Geography Curriculum III

Ambition

- Subject sentence – What is the quest of your discipline?

  “The Geography department ensured all students developed an understanding of the world, its interconnectedness and future trajectories so they can live their best life in a thoughtful and impactful way"

- How does your subject address social disadvantage by equipping students with powerful knowledge?

  The discipline of Geography includes the fundamental principles of how the world works, both in a physical sense and for the human society that it sustains. This knowledge is essential to being an educated citizen, and allows students to live, work and succeed all over the world and in any field they choose to enter. The knowledge we teach is transformative in enriching students understanding to provide a framework for future knowledge, which in turn deepens student understanding.

- What skills and cultural capital do students acquire in your subject?

- Students acquire the key skills of Geography, from map-reading to quantitative skills, and the capacity to understand and analyse the impact of both physical and human processes. The cultural capital students acquire from Geography is essential for a successful life – the basic knowledge of what is where, along with a little bit of knowledge about the world and in depth knowledge about some areas and aspects of it. The curriculum exposes students to differing cultures, busts misconceptions and invites students to think about real world problems.

- How do you make Careers education explicit in your curriculum?

  Throughout the curriculum we spotlight possible careers based on Geography, and the subject naturally lends itself to a discussion of all the career options in the contexts we study. Individual lessons showcase a career pathway alongside a stretch lecture in C3 focussing on 'Where can the world take you?'

- How does your curriculum support Civic Responsibility for the local community?

  Geography gives students understanding of place, and of the processes that shape the lives of people in Bradford and beyond. It also gives students the formal tools to analyse the impact of social, economic, and environmental change on our community through the study of the context, development and sustainable future of Bradford. This is then compared to a city in a different context to broaden student perspectives. Students are educated on how to conduct themselves in a variety of communities through geographical expeditions in rural and urban areas.

- How does your curriculum approach issues surrounding race?

  Both physical and human Geography have been shaped in a large part by the racist process of colonisation. This is explored through links with history when focussing on uneven development and causes, particularly when we are studying Nigeria and the Amazon, where secure understanding is not possible without surfacing the impact of racism. When there is a UK focus issues ae surfaced when looking at minority groups, development differences and inequality and strategies that have been in place to break socio-economic divides and racism.

- What additional experiences (including expeditions) do your students access in your subject?

  Students in Geography have access to a wide range of expeditions that bring the subject to life. We go to Malham (to appreciate rural processes, landforms and cultures) the Holderness Coast to develop powerful knowledge about UK landscapes, and Cragg Vale to enrich student's perspectives on data collection and research. There is an optional visit to DRAX power station as a careers spotlight. Expeditions are integral to the subject and provide students not only with secure understanding of Geography but also memorable life experiences.

- Where does your curriculum link with the PDS curriculum?

  Geography covers many social issues, including poverty, and social change driven by technology. An open and continuous dialogue takes place with the PDS team to ensure key events and impacts are covered when appropriate.

- How do you support personal development through House and Stretch?

  Geography underpins many of the world issues that are covered weekly in House and that students might choose to look at in stretch. The knowledge from Geography is essential to understanding what gets covered in both House and Stretch. Stretch provides an opportunity for an in depth focus on issues which have wider Humanities curriculum links, for example the consideration of the Israel / Palestine conflict.

Rationale

- How is your curriculum designed?

  The curriculum is designed to ensure students develop mastery of the basics of Geography, including continents, countries, capitals, oceans and so forth; along with map and data skills. This mastery allows for students to then look at the most important issues facing the world today. Year 7 study Physical Earth, Human Earth and Investigative Geographical ideas, followed by a broader perspective on Wildfires, Landscapes and Countries in Y8. Students are exposed to the local, national, international an physical and human concepts throughout their curriculum journey.

- What content do you cover and how is this delivered over time?

  Geographical Introductions: Students initially gain a baseline level of knowledge of the world including continents, oceans, countries and cities alongside skills of labelling, annotating and compass directions. A cycles approach is also shared in terms of the rock, nutrient and water cycle.

  - Physical Earth introduces students to climate and climate change promotes students' understanding that one thing in geography can change another which allows continuous recall throughout the study of geography, hot biomes and cycles within them, threats and consequences, linking to climate change, and sustainable futures. Understanding of the UK is then built upon through the study of Bradford and to contrast to another city in order to expose students to differences in cultures with particular focus on influence of historic and natural geographical factors. Fieldwork is studied at the end of Year 7 and is sequenced to link back to climate change and students' developed understanding of the UK.
  - Risky Earth provides a global perspective on hazardous issues before a focus on wildfire events. This provides an opportunity for students to bring together their concepts of biomes, climate and human geography into global events. This is followed by the study of a post-glacial local landscape of Malham bringing together ideas of a changing climate, physical processes and uses of the environments, alongside embedded geographical skills as outlined in the KS3 Curriculum Specification. Human geography is continued in Year 8 where two countries are compared and contrasted (further enhancing the work of two comparison cities in Year 7). A local decision is examined at the end of Y8 and students are required to consider the wider geographical implications for both for and against the decision.
  - Year 9 examined-route students study geomorphological processes, the features formed as a result of these processes and how the natural world can cause problems for humans and the economy; which need to be overcome. Knowledge and understanding of the cycle 1 topic is interleaved in cycle 3 when all students experience an expedition to the studied example of Hornsea, Holderness Coastline and in Year 11 cycle 1 when all geographers visit a river catchment. C2 and C3 study the Challenge of Natural Hazards, at a broader domain to the specification, looking at the local and global recent hazards, impacts and management. This allows students to anchor their subject knowledge to a broader and deeper geographical framework. The AQA Physical Unit allows the development of human geography throughout the course.
  - Year 9 non-examined route students study the key principles of geography and how the deep knowledge is applicable to their everyday lives. Students study a brief overview of physical geography: tectonic hazards and management, weather hazards and management, causes of climate change and consequences, global biomes, the causes, consequences and management of deforestation in the Amazon Rainforest, development opportunities in cold environments. Students study the human concepts of: rates of urbanisation and opportunities and challenges in urban areas, the development gap causes, consequences and management and finally the importance of food, water and energy resources to well-being.
  - Year 10 students study an overview of global biomes and ecosystem structures and the physical and human importance of the Amazon Rainforest as a global biome. Students in cycle 2 study urban issues and challenges and examine Lagos in Nigeria and London as the capital city. This is followed by resource management and the study of water, allowing for interleaving with the Y9 rivers unit. In cycle 3 the changing economic world unit is studied allowing students to bring in all of their studied knowledge to a broadly synoptic unit.
  - Year 11 students undertake fieldwork at the start of the year in Mytholmroyd, which allows the interleaving of the physical processes of the rivers unit and to recap flooding and flood defences. Urban opportunities and challenges are studied in Bradford with the fieldwork examining the environmental quality changes Bradford based on the Broadway development. Fieldwork skills are practiced followed by interleaved revision demonstrating to students the synoptic nature of the subject.

- Which content don't you cover (that others might)? Why?

  Inevitably given the nature of Geography there is a lot we could cover but do not. We have selected content that will allow our students to effectively grasp the most important issues facing the world today, and to give them the most useful cultural capital for their lives. If students were to be exposed to unseen knowledge they would be able to use their DTA geography knowledge to be successful in understanding and interpreting the new knowledge.

- How many lessons do students have per week, for each year group?

  Years 7, 8 have one lessons a week. Year 9 Non Examined students have 1 and Examined Students have 2. Years 10 and 11 have three lessons a week, a weekly revision session, Academic DEAR and a Prep session.

- Which exam board to you use? Why?

  AQA, as it allows for students to display their knowledge of the issues that we prioritise as detailed above. It covers breadth and depth with Physical and Human themes whilst allowing students to bring their understanding of everything together in Paper 3, all the while covering local and global scales.

Concepts

- How is your subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory?

  The basic knowledge and skills of Geography are prioritised in Year 7 and reinforced throughout the following four years. This allows for the more complicated concepts in physical and human Geography to be securely taught and understood. The curriculum in Year 7 and Year 8 is divided into Physical and Human themes which build each year, alongside the interleaving of key content. Within the key themes students focus on geographical cycles, processes and outputs.

- How do you intelligently sequence your curriculum so that new knowledge and skills build on what has been taught before?

  The five-year curriculum prioritises the building blocks of Geography, before introducing key themes that are built upon in following years – physical processes including their impact on people, development, urbanisation, and resource management. These are taught through case studies at each stage, which become more advanced and complicated as students move through the school. Fieldwork is also used throughout the five years as it is a key Geographic skill that further supports the building of Geographic knowledge. The KS3 Dixons Geography Framework rationalises the reasons for the broad and balanced units and provides a solid foundation for further study with skills becoming more complex each year and greater demands in linking all strands of geography together and the appreciation that one factor can change another.

- How do you use spaced practice / retrieval practice?

  Do Now activities cycle through key learning from previous topics to ensure secure retention of knowledge. Additionally, cycle assessments allow for spaced, cumulative practice of key material. Morning meeting features Brain Dumps and student homework revisits previous 100% sheets. The design of the units in KS3 enables revisiting and retrieval practice over a longer period of time. The combination of all 3

- How does your subject use homework to support learning?

  Regular homework allows students to practice applying knowledge from previous learning by using the look, cover, write check method for all year groups. Additional skills and research tasks are set within the lesson and are outlined within the S.O.W.

  How is reading and mathematical fluency prioritised in your subject?

  Geography lends itself to both; student have to read case studies containing subject and context specific vocabulary, and in nearly every lesson have to work with graphs, data and undertake numerical work or statistical analysis. Reading techniques such as Reading Reconsidered are deployed within the schemes of work. Students answer in full sentences in lesson and do not speak in slang.

Implementation

- Subject leadership – What are the roles and responsibilities for staff in your department?

  The staff in the department all have additional responsibilities and so collaborate closely in order to divide up responsibilities. RHa is Assistant Principal for DAT, KVi is Senior Head of Year. RHa is responsible for the running of the department alongside support, when deployed from KVI. NDi supports with double staffing as a geography subject specialist.

- Subject knowledge – What are the staff specialisms? What has been the impact of staff training?

  RHa, KVi and NDe are subject specialists. The other staff delivering the subject are not (JLa, THa, MBr); this is an area we are addressing through staff training, drop in sessions and practice.

- Equitable delivery – How do you support disadvantaged students and students with SEND?

  The department follows the school's intervention and prevention planning cycle to ensure disadvantaged and SEND students are prioritised. Staffing is such that in years 9, 10 and 11 there are small groups to enable disadvantaged and SEND students to be closely supported. Additional revision sessions are provided and targeted.

- Planning the progression model – How does a certain topic (e.g. algebra / language analysis) progress across the key stage(s)?

  See above – the key topics of Geography are revisited and developed throughout the five-year curriculum. Physical processes are introduced in Y7 as a cycle with a focus on systems processes (water). This is developed through post-glacial environments in Y8 where students look at processes involving water and ice as part of the water cycle. In Y9 these processes are examined holistically through the study of coastal and river landscapes and are further investigated in Y10 through a human perspective of water and resource management and in Y11 when forming hypothesis and carrying out fieldwork.

- Breadth and depth – How do your LTPs / SoW demonstrate extent of knowledge and skills coverage and depth?

  Geography lends itself to breadth. Students are exposed to a wide range of case studies from the UK and all over the world. Students develop depth by revisiting key issues and case studies, including of the UK and Nigerian economies, and of physical processes relevant to Yorkshire.

- Assessment – How do teachers assess across the unit / term / cycle / year / key stage?

  Students sit cycle assessments every cycle in Years 7-10, as well as mocks in Year 11. From Year 9 onwards, these assessments are cumulative.

- Covid - Based on identified gaps in skills and knowledge, how have you adapted the curriculum due to the pandemic?

  Students in Y11 are following the AQA revised guidance. Fieldwork will be carried out but with a focus on completing the data presentation, analysing the results and interpreting the conclusions rather than the traditional fieldwork focus of 'why' are we doing what we are doing. Additional revision sessions are taking place for Y10 towards the end of Cycle 2 and 3 and the spiral curriculum allows any missed powerful content to be revisited when the subsequent unit is being delivered.

- Covid - How have you integrated remote learning plans with your school curriculum?

  The use of TEAMS lesson recordings and at the ready booklets allow students to continue their learning and progression though the curriculum. These resources can also provide additional revision material if they are not required.

Powerful knowledge: It is the substantive content, agreed by the subject specialist as being the best knowledge in the discipline that opens up opportunities for the student. It will not be picked up by students from their everyday life.

Cultural Capital: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.