

# Geography curriculum statement

## *Aims:*

Our curriculum aims to develop young people who:

- maximise their potential through striving for excellence in everything they do
- are respectful, resilient and honest citizens
- are confident and care about others
- feel supported and included
- develop geographic knowledge and conceptual understanding that help students answer geographical questions about the world around them

## *Provision:*

Our provision delivers a range of experiences, both in and out of the classroom, to enrich and extend student learning. Our curriculum will:

- ignite curiosity through the awe and wonder of the smallest Pacific Atoll to the magnitude of the Whole Earth
- develop geographical knowledge which will allow them apply their thinking to explain geographical features, geological phenomena and how human beings adapt and interact with the developing world around them
- use cartographic skills, explore opportunities for learning beyond the classroom, make observations based on based on knowledge gained in the field
- home learning is a key component of this provision, through developing activities based around consolidation of key knowledge and preparation tasks set prior to new learning
- show empathy to cultural, social and economic diversity within the world
- develop an enquiry led learning skill set.

## *Organisation:*

At Key Stage 3 students are taught 3 lessons per fortnight. This is supplemented through extra-curricular and enrichment. Pupils have the opportunity to participate in 'Eco Club'.

At Key Stage 4 students are taught 5 lessons per fortnight. This is supplemented by additional after school support sessions for year 11. 9, 10. Students have the opportunity to partake in residential fieldwork and two mandatory field trips to compliment GCSE studies.

What does a good Geography student look like at Hungerhill School?

Students are encouraged to be:

- inquisitive and ask questions
- independent learners
- analytical
- observant
- logical thinkers
- confident using equipment
- a good team worker
- ICT proficient
- Open minded

*Pedagogy:*

The geography curriculum is predominantly a knowledge based curriculum. Students need to have a good range of geographical vocabulary and a deep understanding of the 'Big Ideas' in geography to present reasoned explanations. The following techniques are key to developing successful science students.

- an interleaving curriculum design that allows linkage, revisiting and recycling
- discussion and collaboration
- reading and extended writing opportunities
- modelling
- identifying and addressing misconceptions
- low stakes quizzing and retrieval questions
- frequent formative AFL
- application of learned techniques in the field
- analysis and evaluation of primary and secondary data

The geography curriculum at Hungerhill has been designed based on evidence informed practice and has used the seven key recommendations from the EEF 'Improving Secondary Science Guidance Report':-

- by understanding the preconceptions that students bring to lessons and allowing time to challenge these misconceptions
- by teachers modelling their thinking to help students develop their metacognition and cognitive knowledge
- by revisiting and retrieving knowledge whilst attending to cognitive load on the working memory
- by providing purposeful practical activities to develop geographical reasoning
- by supporting students to read and write about geography by carefully selecting the vocabulary to teach; by showing the links between words and their composite parts; by using reciprocal reading to engage students with reading geographic texts and comprehend them
- by providing structured feedback to move students' thinking onwards.

The geography department has also used the EEF 'Improving secondary geography teaching – learning from the EEF science report.' to ensure schemes of learning include opportunities:

- for students to develop knowledge of themselves as a learner
- for teachers to support students to plan and evaluate their learning
- for teachers to activate prior knowledge, provide carefully designed guided practice with support gradually withdrawn, leading to students being able to independently practice and reflection upon their performance
- to help students direct their own learning
- to support students to retain and retrieve knowledge
- using structured feedback to move on students' thinking

## *Careers*

All students have the opportunity to participate in parents' consultation evenings where opportunities are made to discuss higher education and possible career pathways.

SMSC/Fundamental British Values/Equality and Diversity and the school core values are fully embedded in the geography curriculum.