

## Geography Curriculum Overview

- **KS3 Department overview**

All students at KS3 study Geography – approximately 480 students across Years 7 and 8. They are all taught in their form groups and all students have four lessons per fortnight.

Many of the Department have significant other responsibilities:

- Mr P Davis - Head of Geography and a GCSE and A Level examiner for AQA
- Mrs A Joy is on the SLT and is Head of the Sixth Form
- Mr A Hussey is the Head of Year 7
- Mrs D Matthews is a SLE
- Miss L Knowles is a temporary Senior Tutor and a GCSE examiner for AQA
- Mr B Chatten has responsibility for Travel and Tourism BTEC.

- **KS3 intent**

At all key stages in Geography we aim to develop contextual knowledge of the location of globally significant places, this includes both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context, for understanding processes that give rise to key physical and human geographical features of the world, a key part of this is understanding how these are interdependent and how they bring about spatial variation and change over time. It is also the intent to develop student's geographical skills, such as map interpretation, data collection and handling, hypothesis testing, justification and evaluation of decisions, fieldwork and the ability to display and understand information in a wide variety of formats.

Assessment intends to take a wide variety of forms to cover the large number of skills required. These will all have the broad aim of preparing students to be able to enter their GCSE with the necessary skills to be successful. This will include setting up and testing hypothesis, fieldwork and data collection, describing and explaining local and global locations and patterns, the ability to evaluate and interpret data / information, and some knowledge recall. To enable this, the focus will be on building the wide range of skills throughout KS3 by using a wide variety of teaching methods and assessment tools.

The Geography curriculum at KS3 intends to be accessible for all students, allowing them to succeed in line and above their aspirations. The breadth and depth of sequencing of knowledge will support the national curriculum and prepare students for the GCSE curriculum.

Geography reflects our School's CHRIST values by studying a broad and diverse curriculum, which examines students' moral values and how they would operate within the world as a Catholic citizen. It demonstrates when the CHRIST values are not followed what devastating consequences it can have on people and their environment. Geography frequently allows students to consider the position of other people in society and why their lives may be different or less fortunate than their own, and what as good Christians they and others can do to make the world a more equitable place.

The KS3 Geography curriculum encourages pupils to explore how the contexts and processes have changed places that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. KS3 Geography also helps pupils to understand society better, appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.

KS3 Geography curriculum will be accessible and cater for all, including disadvantaged and minority groups. Across all lessons, students will be supported to embed good learning habits and skills including reflection, communication and revision. The aim of all Geography lessons is to inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. The Geography curriculum both within and outside the classroom will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The use of guest speakers and local fieldwork around the school environment is being developed over the next two years. However, current specific trips include:

- Y8 Fieldwork to The Deep
- University of Leeds – Festival of Science Visit

- **Implementation at KS3**

The programme of study at KS3 consists of 12 units that fit to the 12 half terms across the two year groups. They are broadly based around the topics in some of the core KS3 texts, but have been adapted by the staff to fit to the more local context and the needs / interest of the students of the school. Progression is shown by gradually increasing the breadth and variety of the topics as well as the complexity of the issues being studied and the skills being used / taught in lessons. All the topics lay the foundations for some aspect of the GCSE course.

There is a baseline assessment in year 7, followed by six assessments over the year which broadly follow the six half terms, three of these fit to the schools' data collection points. Staff are encouraged to do ongoing minor assessments throughout the key stage with such things as key word tests and exam style questions. In addition staff will mark one more significant piece of work each half term giving specific guidance to students on how to improve.

All students are taught in their mixed ability form groups throughout KS3. Research indicates this is the most effective form of teaching to ensure progress for all. <https://www.tes.com/news/exclusive-mixed-ability-classes-more-effective-sets>

All lessons have been created centrally and all staff follow the same pattern of lessons. Staff are expected to differentiate this material to fit to the needs of the students within their classes and all staff have the ability to deliver the lesson in the way that best suits them and enables greatest engagement and progress for the students they teach. However, the core content of each lesson is identical. Successful strategies are also shared and implemented across the Department. This is monitored through 'learning walks' drop ins', 'book looks' and discussion in Departmental meetings.

There are no specific extra-curricular activities at KS3 – but there are frequent trips, visits and speakers and many other aspects of the curriculum link closely to Geography e.g. school visits, especially abroad, to develop cultural and locational knowledge.

Geography lends itself to cultural capital very well. There are many trips and guest speakers who enrich the students with greater knowledge, and it is only financial constraints that stop more of these. The curriculum naturally lends itself to videos of many places around the world to enrich the students' knowledge of global locations and issues.

All staff are responsible for meeting the needs of the students within their classes. However, due to the shared nature of all resources, as differentiated materials are created by the staff these are then used by all others within the Department where appropriate. In addition, we provide independent work books for some students, especially high starters, at the top end to stretch and challenge them.

Geography is a subject that naturally links to many other areas of the curriculum for example: (Maths), data and graphs, (Science), through elements of Climate, Geology, Chemical and Physical processes, (English), though the huge amount of terminology the students have to become familiar with, (History), through settlement patterns and locational information of settlements, (Economics), through globalisation and (MFL), through cultural studies of many places around the world.

Pupil Premium and disadvantaged students are identified at a school level and given extra support. We encourage staff to prioritise these students in their five identified targeted students if appropriate and we adapt the curriculum to make these students feel more included, for example EAL students, their home country could be used as an example, where it fits into the curriculum. Staff should also be sensitive when discussing issues that may affect these students, for example the treatment of migrants and refugees in parts of the world.

We have a wide and varied curriculum with many engaging topics that relate closely to the students own lives e.g. we will often use Harrogate as an example, or Leeds with most students are familiar, or we teach engaging topics that have a high interest level and often fit with typical news ideas. These would include Physical topics such as Rainforest destruction, Climate Change, Natural Hazards such as Tsunamis, Earthquakes and Hurricanes, as well as Human topics such as BREXIT and the European Union, Globalisation, Population growth and migration. This should engage students' interest and stimulate their natural curiosity which should be enable them to gain greater insights into the complexities of these topics.

Students are always given the 'big picture' so they know what they are learning, and how this fits into the curriculum and specification overall. They are assessed regularly both formally and informally and then they can be moved forward at a time that is right for them. Many of the geographical skills such as decision making, justification, data handling graphical and map skills will be taught in different topic areas so it is easy to judge over time the progress of the students. Lessons usually have plenaries that assess learning and completion and quality of work is continually monitored by staff, usually during the lesson itself. Revision time is built in before major assessments to enable students to consolidate their learning and understanding before any formal testing takes place

CHRIST and British values are taught consistently throughout the Geography curriculum. Many of the issues linked to the environment or Human Geography involves respect for the environment, tolerance of other people from different backgrounds or cultures. Geography explains consistently how the elements we have in common are always far greater than the small differences between us. Decision making exercises which are part of Geography enable students to show integrity to make the correct choices and justify why this is. Government and different ways that countries operate are also taught, as well as the wealth gap and the compassion that should be shown for others who live in far more difficult circumstances than ourselves both in the UK and abroad.

Metacognition is embedded in the SOWs, as students use DIRT time formally to reflect on their strengths and weaknesses and then use teacher guidance to improve their work. This could take several formats such as identifying a skill or topic area they need to develop further, reflecting on their study routines and how these could be improved, styles of revision or teachers modelling answers that the students can then use to develop their own answer. The Department is currently trialling the use of purple pens to highlight areas where DIRT or metacognition has taken place.

As our KS3 core curriculum is broadly based around core externally published text books we are confident that we address all areas of this. This has also been cross referenced by the Department to ensure all areas of the curriculum are covered. Learning is continually judged by the ongoing monitoring of books by staff – often informally in lessons, Q and A at targeted students to assess their level of understanding, in addition to formal and informal assessment.

## Department context at KS4

The Geography Department is very experienced – the newest member of staff to the school has 28 years' experience as a Geography teacher and the youngest member of staff has been teaching for five years. Several of the staff are examiners at both GCSE and A level, further enhancing their knowledge of the curriculum requirements.

Many of the Department have significant other responsibilities:

- Mr P Davis - Head of Geography, GCSE and A Level examiner for AQA
- Mrs A Joy is on the SLT and is Head of the Sixth Form
- Mr A Hussey is the Head of Year 7
- Mrs D Matthews is a SLE
- Miss L Knowles is a temporary Senior Tutor, GCSE examiner for AQA
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All this feeds in to give consistent positive value added scores – well above the national average. This year the Geography Progress 8 score was +0.25 above national averages. Pupil premium and disadvantaged students were almost in line with national averages overall -0.15 and -0.12 respectively and this is significantly higher than the school average for these two sub groups. In addition, large numbers of students continue to opt to take Geography at KS4 and to attend the optional cultural Capital trips available.

Geography is a popular option at both KS4 and A level, this shows that students are enthused and engaged in the subject. The move from KS3 to KS4 is smooth and the KS4 curriculum especially in year 9 is designed to build on the knowledge and skills gained at KS3. Outcomes at KS4 are very strong, and have been for many years, showing there is no drop off and the base knowledge of the students is very strong. Very few students have to access additional support from the Department or the SEN Department for the transition to KS4, showing they are well prepared for the step up in content. The removal of barriers are assessed using SMID and other assessment tools to identify the progress of vulnerable groups. Where these could be improved further extra support is put in by the Department. Data sheets are used to identify where students have made good progress or where the curriculum needs adapting to support them further. Where possible Question Level Analysis on EAQA is used to identify very specific areas of knowledge or skills that the staff can focus on more to further develop their teaching and learning and improve outcomes.

There are approximately 530 students who study GCSE Geography, (6 classes in each of years 9, 10 and 11), the students have five lessons per fortnight and the outcomes are historically well above the national average. All 6 staff teach at KS4, many with external responsibilities listed in the KS3 area. There are three exams at the end of GCSE, the Physical and Human papers worth 35% each, each of these has some compulsory and some optional elements. The third paper is the Synoptic and Fieldwork paper, where students have to undertake a decision making exercise and justify their opinions based on a pre-release booklet that comes out approximately two months before the exam, the second part of this exam is the justification and explanation of the fieldwork they undertook at a Human and Natural location. In 2019 this will be Leeds and the East coast of Yorkshire. All students sit the same three papers and they are graded 1-9.

- **Intent at KS4**

At KS4 Geography we aim to develop and extend students' knowledge of locations, places, environments and processes, and of different scales including local and global, and of social, political and cultural contexts. They should gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. In addition, they should develop and extend their competence in a range of skills including

those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses. They should then be able to apply this geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, in fieldwork. This should develop social awareness of contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

In their writing and oral responses the students should show empathy and consideration of others. We continually use in our teaching the concepts of respect e.g. for the environment, tolerance e.g. of different cultures and ways of life and integrity doing the right thing and these are challenged where necessary if the students are not showing these values. Many lessons also consider the concept of community at a range of scales for example the school, the Local area and how the town of Harrogate has evolved over time and its geographical history and significance, the concept of citizenship and state and the wider world as part of the human community to which we all belong. All students should by the end of the course be able to demonstrate clear progress towards meeting the objectives set out by AQA. We ensure the Geography curriculum at KS4 is accessible for all students, allowing them to succeed in line with and above their aspirations. The Geography curriculum both within and outside the classroom will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Across all KS4 lessons, Geography students should be engaged and enthused through the teaching and learning of the varied curriculum and end up with a broad Geographical knowledge based on the AQA specification and national curriculum. Across all lessons, students will be supported to embed good learning habits and skills including reflection, communication and revision. The curriculum is designed to cater for all, including disadvantaged and minority groups and within the KS4 curriculum, all students will be given a variety of skills and experiences which may prepare them for further education or the world of work.

- **Implementation at KS4**

In Year 9, Geography students are taught GCSE units and are assessed using past exam style questions but focusing more on the basic skills required through AQA examinations. Throughout the three years of KS4 there is a mixture of Paper 1, Paper 2 and Paper 3 units taught, this ensures interest is maintained, and allows synoptic links between topics to be investigated for example, how global warming may be linked to rainforest destruction, migration or even larger Hurricanes. This variety also allows a variety of skills and knowledge to be taught and embedded across the 3 years, allowing time for misconceptions and issues to be addressed.

There are three key assessment points throughout the year which tie in with the Schools data collection points, although informal assessment takes place much more regularly in each class using a variety of methods such as key word tests, past exam questions, mini projects, fieldwork and question and answer.

There are many opportunities for Cultural Capital development in Geography. In addition to the compulsory fieldwork trips to Leeds and the East Coast which form the basis of the fieldwork the students have to write about in their paper 3 exam, there are optional trips to London and a bi-annual trip to Sorrento to look at the Geography of these very diverse areas. This is further reinforced in lessons with many video clips of locations and issues around the country and world being shown to the class to help visualise the context of that location. Other parts of the school curriculum also closely support the Geography curriculum, for example the Duke of Edinburgh Award develops map reading skills.

Numeracy and Literacy are taught throughout the KS4 specification. There are a small number of marks that are available for Spelling Punctuation and Grammar on each paper assessed in extended writing questions, these are clearly identified in the paper and the students are trained which questions these are. There is also a lot of terminology in Geography and to achieve the top level in this it would be expected that the students would be using this technical language appropriately, so this is taught throughout the three years. Data is also a part of the

Geography curriculum, especially basic statistics and analysis of numerical patterns. Again, these skills are developed gradually over the three years and can appear in any paper, so students need to be fluent in a range of statistical techniques. Differentiation is used in a variety of ways through the development of different resources, targeted questioning, and differing assessment objectives. In addition, a range of teacher led differentiation occurs through in class strategies for students including SEN and High Starters

Staff use a wide variety of teaching resources which increase students' enthusiasm and engagement within Geography. Case studies are as relevant and contemporary as possible allowing for students curiosity to be stretched. This often will involve the temporary suspension of the curriculum for a short period to look at an issue that is current in the news, for example a major earthquake or Tsunami, this is then tied to the curriculum. Although the case study may be new, the processes and impacts are similar and this can then be used in exam style questions.

Progress during the lessons is assessed again in a variety of ways such as – Mini Plenaries during and at the end of lessons, targeted questioning at individuals within the class and through the completion and quality of work. Content is revisited before key assessment points to consolidate and embed knowledge and understanding. In addition, a significant amount of time is given to teaching exam technique which varies slightly between class depending on their needs as judged by their teacher. Curriculum resources are all saved and shared amongst all staff so a consistency in learning is achieved. Staff are also trained on the strategies used for successful learning at KS3 and sharing of ideas and good practice is encouraged both formally in Departmental meetings and informally through discussion between colleagues.

CHRIST and British values are taught consistently throughout the Geography curriculum. Many of the issues linked to the environment or Human Geography involves respect for the environment, tolerance of other people from different backgrounds or cultures and Geography explains consistently how the elements we have in common are always far greater than the small differences between us. Decision making exercises which are part of Geography enable students to show integrity to make the correct choices and justify why this is. Government and different ways that countries operate are also taught, as well as the wealth gap and the compassion that should be shown for others who live in far more difficult circumstances than ourselves both in the UK and abroad. They are also embodied in the Department by the professional approach from the staff working as positive role models and the very high standards of behaviour shown by the students in lessons and whilst representing the school and the Department on school trips. The concepts of integrity (helping others) or doing something like collecting in resources to help in the lesson without being asked, can often be witnessed in Geography lessons. The respect for other people's opinions and listening to differing views as well as respect for the environment can also be regularly seen both in lessons and on field trips.