



## Curriculum Intent

Geography  
Miss D. Perkins

### Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3. The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr

Be Ready, Respectful and Responsible for themselves and others around them.

### Department Vision

#### Delivering a world class curriculum

We are committed to a world class Geography education by delivering a knowledge rich curriculum of the human and physical world, and investigating the links between them. We inspire students' curiosity and fascination by allowing students to explore the world from our classroom, thus enabling them to cultivate a love of the captivating world we live in. We aim to inspire students to continue to build on their study of Geography outside of the classroom by applying their skills, knowledge and understanding to their day-day lives

Subject Intent		
<p><b>Key Stage 3</b></p> <p>To deliver a world class geography education that inspires students' curiosity and fascination. Developing a knowledge and understanding of the world and its people that will remain with them for the rest of their lives.</p> <ul style="list-style-type: none"> <li>- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;</li> <li>- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;</li> <li>- to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;</li> <li>- to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS);</li> <li>- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing at length.</li> </ul>	<p><b>Key Stage 4</b></p> <p>This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p>	<p><b>Key Stage 5</b></p> <p>During Key Stage 5, students will develop an in depth understanding of a number of Geographical Concepts. There is an opportunity to explore topics in greater detail than ever before and to ensure students really grasp some of the more challenging concepts within Geography. The NEA is also an opportunity for students to further develop their independence and interests in various branches of Geography. Key Stage 5 is a chance for students to bridge the gap between school and higher education in terms of the topics covered, the depth they covered in, the independent skills students attain, and the style of teaching we deliver. Finally, Geography as a subject develops a wide range of transferrable skills that will equip students in their next step, whether that be the world of work or higher education.</p>
Curriculum Specification		
<p><u><a href="#">Key Stage 3 National Curriculum</a></u></p>	<p><b>Academic GSCE:</b> <u><a href="#">AQA Geography</a></u></p>	<p><b>Academic A Levels:</b> <u><a href="#">AQA Geography</a></u></p>

<b>Wider Curriculum Contribution</b>	
<b>Our approach to supporting learning</b>	<b>Our approach and opportunities to stretch and challenge students</b>
As a department we have implemented a range of strategies to support students in accessing the skills needed to decipher geographical content and access the content delivered. We have incorporated these strategies into our SfL documents and have planned them into our curriculum.	Misconception are addressed during review and reflect activities, students are then given a task to bridge the gap and take them to the next step. We create a third T-task during reflection activities which is usually an open question to encourage students to connect concepts and to be synoptic.
<b>Our contribution to Careers Education, Information and Guidance</b>	<b>Our contribution to Literacy and Reading Development</b>
We explore various strands of Geography throughout all key stages. Which then prompts students to examine careers which stem from studying our subject. We enquire about the job roles needed to explore specific geographical concepts and identify why these roles are important. A key example is exploring who investigates climate change and identifying the global importance of their job.	<p>We are passionate about exposing our students to key geographical texts.</p> <p>We imbed reading heavily into our curriculum through techniques such as disciplinary reading. Key geographical texts are explored in a range of ways, students may be encouraged to read independently, as a class or the teacher may read the text to them. Students are guided through analysing and deciphering the geographical meaning of the text read as it is followed up by a range of literacy task which may involve:</p> <ul style="list-style-type: none"> <li>• Identifying tier 2/3 terms</li> <li>• Defining tier 2/3 terms</li> <li>• Summarising the text into 3 key points</li> </ul>
<b>Our contribution to Environment and Sustainability</b>	<b>Our contribution to Safeguarding and Prevent</b>
From year 7 we explore the negative impacts that unsustainable practices have had on our planet. We create a culture where students begin to realise that change starts with them as we explore topics in KS3 such as “Sustainable World” and “Changing World”. We then create a vision of what the future will look like when we begin to make a change and engage in a more sustainable way of life, through simple actions in our day-day life in our schools, homes and communities.	<p>We explore a range of safeguarding issues which arise around the world, examples such as:</p> <p>Child labour – Exploring the ethics behind child labour, identifying what could be viewed as abuse and identifying what laws which are put in place in the UK in order to safeguard children from such experiences.</p> <p>Globalisation and the internet – We explore how globalisation has “shrunk” our planet and investigate the global influence that social media has on our society. This may be beneficial as students are able to access help and support within second, however it also leaves them vulnerable to child-on-child abuse or abuse from strangers over the internet. By exploring this in the Geography curriculum it opens up a platform to discuss the safe use of IT.</p>

<p><b>Our contribution to Social, Moral, Spiritual and Cultural development</b></p> <p>Within Geography we are fortunate to be able to deliver a culture rich curriculum which explore life in contrasting areas of the world. Students are able to compare our “way of life” in the UK to that of the way of life to that of individual who live in LIC, HIC and NEE such Kenya, Haiti and Russia. We identify similarities and compare difference thus encouraging student to value diversity and to celebrate differences in their own life’s.</p> <p>This raises key discussion around how values may differ within different cultures and begin to reflect and what their values are and, what they deem as “developed” whether this derive from economic or social factors.</p>	<p><b>Our contribution to Character Education (Citizenship)</b></p> <p>Students are provided with opportunities to work as a team and make equal contributions and share ideas when presented with new geographical concepts. We also give students the opportunity to work independently and through the use of geographical enquiry, students are given the opportunity to be challenged on various levels through problem solving which helps build resilience.</p> <p>We encourage students to present their ideas and to be able to listen and respect opposing views of their peers. Encouraging freedom of speech and debates boost confidence and supports our British values.</p>
<p><b>Our Contribution to Digital Literacy Development</b></p> <p>Through the use of online Arc GIS mapping software in the Geography curriculum, students are able to develop their digital literacy by using the online platform to explore a range of abstract landscapes like waterfalls and volcanoes.</p> <p>Key stage 4 and Key stage 5 students use laptops to write reports from primary fieldwork data collection. They use Microsoft Excel to transform raw data into graphs which they can analyse and draw conclusions from. Students will use IT to collect secondary data through research. They also have the opportunity to continue to develop their digital literacy skills at home through independent learning tasks set on Seneca Learning.</p>	<p><b>Our contribution to Numeracy Development</b></p> <p>The Geography curriculum encompasses a wide range of numeracy skills in all key stages. Students collect primary data on field trips and identify suitable ways to present their data – bar chats, line diagrams, pie charts. This is either completed by hand or using Microsoft excel. We also analyse patterns in data by calculating mean, median, mode. We also incorporate challenge as students are guided through calculating standard deviations to identify whether there are any significant patterns in the data they have collected.</p>