spiral approach and has been carefully sequenced around the key concepts of space, place, environment, processes and scale (as per the NC).



- We use the baseline assessment, at the start of Year 7, to assess the varied students' starting points and this helps us to know any major gaps from KS2 so that all students have a more solid foundation to build on their geographical knowledge successfully. The key ideas and skills are visited frequently but are built upon through so that there is progression throughout the key stages to allow deeper understanding of the topics and to also promote the learners' confidence when exposed to more complex content and unfamiliar contexts. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.
- Human and physical topics are equally weighted, so students have a variety of topics to study to engage and inspire their curiosity. Each topic should not be seen in isolation but there are common threads that work together so that students can see the synoptic links.
- A major component of the curriculum is to develop fieldwork skills; we are currently looking at creating opportunities for key stage 3 students to engage in fieldtrips. After all, there is no substitute for experiencing the world first-hand.
    - *At KS3, the curriculum has been designed to ensure environmental enquiries have been built in from Yr 7 (impacts on flooding) Yr 8 (Tunstall) Yr 9 (Nepal earthquake) so that students have the opportunity to develop some of these investigational skills, ready for the next phase of their learning journey.*
    - *At KS4, there are two fieldwork opportunities which allows for the 5 stages of fieldwork to take place. In Yr10, students complete an urban study to see whether Newent is thriving or declining based on their primary data collection. In Y11, we visit the Blackpool Brook and complete a river study comparing our results to the Bradshaw Model so that students can witness how and why rivers shape the landscape.*
    - *At KS5, we travel to Aberystwyth (with students from the Biology A Level group) and run through 2 separate studies of a human and physical nature which enables students to formulate their own titles, identifying their own sequence of investigation and communicating their ideas effectively and present their arguments clearly which are well evidenced and informed conclusions with minimal input from the teachers.*
- Each lesson: The 3 pillars of NCS have been included in each lesson: What? Why? How? Activating prior learning and consolidation tasks. A variety of resources and tasks are included in each lesson; teachers have the same lesson content to cover but are allowed to experiment, adapt and try different ways of teaching that include their own interests and to also suit their own group of students. We regularly discuss how lessons/topics can be updated to keep the subject relevant and interesting. A OneDrive folder has been set up with all lessons, which is particularly helpful to non-specialists.
- Assessments, both formal and informal, have been included in each SOW to assess the students' understanding at different levels, whether during/at the end of each lesson, at the end of the SOW or at the end of the year in the formal exams. Assessment criteria and mark schemes are shared with students so that they know what they need to do to improve. Reflection time has been built into each lesson/after an assessment so that students can see what level they are at and what next steps they need to put into place to reach their goal.
- The physical learning environment is crucial in Geography. Maps of different scales and photos of different places are on display for all students to access. The learning environment is also maintained by routines to ensure high quality provision of the planned curriculum.

<u>Cross-curricular skills</u>

- We regularly include teaching skills that are transferrable across subjects and that are useful in students' futures; particularly literacy, numeracy and graphicacy and communicating in different ways.
    - ***Strengthening literacy:*** *Geographical vocabulary, knowledge, understanding and skills all develop and evolve throughout each key stage. Key words are an important feature of each lesson; gaining an understanding of it, using it effectively in their work and revisiting it on a regular basis.*

- ***Numeracy skills*** *are also incredibly important, especially at GCSE where the OCR b spec insists on a high % of numeracy and graphicacy techniques.*

Support students' spiritual, moral, social and cultural development by

- Helping students to have a greater understanding of their place in the world and their rights and responsibilities to other people and encouraging an acceptance that other people have different faiths, beliefs and opinions.
- Recognising and upholding British Values through their behaviour in the classroom/fieldtrips and the topics we study.
- Encouraging spiritual development through providing opportunities for students to reflect upon the beautiful landscapes and environments we study.
- Understanding the consequences of our actions as well as our collective responsibility to ensure that the planet's future is better; SEE sustainability.
- Moral issues are a vital part of many of the topics covered in Geography eg 'fast' fashion and immigration.

Support students' physical development and responsibility for their own health, and enable them to be active by

- Teaching health through a variety of topics eg development and poverty.
- Including a variety of case studies where mental health is explained in relation to natural disasters.
- Including a variety of case studies where the study of health is implicit within the teaching and learning, such as the spread of cholera after the Haiti 2010 earthquake (health geography is taught as an isolated topic 'Disease Dilemmas' at A Level).
- We have built in some tasks in the classroom that enable students to move around – carousel as well as going on fieldtrips – walking into town.

Promote a positive attitude towards learning by

- Being enthusiastic teachers who are passionate about the subject so that the students come into the classroom wanting to learn and thereby increasing motivation, wanting to get involved in the lesson/learning and helping to be more resilient when they come across challenges and setbacks.
- Showing students, that as teachers, we are continually learning and wanting to know more, sharing experiences with the class to help contextualise the content being discussed.
- Issuing housepoints every lesson and praise certificates every term as well as parent/carer phonecalls to those that are successful learners.
- Introducing more trips to engage and inspire.

Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by

- Modelling the behaviour we expect to see and demonstrate in all aspects of life, that each and every child deserves the opportunity to succeed, irrespective of who they are and the background they have.
- Embedding the importance of equality, diversity, and inclusion in Geography lessons as well as in SMSC and PSHE lessons.
- Having a responsibility to prepare the whole child, knowing who they are and what their lived experiences and not just focusing on the academic side.
- Responding to and challenging cases of discrimination eg racism.
- Adapting our teaching so that the curriculum supports and challenges all students to achieve their best.

Have a high academic/vocational/technical ambition for all students by

- Giving students the social skills and experiences that will prepare them for adulthood and employment by demonstrating how to communicate and interact, both verbally and non-verbally, through gestures and body language in an appropriate way. Developing skills in resilience, communication, teamwork, punctuality, empathy, conflict resolution and patience.
- Teachers to offer insights into different pathways to careers using knowledge of UNIFROG and our own lived experience to prepare students for their next steps.

Equip students with the knowledge and cultural capital they need to succeed in life by

- We enable students that haven't travelled widely, to get a flavour of places both local, regional and global so that they have a wider understanding of what other people's cultures are like and, therefore, have a greater appreciation of what life is like in other parts of the world.
- Teaching different skills in order for students to use this in later life.

Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals by

- Choosing an exam board that includes interesting topics to engage and motivate. Choosing A level options to suit the teachers' strengths.
- Choosing KS3 topics that will interest and motivate the students to take an interest in world affairs.
- Year 9 subject choices reflect those that are going onto study at GCSE but those that are not taking their studies further, have cross curricular relevance especially to core subjects like Maths and Science eg skills.

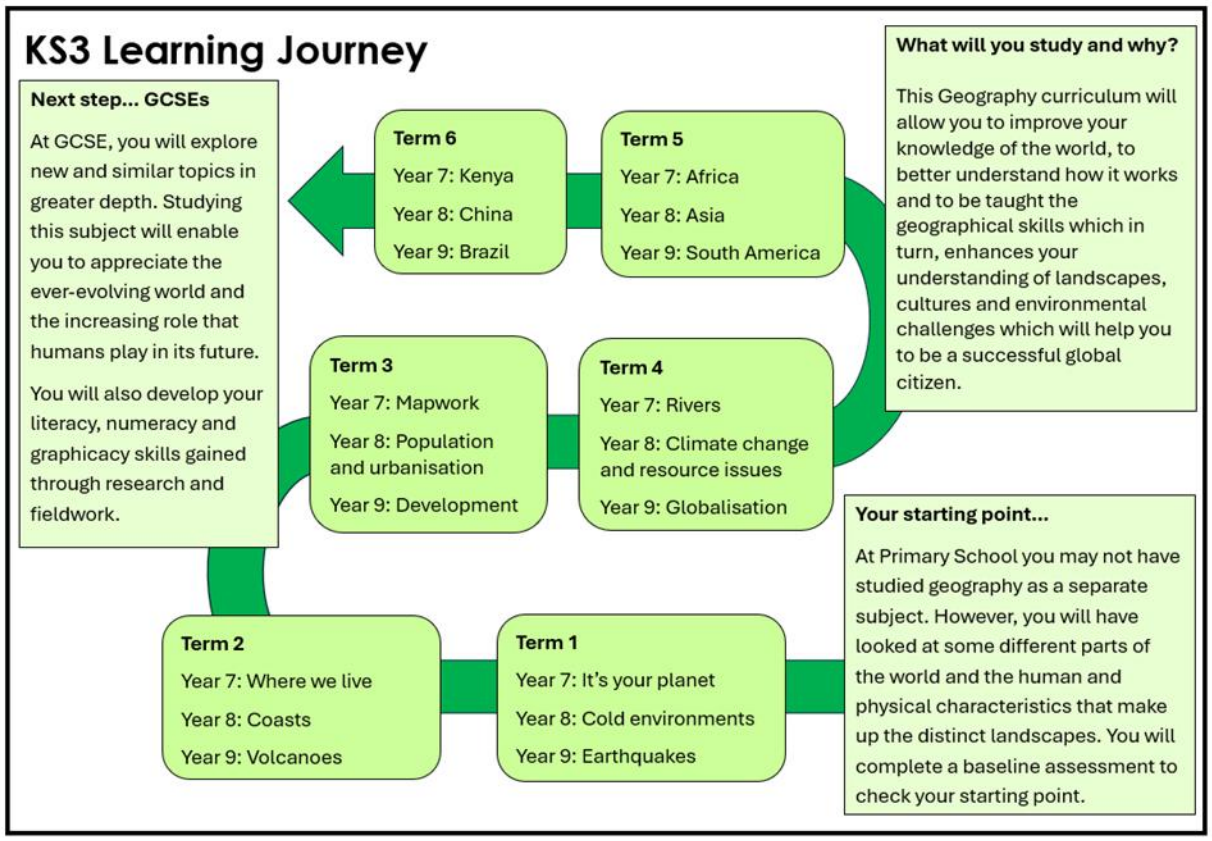
Provide a broad curriculum ensuring all students are able to access the English Baccalaureate by

- Showing students how relevant and valuable the subject is by providing a structured and well-planned curriculum which develops the key ideas and geographical knowledge throughout the key stages (see spiral curriculum).
- We have actively promoted Geography GCSE and have had consistently high numbers of students that have taken the subject over many years and also at A level, with many going on to study at degree level.

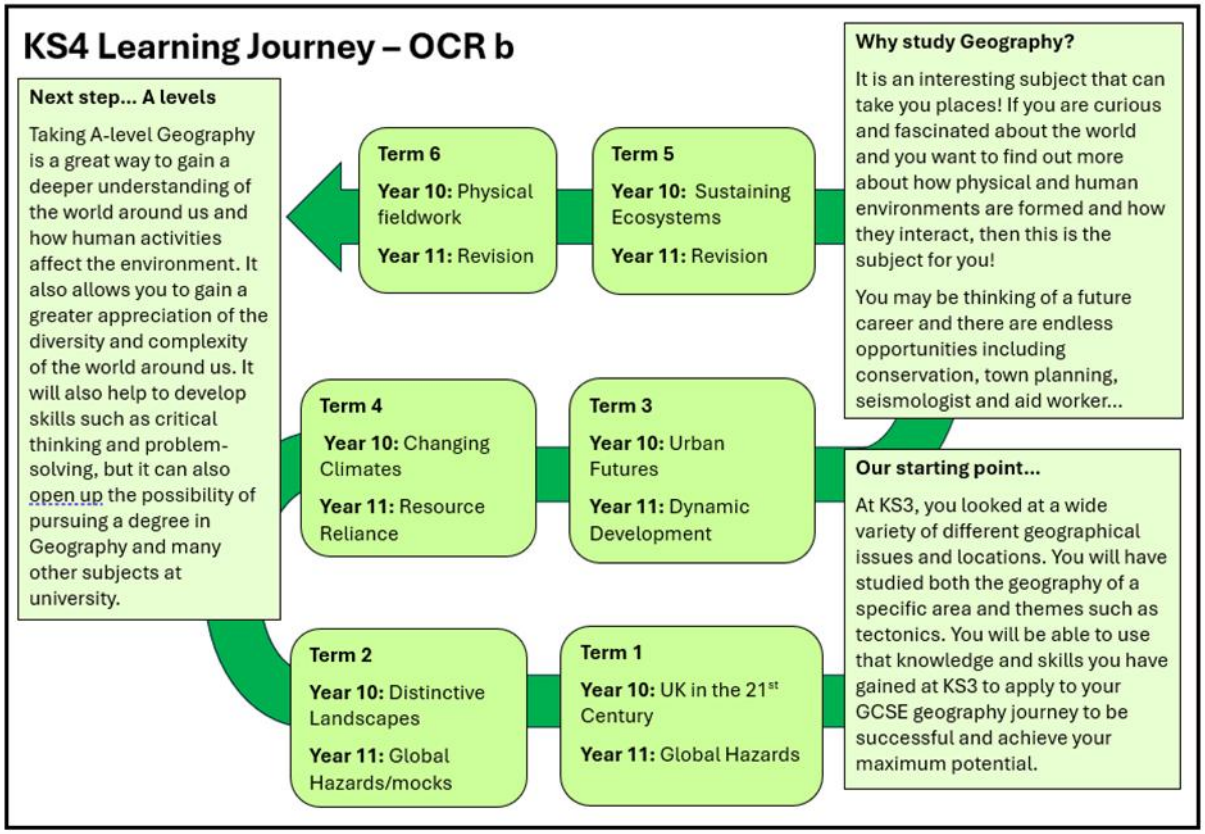
Develop students' independent learning skills and resilience, to equip them for further/higher education and employment by

- Getting students to think hard about new ideas by linking to previous experiences/recall on work already carried out in order to progress and apply what they have learnt in different contexts.
- Working on techniques to help with their long-term memory and give students repeated opportunities to practise new ideas, concepts and skills.
- Providing guidance and support but then encouraging more independent thinking and problem solving.
- Providing positive encouragement and a safe environment where mistakes can be made and resilience developed.
- Encouragement of extra reading.

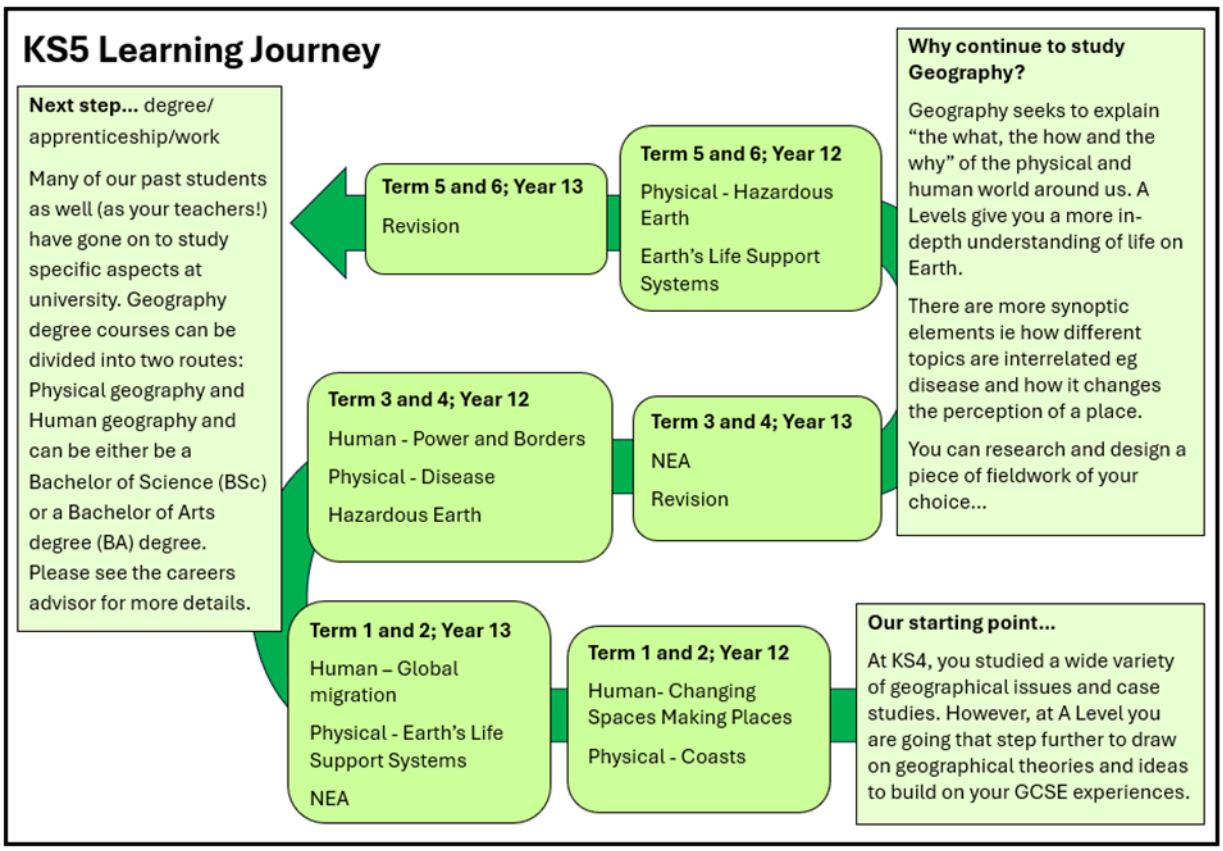
KS3 We have recently reviewed (Dec 2024) and tweaked our KS3 SOW with reference to other schools' learning journeys to ensure a broad and balanced curriculum.



KS4 We are changing to AQA due to the change in the focus of the exam content and the wordiness of exam questions. Here is the current learning journey for OCR b.



KS5



ASSESSMENT

In Geography we assess students by

- Assessments, both formal and informal, have been included in each SOW to assess the students' understanding at different levels, whether during/at the end of each lesson, at the end of the SOW or at the end of the year in the formal exams. Assessment criteria and mark schemes are shared with students so that they know what they need to do to improve. Reflection time has been built into each lesson/after an assessment so that students can see what level they are at and what next steps they need to put into place to reach their goal.

HOME LEARNING

We support home learning by

- Adding on lessons to Satchelone to ensure that students that are absent can catch up on any work missed.
- KS3; homework is set every other week. Tasks strengthen research skills and fact finding as well as consolidating what has been learnt in the lessons.
- KS4; homework is set every week and consists of completing glossaries, practice questions, longer exam questions, practising skills eg analysing different types of graph eg dispersion graphs.

HOW PARENTS CARERS CAN ASSIST AT HOME

You can assist at home by

- Ordering a revision guide (if KS4/KS5) (and textbook if useful)
- Checking what students have learnt in lessons by using the resources on Satchelone.
- Checking homework tasks have been completed and to a satisfactory standard.
- Helping with revision tasks eg testing students' knowledge.