St Dunstan's School
GLASTONBURY

Geography Curriculum: Intent, Implementation and Impact (St Dunstan's School) 2021 - 2022

St Dunstan's School Context

St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.

St Dunstan's was 2nd in the County for progress when national data was last available

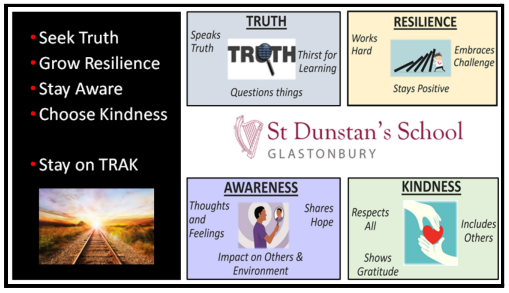
St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)

St Dunstan's has a more monocultural demographic than the national average (88.7% white British)

Intent

KEY STAGE 3

The St Dunstan's Geography curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (**TRAK**) as follows:



Truth: Students are provided with vital life skills through their **development of geographical knowledge** and their understanding of the world on both a local and global scale. Because geography

Implementation

KEY STAGE 3

The KS3 curriculum aims to enable all students to achieve more than they thought possible in Geography.

The curriculum sequences knowledge and skills cumulatively focusing on a spiral of understanding gathering depth and detail of concepts and then putting into context to exemplify models with real world examples.

	Year 7	Year 8	Year 9
Term 1	Map Skills	Exploring Britain	Coasts
Term 2	Impossible Places	Weather and Climate	Tectonic hazards
Term 3	Resources	Energy	Development
Term 4	Rivers	Glaciation	Globalisation/conflict
Term 5	Ecosystems	Population and migration	BRICs
Term 6	Africa is not a country	Marine Ecosystems	DME

Adaptation, particularly for SEND and HAP, helps everyone have access to the same curriculum, lessons include adapted questions by student flightpath, and resources are adapted to HAP/LAP to take

Impact

KEY STAGE 3

Students are able to **review their successes** in achieving the lesson objectives and are actively encouraged to identify their own areas of development. As students' progress throughout the school, they develop a deep **knowledge, understanding and appreciation** of their local area and its place within the wider geographical context.

We measure the **impact of our curriculum** through the following methods:

- Learning walks/lesson observations and professional dialogue with teachers.

involves the understanding of complex processes, patterns and relationships students often have **misunderstandings and misconceptions**. They may express information inaccurately such as using the terms 'weather' and 'climate' interchangeably because they do not understand the precise meaning of each. They may use terms incorrectly and carelessly, such as referring to Africa as a country. These **misconceptions are challenged** within lessons. ***Resilience***: Students are encouraged to grow their resilience in working on their **enquiry and problem-solving abilities**, where they apply **key skills and knowledge** to unfamiliar problems. Resilience is also modelled; when studying Development and Human and Man-made disasters in Geography, the term resilience often refers to the ability of people to not only subsist, but thrive even when faced with big challenges or shocks. ***Awareness***: The Geography curriculum helps students to become more aware of many contemporary challenges – climate change, food security, energy choices. **Thinking and decision making** within geography helps us to live our lives as **knowledgeable citizens**, aware of our own local communities in a global setting. Using maps and images of people and places, numerical data and graphical modes of communication, and getting to grips with the geographic information systems (GIS) that underpin our lives, make geographers skillful and employable. At the same time, studying the beauty of Earth and the awesome power of Earth-shaping forces can fascinate, inspire and take us out of ourselves. ***Kindness***: Students are rewarded for their positive contributions in lessons. A ***positive learning environment*** flourishes in the classrooms. Students will also develop a **respect and understanding** of	into account reading ages. SEN scaffolds/ writing frames and sentence starters are in place. The curriculum is **appropriately and continuously challenging**, there is a focus on extended writing, geographical skills that will prepare our students for the challenges of the modern world. Geography at St Dunstan's is in line with the **National Curriculum.** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf We ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. Existing knowledge is checked at the start of each new topic and through low stake quizzes. This ensures that teaching is informed by the students' starting points and takes account of student voice. Lesson content and tasks are designed to provide appropriate challenge to all learners. The **learning is sequenced** to incorporate both **human and physical geography** topics with each year group. Year 7 start with a benchmarking activity to assess their previous knowledge of the aspects of geography which they will study on their learning journey. The information is used to tailor activities and the time spent on particular concepts, as well as the challenge tasks which are presented to students in lessons. Map Skills is taught first in Year 7 as it enables students to grow confidence when starting with us.	• Accessing students' understanding of topic linked vocabulary before and after the 'knowledge and skills' have been taught. • Student engagement with purple pen and teacher feedback. • Interviewing students about their learning (student voice) • Moderation staff meetings within the MAT where students' books are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class. • Attainment and achievement outcomes • Attendance data • Behaviour data • Evidence of wider cultural and intellectual enrichment Students achieve **good outcomes at KS3**, and student voice indicates clear engagement with the themes and issues taught within units. Learning walks and our MER show that students are engaged well in lessons. Book scrutiny, which is regular, has shown improved extended writing, pride in student work and better engagement with purple pen and teacher feedback. **KEY STAGE 4**

different places and environments. They will be more aware of different cultures, locations and contexts to enable them to be more **knowledgeable, kind and compassionate citizens.**

KEY STAGE 4

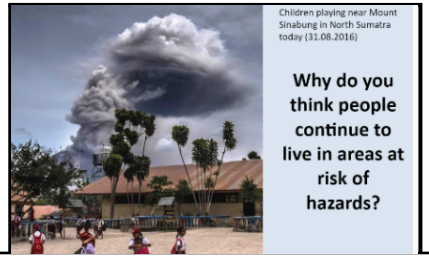
The **AQA Geography syllabus** explores vital global issues across a range of topics. Students are required to think about topics in relation to scale. Students explore topics through the use of **case studies nationally in the UK and internationally**, comparing high income countries (HIC), newly emerging economies (NEE) and low-income countries (LIC). The exploration of topics through case studies gives students an understanding of challenges at different scales and the different solutions. The AQA syllabus studies geography in a balanced framework of **physical and human themes** and investigates the link between them, giving students a more holistic understanding of geography. The curriculum **builds upon knowledge and understanding from KS3** by continued development of skills, deeper understanding and consideration of topics which require greater consideration of scales and links within the subject.

The curriculum **prepares for employment** through problem solving skills which are considered throughout the course and getting students to use their key skills to navigate solutions to some contemporary global challenges. **Geographical skills**

Examples of how **LTP sequences knowledge** and skills cumulatively and how topics / concepts / texts build challenge:

Economic Activity (Clark Fisher Model)	
7	Basic Introduction to key terms; using this to plot accurate graphs. Different locations are placed on graph and introduce idea that graphs changes over time Introduce the idea that different countries have different structures and that the rate of change varies
8	Develop ideas that structures vary within countries - Regions (i.e. Core/Periphery) To understand that there are different causes of those differences To describe the different impacts of those differences (Cycles of growth / cycle of decline)
9	Develop idea that countries have different structures and review rate of change - these have impacts External and Internal Causes accelerate change Using specific Case Study information begin to build up locational knowledge
11	Employment structures are a key determining factor in a country's ability to develop - Understanding structura change and interpreting data is a key prerequisite for this topic and will allow students to understand the mechanisms/causes of employment structure change Changes to employment structures have a range of positive and negative impacts - all these can managed sustainably

A number of **learning styles/activities** are utilised during lessons. These are often adapted based on the group, ability and teacher. These include use of starter images, low stake-quizzes, work booklets, videos, role play, thinking skill exercises, questioning, decision making exercises and map work.



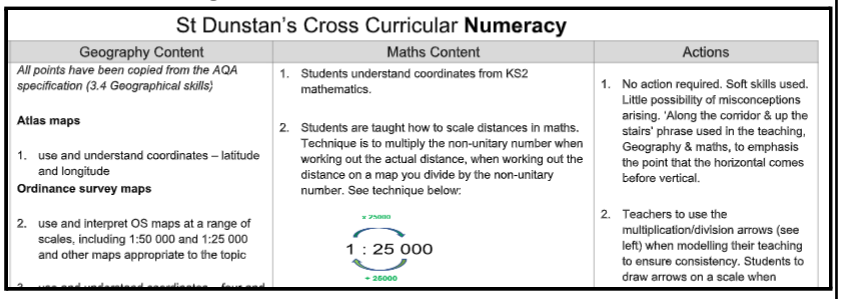
Exam results have increased steadily over the past 3 years (grades 9-4, 9-5 and 7+). Results are slightly above the national average results. Outcomes are good, and they give pupils further life opportunities through access to college courses, 6th form enrolment, apprenticeships and careers. SEND students continue to achieve and exceed their target grades. SPI remains positive at 0.8 (Summer 2021).

High quality impact is also measured by monitoring through learning walks, exam moderation and inspecting pupils' books.

Revision for Year 11 is offered and taken up by a range of pupils from a variety of abilities.

GCSE Outcomes 2021:

Grade 7+: 26.7%
Grade 5+: 55.6%
Grade 4+: 73.3%
SPI: 0.8
PP SPI: 0.17

such as fieldwork, statistical analysis and data interpretation allow students to develop key life skills which are required for further education and vital employment skills. The curriculum has been developed in order to give access to all students; through the **adaptation of work**.	Our curriculum plan is constantly **reviewed** by the HoF and other staff members in order to ensure that it meets the needs of the cohort. Discussion also takes place with the HoFs of Maths and English. This enables us to look for gaps in knowledge and teach common skills in a consistent way, e.g., pie charts and extended non-fiction writing.  St Dunstan's Cross Curricular **Numeracy** Geography Content: *All points have been copied from the AQA specification (3.4 Geographical skills)* **Atlas maps** 1. use and understand coordinates – latitude and longitude **Ordinance survey maps** 2. use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic Maths Content: 1. Students understand coordinates from KS2 mathematics. 2. Students are taught how to scale distances in maths. Technique is to multiply the non-unitary number when working out the actual distance, when working out the distance on a map you divide by the non-unitary number. See technique below: × 25000 1 : 25 000 ÷ 25000 Actions: 1. No action required. Soft skills used. Little possibility of misconceptions arising. 'Along the corridor & up the stairs' phrase used in the teaching, Geography & maths, to emphasis the point that the horizontal comes before vertical. 2. Teachers to use the multiplication/division arrows (see left) when modelling their teaching to ensure consistency. Students to draw arrows on a scale when **KEY STAGE 4** **AQA Geography** specification is followed. Students cover Paper 1 (Physical Geography) and fieldwork topics in Year 10 and the possibly more mature Paper 2 (Human Geography) topics in Year 11. **Written assessments** are completed at the end of each topic with a focus of literacy and understanding of subject knowledge. In Year 10 students will complete an exam style assessment at the end of each module, this prepares students for the GCSE written exam. All SoL show examples of adaptation for SEND/HAP through resources and questioning. Students should be able to articulate a **clear learning journey** and understand how to contextualise their learning across different lessons. The Head of Department will regularly **review the curriculum** long-term plan in order to ensure that the revision of previously taught units matches the needs of the cohort as a whole.	

GCSE Geography – AQA

Paper 1 – Living with the Physical Environment – natural World, Physical Landscape and Living World
Paper 2 – Challenges of the human environment
Paper 3 – Geographical Applications