

Curriculum Statement

What we are trying to achieve at BUDMOUTH ACADEMY within Geography:

We live in a diverse and dynamic world, with increasing social, environmental and economic challenges that pose unique problems and opportunities. Our vision in the Geography Department, is to equip our students to meet the challenges of both. We will aim to produce a community of self-reflective learners well equipped to deal with situations that require an understanding of local and global issues with an appreciation of the impact their decisions have on the world around them.

Geography Curriculum

The curriculum has three elements:

- 1. Intent:** What must be learnt
- 2. Implementation:** How it will be learned
- 3. Impact:** How we will know that learning is secure

Intent:

To produce a community of self-reflective learners, our aim is to study geography at a variety of scales focusing on the wider world but fostering a deeper understanding of our personal locality within this. Fundamental to our intent:

- Students study a wide variety of topics, learning natural processes, features and human consequences with exemplified locations. e.g. Africa, Asia. climate change, hazards and contemporary issues such as place and energy security.
- Introduce topics/regions/concepts throughout KS3 and then revisit through evolved schemes of work throughout KS4/5 creating a linear but fluid 7-year programme of study.
- Build within students an understanding of how knowledge differs from the application of knowledge and the importance of geographical skills. Knowledge is delivered by means of familiar and unfamiliar source texts, allowing students to offer their own quantified opinions on issues and develop an ability to adapt their knowledge to previously unseen situations.
- To dispel misconceptions through the investigation of new and misrepresented locations, where possible enriching with personal stories or through the use of reliable media to help students develop empathy and compassion for people living in conditions more challenging than our own.
- Facilitate time in the curriculum to deal with real time scenarios: e.g. teaching flooding during autumn term and hurricanes during the Atlantic storm season.
- Nurture an encompassing familiarity of sustainability issues, including an individual's responsibility for their carbon and water footprints, use of stock and flow resources.
- global dimension – address issues of diversity, allow our learners to see a bigger picture of the world, its diversity and their present and future places in it

Implementation and delivery:

Geography students at Budmouth Academy follow a carefully designed progressive and contemporary curriculum based firmly on subject specialist teaching and carefully considered resources drawing from a wide range of sources and media. Core learning will include

- Skills based objectives are a core focus; this includes the use of numerical, cartographic, graphical, literacy, numerical, and ICT skills consistently and frequently throughout the course.
- A curriculum linking learning with careers as per the Gatsby benchmarks. This includes identifying relevant role models and profiling relevant academic and vocational geographical careers within each distinct topic.
- Interdisciplinary projects linking science, maths, history and technology allow students to identify a bigger picture in regards to their learning.
- Decision making, critical thinking and analysis help students to develop wider understanding, specifically the fluid nature of solutions in dynamic environments and situations.
- Student centred learning booklets for each topic provide scaffolding, development and challenge through collaborative and independent activities
- Learning about real world examples, case studies and through teacher experiences relevant to our students whenever possible.
- Rigorous and Formative assessment designed to progressively challenge a stretch students in their achievements and aspirations

Impact:

Through a diverse and well-planned curriculum, students are given the opportunity to develop the skills and knowledge, which allow them to become empathic, reflective and culturally aware problem solvers.

- Throughout the key stages, students are encouraged to offer their own perspectives on global issues as well as identify those of others. Subject knowledge is delivered alongside a range of mathematical, scientific and literacy skills, which encourage analytical and evaluative learners ready for the complexities of the world they live in.
- Lessons will regularly test students understanding through questioning, using bloom taxonomy to increase challenge appropriately. At KS3, 4 and 5 students, complete assessments at regular scheduled intervals to coincide with the completion of topic areas.
- Lessons are planned to give students opportunity to display skills in their exercise and learning books, which can then be evaluated, by both the teacher and students through DIRT marking. This encourages students to improve their original work and grow as reflective learners who take ownership and responsibility for their own progress.
- Students are given regular opportunities to return to past subject knowledge at pause points in the curriculum and increasingly encouraged to make synoptic links as they progress through the key stages. Through interleaved learning students are able to identify the importance of revisiting information in order to build long-term memory, which can be applied in unfamiliar scenarios thus enabling them to better prepare for the modern workplace.
- At KS4 and KS5 students sit external exams with the aim being that all students achieve or exceed minimum target level. Alongside this, compulsory fieldwork at KS4 and the NEA at KS5 offer students the opportunity to apply skills and knowledge gained throughout their

geographical studies to a specific and independent study programme.

Through all student participation and the presentation of both written and verbal work they are offered the opportunity to nurture a curiosity and sense of pride as global citizens.