



## GEOGRAPHY CURRICULUM STATEMENT

*"You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools."*

**Michael Palin**



### Our Curriculum Intent

In Geography at Broughton, we want to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our aim is to provide a rich and knowledge-based Geography curriculum which allows our pupils to have an improved knowledge of the world, a better understanding of how it works and the geographical skills to support their understanding. **Ultimately, we want our pupils to be thoughtful global citizens, understand what is going on around them and understand how they can choose to make a difference.** This echoes the *school's aim to provide an education and curriculum which achieves outstanding outcomes for all.*

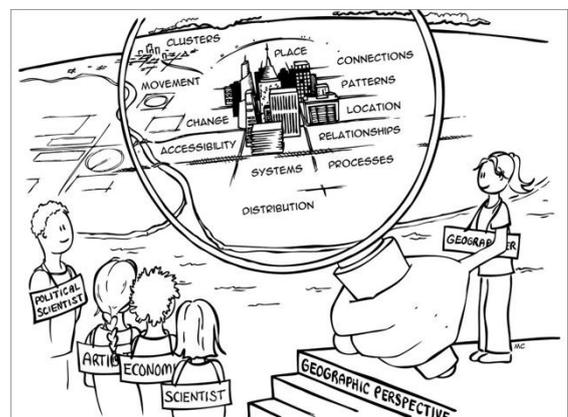
Through the framework of the 2014 National Curriculum:

#### Geography should enable pupils to:

- Learn the processes that change the physical world around them and the resulting landforms.
- Learn how people make space into places and how we organise space and society.
- Learn how we make sense of others and ourselves in our locality, country and the world.
- Learn about the connections between the human and the physical worlds.

#### Geography aims to help pupils to:

- Understand their position in the world.
- Understand their rights and responsibilities as a global citizen.
- Look at the world through different "lenses".
- Acquire knowledge and skills through experiences such as fieldwork which will serve to boost Cultural Capital. For example, Year 10 investigate the impacts of regeneration on the Paradise Street area (Liverpool ONE) of Liverpool. Pupils conduct several primary data collection methods such as questionnaires and environmental quality surveys. They also collect



secondary data in the form of historical photographs, census returns and old maps. This allows the pupils to gain knowledge of the UK's maritime past, industrialisation and subsequent deindustrialisation. Y11 visit the River Wyre, Lancashire to complete a river study. Pupils collect primary data from the river such as channel width, depth and velocity. We follow the course of the river so that pupils can witness how



rivers shape the landscape and people of the UK. Both experiences allow pupils to develop their sense of place.

In Geography we want to inspire, excite and engage all pupils irrespective of SEND, prior attainment or disadvantage. As a strong academic EBacc subject, there is an opportunity for **all** pupils to study the subject at GCSE. In 2021, 61% of the Y9 cohort opted to take GCSE Geography. Through a coherent, well-planned and carefully sequenced scheme of work, **all** pupils have the opportunity to learn more about the world in which they live. *We aim to provide an education and curriculum which achieves outstanding outcomes for all.*

## Implementation

Our curriculum intentions are delivered by routine, high quality pedagogical techniques.

From September 2020, Year 7 pupils will receive 2 hours of discrete Geography lessons a week. In Years 8 and 9, pupils receive 4 hours of Geography over a three-week timetable. These are discrete lessons of Geography and not a mixture of the Humanities' subjects.

Currently, all GCSE classes are taught by subject specialists and either have 2 hours a week in Y10 and 3 hours a week in Y11 or vice versa. From September 2021, one non-specialist will teach KS3 Geography in Year 7 and Year 8. This member of staff will be well-supported through guidance and resources.

The Geography curriculum follows a spiral approach with geographical language, skills, understanding and application ever evolving and developing over time. We have decided to begin with two topics- *Where are we?* and *Map Skills* as the Y7 baseline clearly shows a lack of general geographical knowledge across the year group and it is apparent across school. The whole purpose of these units is to ensure all of the basics such as- *What is our own country called? What is a continent?* are covered and are practised so all pupils have a more solid foundation to build their geographical knowledge successfully. These are perhaps the most important threshold concepts in geography and without secure knowledge, pupils will struggle to progress.

Our spiral curriculum will ensure that threshold concepts are taught early and revisited frequently.

Human and Physical Geography are as equally weighted as possible and pupils are to develop learning from both sides of the discipline. This is applied through KS3 and GCSE to provide over time a varied and balanced curriculum.

We understand the tension between wanting pupils to have an in-depth understanding of given examples or a broad knowledge of different places around the world, but if we focus on the latter, we risk creating poor geographers. By returning to the same location in different contexts, we allow for retrieval practice to strengthen recall. We have included a limited number of case studies at KS3 that we do not study at GCSE, as we believe they provide the pupils with a different perspective and comparison of an event that they are very unlikely to have first-hand experience of. For example, studying Hurricane Katrina in Year 7 allows pupils to contrast the effects in, and responses of, the Philippines when Typhoon Haiyan struck.

The topics in Year 9 need more maturity than those in Years 7 and 8, as we will be covering topics such as birth and death rates which will discuss methods of contraception and other methods of population control. Furthermore, the fertile questions posed in Year 9, require foundations provided earlier in the curriculum. Our curriculum planning ensures geographical vocabulary, knowledge, understanding and skills all develop and evolve throughout both KS3 and KS4.

In order to support our pupils and ensure they make good progress, tier 3 subject knowledge as well as tier 2 language is explicitly modelled by teachers. Pupils are expected to use correct geographical terminology in both their written and verbal answers. Knowledge organisers and bespoke GCSE revision booklets contain vocabulary lists and the learning and testing of vocabulary is a routine part of Geography lessons in both KS3 and GCSE. Our GCSE revision booklets have a vocabulary checklists which parents are encouraged to us to test their children.



Booklets are now used across KS3 and GCSE. All booklets follow a template to reduce the cognitive load for pupils. Resources included in the booklets have been selected due their value and their efficiency in illustrating ideas/ learning. All pupils are now encouraged to annotate their resources- a key Geographical skill. This allows a greater depth of understanding to be reached as it encourages pupils to observe and analyse the space in a way that they may not have done before. For example, recognising the height of high tide from the wave cut notch at the base of a cliff.

All booklets, both at KS3 and GCSE, include personal learning checklists and vocabulary lists. GCSE booklets have the AQA specification on the front and KS3 booklets have a journey map of the individual topic. The curriculum has been designed to allow all pupils to know the narrative of the topics and scaffolding to ensure all pupils can achieve highly.

Teachers regularly talk about books they have read which support the curriculum with pupils. KS3 booklets regularly included guided reading tasks. For e.g., Y8 climate change includes an article from the *National Geographic* about how British tourism may flourish as climate change increases global temperatures. At GCSE, passages from books such as *Disaster by Choice* by Ilan Kelman are included in booklets and read and discussed by classes.

**In short, reading is an important part of the Geography curriculum.**

The vast array of case study knowledge and geographical understanding that forms part of a strong Geography curriculum, is frequently revisited in order to strengthen recall and develop synoptic links. Our GCSE revision guides for papers 1 and 2 both have a series of very detail-specific question sets for each case study. Pupils are able to fold over the answers so they can self-assess; furthermore, the provision of the answers allow for peer or parental testing. Frequent 'low stakes testing' also routinely takes place in Geography lessons in both KS3 and GCSE.

All Geography lessons are planned and delivered with a rigour and a high level of challenge which is scaffolded when necessary. The curriculum ensures all pupils are actively involved in the lesson and requires them to practise map skills and geographical knowledge on multiple occasions.

Homework at KS3 has been developed to improve automaticity in map skills to reduce the cognitive load on the pupils' working memory. Homework is then self-assessed in lessons with the teacher modelling technique via the visualiser. Homework in Geography is always time-efficient and valuable. At GCSE, all pupils complete a 9 mark question every week. They receive high quality feedback within the same week which they then act upon in silence. The impact of this homework at GCSE has been considerable.

The physical learning environment is crucial in Geography. Maps of different scales, places and projections are on display for all pupils to access. Great care is taken not to overload pupils visually in lessons; all displays are useful, or they are changed. Images with simple facts and figures from GCSE case studies are dotted around the Geography classrooms as memory devices.

A typical Geography lesson at Broughton will begin with retrieval practice from a previous lesson in the form of low stakes testing. We aim to encourage all pupils to answer all questions. We use mini whiteboards on several occasions in every lesson as our smudged desktops testify! Diagrams of landforms will be chunked and modelled by the teacher on the large whiteboard in each of the Geography classrooms or via the visualiser. Ways of remembering the content and common misconceptions will be discussed. 'Cold calling' is accompanied by 'eaves dropping' to allow for diagnosis of misconceptions. Books are closed and learning is checked via mini whiteboards. We ensure that the curriculum has explicit teaching of Tier 3 vocabulary embedded in it. Pupils in Geography have time to say the words, use the words in sentences, read the words in context and recall the words.



### Impact

Quality Assurance within the department ensures that the intended curriculum plans are delivered appropriately. There is a planned programme for monitoring and reflecting on provision.

These steps ensure there is no mismatch between the planned and delivered curriculum across school.

Geography is an extremely popular option subject at GCSE which shows pupils' enjoyment and engagement with the subject.

Pupils develop detailed geographical knowledge and skills and achieve well. This is reflected in results from GCSE examinations. Results are considerably above national averages.

The number of Y11 Broughton leavers continuing to study Geography at A-Level is growing and so is the number who are embarking on Geography degrees.

### Covid Curriculum

Year group	Issue/solution
Y7	The results of the Y7 baseline have been even more polarised than in recent years. Therefore, we have increased the number of opportunities of retrieval practice through whiteboard work, Kahoot quizzes and printed <i>Geog your memory</i> quizzes.
Y8	Map skills have been included as homework tasks to improve automaticity to ensure any gaps in knowledge/skills are closed.
Y9	Y9 have gaps in their general knowledge which have started to impact their full understanding of our topics. We have included more time for whole class discussion, so we address these needs and correct any misconceptions.
GCSE	<p>Online work was slower due to its nature. However, our bespoke GCSE booklets have allowed for pupils to still make sufficient/manageable progress in terms of completing the specification requirements.</p> <p>9-mark answers are not at the same level as previous Y11 cohorts at this stage of the course. RWY and CLD run targeted 9-mark answer intervention groups after school on a Tuesday and Thursday respectively. Weekly 9-mark homework has resumed.</p> <p>Y10 will begin 9-mark homework on completion of their Coasts topic.</p>