

Intent (Curriculum Planning)

- Our intent is for students to have an awareness of the world around them, to build confidence and understanding with geographical concepts. To know and understand how the human and physical worlds interact. To become global citizens, to care for the planet and have an understanding of the concept of sustainability.
- The curriculum is planned to develop skills which are examined at GCSE, through KS3 topics in Year 7 and 8- Map skills, Trivium, My local area, UK Human and Physical Geography, Coasts, Tectonics, Asia, Climate Change, Risky Places, Our Human Planet, Rivers and India. Some students complete their geography education in Year 8 and opt for the GCSE. Some continue the National Curriculum into Year 9 who DO NOT opt for the GCSE. We would hope that all students would have knowledge from the topics studied in Year 7 and 8 and have gained some geographical skills to help them at KS4. (**Skill 1:** Demonstrating knowledge of places and processes and environments at different scales; **Skill 2:** Remembering and understanding geographical information about places/ processes and the relationships between them.; **Skill 3:** To be able to make judgements using real geographical information about issues and problems.; **Skills 4:** Use geographical skills, e.g. map reading, using data etc, to investigate issues and communicate your findings).
- National Curriculum students continue topics not delivered in Year 7/8 in 2 projects called 'Amazing Earth' and 'Amazing Places'.
- By the end of Year 11, we aim for all students who have opted for the GCSE to be able to sit the Edexcel B GCSE, which comprises 3 exams: Unit 1 is Global Geography, Unit 2 is UK Geography and Fieldwork, Unit 3 is Environmental Issues.
- We would hope to develop their independent learning skills, fieldwork skills and ability to write projects. Many skills in our subject are transferable to employment- communication, research, problem solving, and many aspects of our course content relate to the real world e.g.: UK employment and industry, earthquake and hazard management, sustainable cities, globalisation etc.
- We provide many off-site enrichment opportunities for both Key Stages, e.g.: Year 10 students complete two off site visits for Fieldwork studies, and Year 11 visit London. There is also local fieldwork to Wiveliscombe in Year 7, and a possible Rivers trip in Year 8 (TBA), and use the school grounds to explore geography as well.

Implementation (How to teach your intent)

- The curriculum is planned and sequenced so that there is clear progression in knowledge, understanding, and skills from Year 7 into Year 11. In 2018 the department completely re-wrote the KS3 curriculum and before this, starting in 2015, re-wrote the entire KS4 curriculum to meet the demands of the new 9-1 GCSEs. The GCSE was reviewed by the Head of Geography in summer 2021.
- We took the GCSE assessment objectives and created 'skills' which we now use and assess within work and assessments at KS3, so that students are developing these, which are requirements of the GCSE. The topics at KS3 have taken key aspects and important knowledge from the GCSE ones, so that students have some awareness and understanding before embarking on Year 9 GCSE.
- We also feel the KS3 national curriculum is well planned and resourced into Year 9. It covers all aspects of the National Curriculum, tracked/ audited by Ps in summer 2021.
- The department regularly updates SoL and resources. There is a clear SoL and resources for every lesson from Year 7-11. We use budgets to buy new resources each year and apply for extra funding from the PTA to support us as well e.g.- New textbooks and atlases, fieldwork equipment, art and creative equipment too.
- Students have tracking sheets in Year 7 and 8 and one tracking booklet for their whole GCSE. They record feedback and note down which skills they did well in and which still need development. This encourages them to reflect on their previous assessments with the aim of improving the next.
- Students also receive PLC and evaluation sheets for each GCSE topic to track their progress from start to end, but also to aid revision for mocks in Year 11 and for summer exams.

Impact (Success Indicators)

- Each topic which is completed is assessed at its end- we use a range of styles at KS3 to vary what students have to produce in order to meet different learning styles.
- At GCSE, there are summative tests or written assessments at the end of each topic. These are all comment based marked and a selection of questions improved upon following the teacher's feedback.
- However, it is not all about assessment. Through daily interactions and conversations, building relationships with our students and classes, we can gauge how far the 'whole' student is developing and their general understanding of the world around them.
- This year we are assessing KS4 with shorter 30 minute assessments, based on sections of their exam papers (9 over the three years). However, class teachers still use supported exam practice sessions after each mini topic to aid exam technique/ progress and confidence building.
- We are trying to also develop more retrieval and progress checks in lessons (Referred to as 'Geog my Memory' tasks) as there will be slightly fewer summative tests now. Assessment will be a good balance of formative and summative we feel.
- Each year our exam results are analysed by the Head of Geography, and action points identified. These are then worked on throughout the year to help the next cohort improve their results. We have a high uptake of students at GCSE, with 5 classes in 2019 starting in Year 9.
- Results have been steady since the 9-1 changes, and girls regularly perform above target. The subject contributes strongly to great EBacc outcomes for the school as a whole.