



## **GEOGRAPHY**

### **Curriculum Intent, Implementation and Impact**

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#### **Intent**

We aim to create the very best geographers. We challenge students to think, act and speak like those working in the field would. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. We teach the National Curriculum in its entirety and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline.

Our curriculum at NHGS goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. In key stage 4 pupils participate in fieldwork in Salford and at Hornsea to apply the skills and knowledge beyond the classroom, which they need to be equipped to do for the paper 4 content in the exam. Sixth form geographers at the school undertake an extended residential North Wales field trip to gain the confidence to undertake their own individual investigation entirely on a topic of their choice. They deploy the skills learnt at NHGS to gain an award worth 20% of their final marks in geography.

Our curriculum in geography forms a backbone to our ethos statement. Examples of how our curriculum supports the ethos statement are by providing real stretch and challenge across a broad range of topics. The curriculum provides opportunities for collaborative working as well as independent learning. Students are explicitly taught skills, knowledge and the vocabulary needed to effectively explain and understand geographical issues in the past, present and future.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by using knowledge organisers available on the network for all exam groups to access for their exam preparation. Use of regular assessment for learning, particularly using mini whiteboards, diagnostic quizzes and plenary tasks. Staff set their own time aside for a regular planned revision to help the students organise and learn their curriculum content.

We build the Cultural Capital of our students by helping them to understand the contemporary world around them. Students learn about how political decisions can cause change in the world around them. They learn about the powerful economic forces around them that are bringing about changes to the way that will affect their future careers. Socially the students learn about how countries are at different stages of development and how the lives of people living there are very different. Geography also helps to explain the many environmental issues that are changing the world in which these students live and how to make sense of these

effects. As a powerful bridging subject geography has strong cross curricular links to many of the cultural capital topics that students will study in school.

Further rationale behind our curriculum design includes flipping from human to physical topics regularly so that students get a chance to maintain variety. The spiral design of the seven year curriculum is aimed at revisiting topics on several occasions to promote learner confidence. Each time students revisit a topic, they are exposed to more complex content, building on what they have already learnt. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

## **Implementation**

Collaborative curriculum planning lies at the heart of what we do in the department and this is achieved in our fortnightly meetings. We are committed to constantly developing and updating our schemes of work across all key stages, to ensure a consistent, up to date content is delivered across the different teaching groups in each year group. These schemes of work are focussed on embedding the department priorities of teaching geographical knowledge, understanding and geographical skills. These schemes conform to the school's common structure aimed at encouraging the implementation of the school QIPs. We develop disciplinary literacy through checklists which define the knowledge. Key terms are highlighted here and there is a focus on knowing their definitions. Each lesson starts with an application of skills activity or a "fast 5" low stakes quiz to give students spaced retrieval practice. As a department we have worked collectively to develop our knowledge organisers across the different key stages and teach the students how to use them effectively. This is enabling us to define the core knowledge our students need to master as well as helping them to learn and understand it. All of our assessments are agreed collectively and completed by all classes across each year group. In geography we implement our curriculum through a variety of teaching approaches and materials, classroom based and through fieldwork opportunities. We use school-based fieldwork in key stage 3, using more distant locations for active, engaged, experiential learning at key stage 4 and 5. Staff in the department are valued for their subject specialist knowledge. We collectively share teaching and assessment resources in a shared area accessible by all staff.

## **Impact**

We feel our KS3 curriculum works at NHGS as geography continues to be one of the most popular optional foundation subjects for KS4 when it is not compulsory. Students feel safe and supported to do well in geography and take up continues to be strong, even though the students have a wide choice of possible options. We know our KS4 curriculum is working in the geography department through the annual review of school results. The department attains positive residuals and continues to make a positive contribution to students P8 score. Student confidence in the departmental performance is evidenced in the healthy group size numbers that come through each year into the A level classes that we teach. The teachers at A level are specialists in their topic areas and are growing in confidence delivering the specifications. The departmental KS5 exam scores show high average points and good Alps scores when reviewed. The vast majority of key stage 5 students in the department meet or exceed their target grades. This is further confirmatory evidence that the curriculum that we have collaboratively designed and follow is having a positive impact on our pupils at NHGS from KS3 all the way through to KS5. We also have a healthy number of students that decide to study geography at university after their time in the department.