



Our Vision

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

KS3

Intent

Geography underpins a lifelong 'conversation' about the earth as the home of humankind. Geography therefore contributes to a balanced education for all young people in schools, colleges and other settings. Geography is not a narrow academic subject for the few. It is fundamental for everyone. It starts very early, when a young child encounters and begins to discover the world. Geography can nourish and enrich a whole lifetime of learning. Geography fascinates and inspires: the beauty of the earth, the terrible power of earth-shaping forces – these things can take us out of ourselves. Geographical investigation both satisfies and nourishes curiosity.

Implementation

Choice of content:

- Varied topics based on the National Curriculum, local knowledge and current affairs, often alternating physical and human geography, and consider the interrelations between the two.
- Development and use of geographical, numeracy and literacy skills throughout all topics. For example, map skills, which is distinctly covered at the start of KS3 and revisited in subsequent units.
- Addressing any gaps in knowledge or misconceptions.
- Progression of knowledge content for topics, including terminology and theory which then leads to the implications for humans and the planet, for example the study of weather which leads into climate change and the effects and responses in terms of mitigation/adaptation at various scales.

- The topics that are taught are core topics that provide relevance and importance to the lives of our students (both for now and in the future). For example, coastal management related to flooding and climate change.
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Lessons are planned and delivered with the 6 principles of Challenge, Explanation, Feedback, Modelling, Deliberate Practice and Questioning at the forefront to ensure students achieve excellence. This means extended “Aim High” task to challenge the highest performing students, clear explanation and modelling using resources such as Google Earth and visualisation equipment, as well as up to date videos and images. Regular questioning to deepen thinking and check understanding, and verbal feedback to students is provided regularly in lessons. Live literacy marking in books, prioritising the most vulnerable pupils, builds rapport and allows students to respond and ask questions on a 1-2-1 basis. Summative end of unit assessments four times a year (three for Year 7) allow for more detailed feedback and an opportunity for students to develop their own targets, guided by teacher input. The curriculum builds throughout the five years to allow for repetitive practice. Regular low-stakes testing at the start of lessons, and revision homework using the Seneca learning platform, allow for embedding of knowledge and understanding.

Cross-curricular links have been developed with science which include topics looking at climate change and ecosystems. We also work closely with maths, especially graphical presentation and statistical skills.

The Year 8 field trip extends cultural capital, developing knowledge of students’ local area and allows an opportunity to apply knowledge learnt in the classroom.

Impact

The impact of Geography is evident through the following:

- Students enjoy studying Geography, which is evident through their behaviour in lessons, quality of work in their books, and observations of teaching/lessons.
- At Key Stage 3, a development of Geographical Skills prepares students for GCSE study. By the end of Key Stage 3, all students are able to think geographically, and be knowledgeable citizens who are aware of our own local communities in a global setting.
- Fieldwork is an integral and essential part of the curriculum and enables students to see first-hand the nature of geography and to know more about the outside world. Students are able to remember through practical experiences and memories.
- The department continues to attract high numbers into GCSE normally having 4 classes at GCSE.
- Students develop an understanding of how to live sustainably, including fundamental British values of respect both for other cultures and the environment and how their actions have global impacts.

- Geography is an inclusive subject and provision has been put in place for all SEN students, including accessibility issues in wheelchairs, groupings for students, provision and deployment of support staff; all SEN students are actively involved in all aspects of fieldwork.
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KS4

Intent

Geography deepens understanding: many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective. Geography serves vital educational goals: thinking and decision making with geography helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global setting. Geographers are skilful: using maps and mediated images of people and place, numerical data and graphical modes of communication and getting to grips with the geographic information systems that underpin our lives, make geographers skilful and employable.

Implementation

At KS4, students follow the AQA specification which is divided into predominantly physical and human geography (core geography) and a separate paper involving a pre-release document on an important geographical issue, whilst also assessing their fieldwork knowledge and skills, gained in the Cuckmere valley in Year 10. This course allows students to demonstrate and apply high level skills such as assessment, analysis and evaluation. The few optional topics available have been carefully chosen to give both a balanced programme of study as well as cross curricular links (e.g. food and science). In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding.

The GCSE specification can be found here: [AQA | GCSE | Geography | Specification at a glance](#)

Impact

Historically, our GCSE results have been strong and above national averages. This prepares students well for future geographical study at A level and beyond. Importantly, students gain and develop key skills of analysis and evaluation, preparing them for study in a variety of areas and the workplace.

Overall, we aim to equip students with the knowledge and skills to engage, debate, care and improve the world they live in, allowing them to lead happy and purposeful lives and conserve the planet for future generations.