

Buckler's Mead Academy

Geography Curriculum: Intent, Implementation and Impact 2022-2023

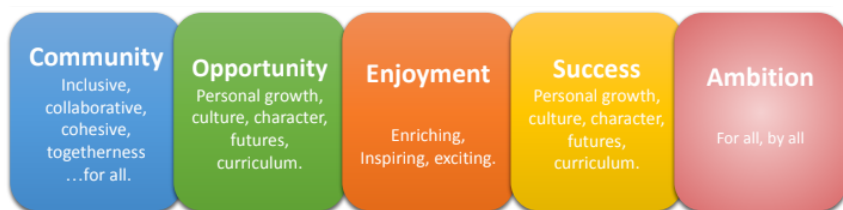
INTENT – What we teach and why

“The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together” Barack Obama

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world, such as contemporary challenges such as climate change, food security, energy choices which cannot be understood without a geographical perspective. We want our students to be passionate about the world they live in and have a deep understanding of how it works so that they can continue to act as responsible citizens to ensure the sustainability of our planet continues.

Our programme of study aims to develop 4 sequences or strands of Geographical knowledge; Place, Location, Physical and Human Processes and Geographical Skills.

The Buckler's Mead Geography curriculum intends to promote the Buckler's Mead core values of Community, Opportunity, Enjoyment, Success and Ambition as follows:



Community: The Geography curriculum helps students to become more aware of the many contemporary issues local and global communities are facing, such as climate change, food security, energy supply, sustainability. 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 and

graphical data that underpin our lives, and make geographers skillful and employable. With the school's demographic being a fairly monoculture, we believe it is important for our students to learn about other cultures around the world so that any misconceptions or misunderstandings such as all "African people are poor" or "Africa is a country" are challenged and the correct knowledge is taught.

Opportunity: Due to the higher than national average for PP and SEND students we are keen to ensure that all students are taught by specialist teachers who have excellent subject knowledge and provide the chance for students to learn about the amazing world that they live in (both physical and human) and build upon the knowledge they secured in KS2. Reasonable adjustments will be made to ensure that all students including SEND and disadvantaged have the same opportunities and that the curriculum is engaging and challenging. We want to allow students who might not be able to visit and see the world at present to see that there is more to the world than Yeovil and that we are a small piece within a massive jigsaw of the world. There will also be opportunities for students to put into practice what they have learnt in the classroom into the field, where fieldwork will take place within the school grounds as well in other places such as Corfe Castle, Lyme Regis and Swanage.

Enjoyment: All lessons will be engaging and students will enjoy learning about the many topics within the subject such as ecosystems, rivers, coasts, glacial landscapes, megacities, energy and water supply, economic development etc.

Success: A positive learning environment flourishes in our Geography classrooms. Students will develop a respect and understanding of different places and environments. They will become more aware of different cultures, locations and contexts which will enable them to be more knowledgeable and successful to prepare them for future challenges. Students are encouraged to grow their resilience in working on their problem-solving abilities, where they apply key skills and knowledge to unfamiliar problems. Success and resilience is also modelled; when studying topics such as Development, Natural Disasters in Geography, the term success often refers to the ability of people to not only subsist, but thrive even when faced with big challenges or shocks.

Ambition: Our curriculum in Geography is a spiral curriculum which allows physical and human topics to be interleaved and students can gather depth and detail of concepts over the 5 years. It is a broad and balanced curriculum which builds upon what students have secured in KS2. We have sky high expectations for all students in the class no matter their background, this allows us as teachers to encourage students to have ambitions but also knowledge and skills which are transferable and will enable students to achieve their dreams.

Key Stage 4



At Buckler's Mead we teach the AQA Geography syllabus as it 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 and examples nationally in the UK (such as Bristol, Swanage, Lyme Regis) and internationally, comparing high income countries (HIC), newly emerging economies (NEE such as Nigeria and Brazil) and low-income countries (LIC). The exploration of topics through named examples and case studies gives students an understanding of challenges at different scales and the different solutions. The AQA syllabus is a balanced framework of physical and human components 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. Unit 1 focuses on the dynamic physical processes and systems and the human interaction with them in a variety of places and at a range of scales. Unit 2 is concerned with human processes, systems and outcomes and how these change both spatially and temporally. The final unit Geographical Applications is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the whole course. The aim being that students show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This is completed as part of a decision making exam, where a pre- released booklet is provided and that students will have to make a justified decision. This unit also includes two fieldwork enquiries, one physical and one human based which students have to complete. The aim of this is so students are able to understand the process/ stages that are needed for an enquiry to take place. The exam is single tier so all students are taught the same content, but is unpackaged where necessary to ensure all students including SEND to be able to access it. Classes are of mixed ability, so challenge is key to ensure all students including HPA reach their potential.

The curriculum both at KS3 and GCSE prepares students for employment through problem solving skills which are considered throughout the course and getting students to use their key skills to offer solutions to some contemporary global challenges. In addition, where students have completed fieldwork and data analysis, it allows students to develop key transferable skills which are required for further education and vital employment skills.

IMPLEMENTATION – How we teach and deliver our curriculum so that students know more, remember more and can do more over time.

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 composites of knowledge and then putting into context to exemplify models with real world examples.

Year 7	Year 8	Year 9
Introduction the UK Weather and Climate in the UK Challenges and Opportunities in the UK Our Living World The People of the UK	Our Unequal World Focus on Africa Physical Landscapes in the UK Our Physical World World Cities	Tropical Storms Extreme Weather in the UK Ecosystems- Tropical Rainforests Climate Change Challenges and Opportunities of the Urban World

At Buckler’s Mead students in Years 7-9 have 3 x 55 minute lessons over a fortnight. Students are taught in classes with a broad ability range, but the challenge is high for all learners. Students are also offered the opportunity to participate in school trips and the Duke of Edinburgh Award. Therefore, it has been essential that collaborative curriculum planning lies at the heart of what we do in the department. In Geography we implement our curriculum through a variety of teaching approaches as well as use a wide variety of learning and teaching resources. We also ensure there are plentiful opportunities for students to be reflective on their own learning but also be able to become resilient learners and have a positive outlook on their education.

We ensure that knowledge and geographical knowledge are built on year by year and sequenced appropriately to maximise learning for all students. At the start of every lesson, each student will complete a connect task which is low stake questions but allows students to answer questions on prior knowledge allowing students to retrieve their knowledge regularly but to also allow students to make connections between the different components of knowledge they have learnt. This also allows us as teachers to identify any misconceptions so challenges can be made straight away. In addition, students complete low stake multiple choice questions as part of their homework on the composites they are currently studying so they can receive quick feedback on what they know and what they don't know and this then also informs us as practitioners and can adapt our lessons appropriately. Following the Learning Cycle that we have in place in the Academy, we also ensure that there are Challenge Tasks where students have the opportunity to apply their new knowledge and a chance to show off what they now know as a consequence of being in a Geography lesson. Then over a period of lessons that cover a range of composites, students will complete a common demonstrate task set across the department so students can produce a piece of work which shows their acquisition of knowledge, skill or concept. Students will then be provided a class feedback form which allows them to see what they did well, areas of improvement as well as exemplar work from students.

Students have 3 summative assessments over the year, which are cumulative and allow students to retrieve and show their deeper knowledge and understanding across a range of subjects. The assessments will be made from a range of questions, leading up to a piece of extended writing. Students will be given a knowledge checklist 2 weeks prior to the assessment which will have guidance on what they need to know for the upcoming assessment. Two of these assessments will be based in the classroom, the final assessment in Term 3 will happen in the exam hall.

As a department, Geography is delivered by high quality first teaching which promotes the love of learning. We ensure all lessons are accessible and engaging for students of all abilities including SEND and HPA and that reasonable adjustments have been made to ensure that all can access the geography curriculum but also that there is challenge. A number of learning styles/activities are utilised during lessons appropriate to the class and the composite of knowledge that is being taught. We have worked closely with the Science department to ensure that any cross curricular links are discussed and placed appropriately within our spiral curriculum.

Throughout the subject will promote reading both in and out of the classroom. As part of homework in Geography, to help bring to life the different components we study we try to link it to real case studies, therefore we set 'Geography in the News' homework where they will have an article about a current issue, event to read that is linked to their current or prior learning. They will answer comprehension questions about the issue/ event but also have an opportunity to make a judgement about the reliability of the source and if there is any bias.

Our spiral curriculum plan is constantly reviewed by the HoD and other department members in order to ensure that it meets the needs of the cohort and that case studies are up to date and recent to ensure that we make the subject as real as possible.

Key Stage 4

AQA specification is followed and is taught following our spiral curriculum, so the three units are mixed across the 2 years. This allows then students to make links between the different components which will help them understand the different composites and reinforce key concepts.

Physical fieldwork is completed in Year 10, when they go to Swanage and look at coastal processes. The Human fieldwork will be completed in Year 11, with the focus on the impacts of redevelopment in an urban area (Bristol or Dorchester- TBC).

As above in KS3, students will be taught by specialist teachers, in mixed ability groups, but for 5 hours over a fortnight. Students will regularly have summative assessments each half term via a class based assessment or a mock exam. These assessments will be made up from past papers and will be cumulative rather than the end of topic tests. This will help prepare and reinforce the importance of knowing everything they have previously been taught.

Every lesson will start with a Connect task (same as KS3) and will allow any misconceptions to be raised and challenged. In addition, to allow students to see what they know, they again will be set weekly low stake quizzes where they will receive instant feedback, but will also inform the teacher of any misunderstandings, this will be as homework. During KS4, we will continue to follow the learning cycle and students will be expected to complete Challenge tasks every lesson and a Demonstrate task every couple of weeks, so students have an opportunity to show what new knowledge they have gained. These Demonstrate tasks will be a mix of exam questions as well as geographical skilled based tasks.

IMPACT- expected outcomes and what our students will know at specific stages.

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. Students have the opportunity to assess what they know by completing MCQs as homework, and also by completing Connect tasks every lesson. This then provides detailed and informative feedback for both the student and teacher. These occur across all classes, across all year groups. Students now can show they know more now than they did at the start of Year 7.

Evidence of wider cultural and intellectual enrichment: Through field trips and SOL students are gaining an increased cultural capital. The department also takes part in the year 5 and 6 transition days. The uptake of students participating in the Duke of Edinburgh Award has increased. The number of students choosing GCSE Geography is increasing and the P8 score is increasing overall for the subject. Students are able to link what they know in Geography to over subjects in school and to their own lives.