

SUBJECT KS3 & 4 Curriculum: Intent, Implementation & Impact

Geography – the ‘world subject’ – can help young people make sense of their place in the world. Geography underpins a lifelong ‘conversation’ about Earth as the home of humankind, and is therefore a fundamental part of a balanced education for all young people. Geographical investigation both satisfies and nourishes curiosity and starts very early, when a young child encounters and begins to discover the world. In Geography, our intent is for the curriculum to promote this curiosity. The curriculum will enable our learners to be confident to understand and ask questions about the world around them. The intent is to develop a holistic knowledge of the subject at Key Stage Three in order to create a platform to build on at GCSE.

Curriculum Area	Intent	Implementation	Impact on attainment/progress						
<p>KS3 Curriculum</p>	<p>Geography will be a journey that starts in KS3 and evolves through to KS4. We implement this through the aspiration to deliver high quality education which promotes a love of learning about the world. Work must be accessible and engaging for all learners through means such as differentiation to ensure that true progress is made. Schemes of Learning are bespoke to our context, for Key Stage Three we aim to fill the gaps in their learning from the various feeder schools and produce foundations for all learners. This will consist of a variety of different skills and knowledge, including, problem solving, and fieldwork. Application of knowledge is key for Geography and proves that learners are ‘thinking like a geographer’.</p> <p>Geography serves vital goals. Many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective. Thinking and decision making with geography helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global setting. Using maps and mediated images of people and place, numerical data and graphical modes of</p>	<p>Examples of how LTP sequences knowledge and skills cumulatively and how topics / concepts / texts build challenge</p> <p><u>Economic Activity(Clark Fisher Model)</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">7</td> <td>Basic Introduction to key terms; using this to plot accurate graphs. Different locations are placed on graph and introduce idea graphs changes over time Introduce the idea that different countries have different structures and that the rate of change varies</td> </tr> <tr> <td style="text-align: center;">8</td> <td>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)</td> </tr> <tr> <td style="text-align: center;">9</td> <td>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</td> </tr> </table>	7	Basic Introduction to key terms; using this to plot accurate graphs. Different locations are placed on graph and introduce idea 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	<p>In Geography the curriculum will make a profound, positive impact to the outcomes of every child. We will know that this is true as we are delivering a high standard of education, quality assured through qualitative and quantitative measures such as:</p> <ul style="list-style-type: none"> • Attainment and Achievement outcomes • Observing lessons and scrutinising planning • Standards of learning in books • Student voice
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1. Longer Term Plan - Overall Rationale 3I's

	<p>communication, and getting to grips with the geographic information systems (GIS) that underpin our lives, make geographers skilful 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.</p> <p>The Key stage 3 allows students to demonstrate knowledge, re-visit and consolidate skills throughout all topics.</p> <p>The curriculum sequences knowledge and skills cumulatively focussing on a spiral of understanding gathering depth and detail of concepts and then putting into context to exemplify models with real world examples.</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum, lessons include differentiated questions by end of key stage target, and resources are adapted to HAP/LAP to take into account reading ages. SEN scaffolds/ writing frames and sentence starters are in place.</p> <p>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 and the academic rigours of exams in year 11.</p>	<table border="1"> <tr> <td data-bbox="1037 154 1115 204"></td> <td data-bbox="1115 154 1794 204">locational knowledge</td> </tr> <tr> <td data-bbox="1037 204 1115 328">11</td> <td data-bbox="1115 204 1794 328">More in depth look at variations within the UK and develop specific Case Study knowledge to exemplify knowledge within GCSE paper 2 exam</td> </tr> <tr> <td data-bbox="1037 328 1115 660">11</td> <td data-bbox="1115 328 1794 660">Employment structures are a key determining factor in a country's ability to develop - Understanding structural 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</td> </tr> </table> <p>Written assessments are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.</p> <p>At KS3 students will complete an end of unit test/assessment before moving onto the next rotation.</p> <p>All SoL show examples of differentiation for SEND, HAP through resources and questioning.</p>		locational knowledge	11	More in depth look at variations within the UK and develop specific Case Study knowledge to exemplify knowledge within GCSE paper 2 exam	11	Employment structures are a key determining factor in a country's ability to develop - Understanding structural 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	<ul style="list-style-type: none"> • Destination data • Attendance data • Behaviour data • Evidence of wider cultural and intellectual enrichment
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<p>KS4 Curriculum</p>	<p>The curriculum prepares for next stages and employment/study and the AQA Geography syllabus.</p> <p>The curriculum builds on prior learning from KS3 through a variety of different topics - All theoretical concepts are introduced in context throughout years 7/8/9.</p> <p>This course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.</p> <p>The curriculum sequences knowledge and skills cumulatively starting with local scale building towards an international. Fieldwork is covered at the same time as the topics being taught in year 10. Both human and physical geography elements are needed to meet the exam board needs.</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learners target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries</p> <p>The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the specification in preparation for Exams and life after school</p>	<p>See SoL for implementation of the AQA Geography syllabus.</p> <p>Written assessment are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.</p> <p>In year 10 students will complete an exam style assessment at the end of each module, this prepares students for the GCSE written exam.</p> <p>All SoL show examples of differentiation for SEND, HAP through resources and questioning.</p>	<p>Results</p> <p>Pupil voice</p> <p>Evidence of booklooks, learning walks, moderation</p> <p>Evidence of wider cultural and intellectual enrichment</p> <p>Fieldtrip</p>
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