



## Geography Curriculum Intent

### Curriculum Vision

Geography has an important place in The Bishop of Winchester Academy curriculum as it develops in students a sense of place in the natural and physical landscape surrounding them. It fosters within them a sense of awe and wonder that will remain with them for the rest of their lives. By studying Geography students will be able to understand the interaction between physical and human processes, how humans have shaped the planet and the effect they are having on it. It provides a vital life skill of allowing students to understand the world around them which can be applied through everyday activities such as travel, work and education. The Geography curriculum will equip students with the necessary skills for a variety of careers, education opportunities beyond The Bishop of Winchester Academy.

The Geography curriculum at The Bishop of Winchester Academy will equip students with a significant appreciation of the world around them as a result of lesson content containing up to date real life examples which may affect them. At Key Stage Three the curriculum evolves from the local scale to the national scale and culminates with the global scale, investigating issues affecting the entire world. Students investigate these scales and enhance their knowledge and understanding as well as the ability to use skills both in and beyond the classroom. Key Stage Three students will be introduced in Year 7 to the different disciplines of Geography, namely human physical and environmental. They will also be introduced to some key map skills such as grid references and scale. This will be reinforced throughout the Key Stage as they are a vital skill for study throughout the entire Geography curriculum. This term will set the foundations of Geography which will then be built upon throughout the remaining time at The Bishop of Winchester Academy.

If chosen as one of their pathways subject, students at Key Stage Four will build upon the skills and knowledge acquired at Key Stage Three to develop their awareness of the issues facing the world today. Students will follow a specification which is an issues-based curriculum looking at the relationship between people and the planet. Human and physical geography disciplines are

interwoven to develop a clear understanding of the world. The course also has a decision-making aspect based upon a pre-released booklet of information which students will study and be examined upon. Students who complete the course will have the skills and experience to progress onto A-level and beyond.

Students who progress to Key Stage Five Geography will enable students to explore the world, its issues and their place in it. Whilst there is similarity in the topic covered these are investigated in more complexity and strong links within each topic are developed. Concepts and themes are revisited at different levels of complexity with a requirement for increasing the breadth of study, a wider range of scales studied and more mature awareness and understanding of relevant issues facing the 21st century globalised world. Students at A-level need to undertake four days of fieldwork in relation to human and physical processes which then leads to an independent investigation of 3-4,000 words, students have a degree of freedom in choosing the topic and unusual or imaginative ways of collecting data are encouraged as long as they can be justified in the context of the investigation

## **Concepts and Skills**

- Develop a spatial awareness of the world knowing the key continents and oceans
- Understanding key physical processes and recognise the impact they have upon the natural landscape
- Develop an understanding of the inter-relationship between physical and human processes and how these develop and change through time
- Understand geographical similarities, differences and links between places on a variety of scales.
- Development of cartographical skills – grid references, scale, direction, using symbols
- Graphical skills – hydrographs, climate graphs – development, interpretation and analysis
- Data collection and analysis through fieldwork on the school site and locations beyond
- Atlas skills to recognise places
- Written skills – writing to persuade, writing to explain
- Photographic interpretation

## **Vocabulary**

Each unit at Key Stage 3 will have a vocabulary list – this will be given at the start of the unit and referred to throughout the work. Students will be expected to develop their vocabulary by using the key words whenever possible and highlighting their use in work.

At KS4 and 5 – key vocabulary from the specifications will be given and used.

Key command words (describe, explain, etc.) will be displayed in classrooms and used frequently in written tasks.

## **Homework**

Curriculum-aligned homework helps our students achieve mastery in Geography by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

In Key Stage 3, students have Knowledge Organisers as part of their homework in Geography. Knowledge Organisers are sequenced in line with the curriculum. Students use retrieval self-quizzing, via online platforms, to help embed knowledge in long-term memory so that they know more and remember more. Low-stakes Do Nows at the beginning of each lesson strengthen long-term memory by testing cumulative knowledge of previous learning. This is supplemented by our cumulative multiple choice Knowledge Organisation tests at regular points of the year.

At Key Stage 4 students in Geography will consolidate prior learning and develop new understanding (through flipped learning) for students to become confident in their knowledge of geographical patterns and processes beyond the classroom. A variety of tasks will be set – for example data collection, picture evidence, graphical work, and project-based or exam-style questions set to develop the understanding that geography impacts our everyday lives.

This helps our students achieve mastery in Geography. Students who need extra support to achieve mastery are supported by our 10:10 programme in Geography and all have access to our daily

## Implementation

### Overview Statement

Although Geography is not a sequential subject which can follow a chronological order the curriculum is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. The topics studied during Key Stage Three have links to other topics and build upon skills learned previously. At the end of their studies students will have followed a journey and be equipped to understand that the choices they make will have an impact on the world around them. The curriculum is broad, interesting and ever changing, enabling students to understand their place in the world. Recent global events have profoundly altered people's perception of place and this will be particularly relevant to our studies. Fieldwork gives students the chance to investigate topics studied in the field further developing their investigative, statistical and analytical skills.



Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Lessons across all years follow similar formats, Do Now questions will start lessons in order to develop understanding and memory principles as per Rosenshine's theory. Regular use of news articles from printed and visual media will enable students to link theory with reality. Regular assessments at the end of each unit will allow for a variety of skills to be tracked and developed with students then reflecting on their performance and improving work.

Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Vocabulary is developed in Geography through the Frayer Model and students are taught to read, write and speak like a Geographer. Technology is employed to strengthen students' understanding of geographical processes and this is through using digital photos, map based applications to recognise impacts of both physical and human geography. The Department also has an electronic weather station from which pupils can get real time weather data and track this throughout the academic year in order to develop their understanding of weather patterns. Learning character is developed each lesson through the use of the six Learning Applications (LApps) especially resilience, empathy and awareness.

## Impact

### Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to understand map skills. They will have developed a deep knowledge of physical and human geography and be able to apply this knowledge at a local scale. Students develop all the Lapps but especially their empathy and awareness through learning about flooding and how it can adversely impact on humans and the environment. Students have an introduction to the disciplinary literacy required to be able to think and communicate like a Geographer, and all opportunities to develop numeracy are fully exploited in context, such as understanding how to convert scale on a map to a real-world distance. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load



## Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of human and physical Geography. Through developing their knowledge of social, economic and environmental issues, they are able to suggest solutions for some of the biggest geographic problems facing the world such as over population, deforestation, water shortage and migration. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in Geography is recognised through their GCSE/BTEC entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.