

## **NHGS – Geography - Curriculum Intent, Implementation and Impact**

### **Intent (Aims and purpose)**

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 content in its totality 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. Sixth form geographers at the school undertake an extended residential North Wales fieldtrip 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 skill, 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 the 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 find something that they like within the curriculum delivery. The spiral design of the seven year curriculum is aimed at revisiting topics on several occasions to promote learners 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. We are committed to a three-year plan of developing our schemes of work. In 2019/2020 we are working on KS4 schemes of work. These are focussed on embedding geographical skills, challenge, metacognition, memory techniques and literacy into our departmental curriculum

Alongside our schemes of work, we are developing knowledge organisers at KS3. This is enabling us to define the core knowledge our students need to master.

In geography we implement our curriculum through a variety of teaching approaches as well as a wide variety of learning and teaching resources. Students are taught the research, presentation and problem solving skills to substantiate decisions that they are asked to make.

## **Impact**

We know our curriculum is working in the geography department through the school results for last year. Geography made the largest contribution to P8 score at key stage 4 last year with a figure of 97.8% of the students using their award. The department also scored the highest average points of any non-core department at the school at 6.86. Geography achieved an Alps 3 with our results in line with the other high performing departments in the school. At 62% the department also scored the highest number of level 7, 8 and 9 awards across all of the subjects at NHGS at key stage 4. At A level 55% of all of our students scored their highest or best score in geography across all of their A levels. 67% of the key stage 5 students in the department met or exceeded 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.