

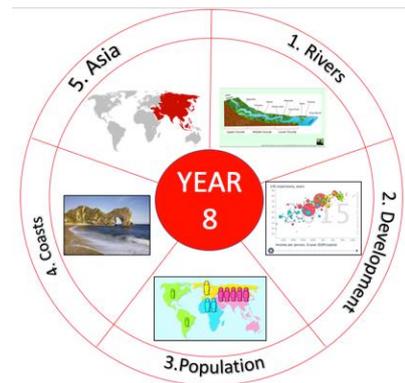
## GEOGRAPHY: CURRICULUM STATEMENT

### Intent

*“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”* – Michael Palin

The purpose of the Geography curriculum at St Mary’s is to develop curiosity and fascination about the world’s human and physical processes and to foster growth of global citizens. The department want to *‘create knowledgeable and skilful geographers who understand, respect and appreciate God’s wonderful world’*.

At KS3, pupils study a balance of human and physical units in each year starting with a unit on map skills with a local focus using the school grounds and the local area to hone basic skills and build a sense of place. Each unit links to or revisits elements of earlier units, giving opportunities to recall previous learning, but gradually increasing in complexity, extending prior learning and developing geographical skills further so that pupils understand their world better.



See more detailed summary below

At KS4, the department encourage pupils to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (*know geographical material*)
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (*think like a geographer*)
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their approaches to questions and hypotheses (*study like a geographer*)
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (*applying geography*).

## Implementation

The Geography department work together well as a team, sharing resources and expertise (see section on *Remote Provision*).

At **KS3**, each unit of study is presented to pupils via topic sheets (see example below) which outline key expectations for pupils and parents. These sheets also present a good opportunity for pupils to develop organisational skills with their folders.

Learning is organised around these key questions and pupils sit standardised tests, helping to maintain a consistent geography provision.

Teachers have high expectations of all pupils and create a supportive learning environment by using a variety of strategies (scaffolding, paired work, modelling, individual and class feedback, teaching assistants...) to support everyone to achieve success using a wide range of resources including textbooks, atlases, digital resources, playdough, card sorts etc.

Learning is regularly taken into the field, with each year group conducting fieldwork off site – *Year 7: Dan-Yr-Ogof Caves, Year 8: Whitmore Bay, Year 9: Lapworth Museum, University of Birmingham.*

At **KS4**, learning is organised around key ideas from the **AQA specification**. Pupils across the cohort sit standardised end of unit tests selected from the bank of past papers provided by **AQA**, helping to maintain a consistent geography provision.

Teachers have high expectations of all pupils and create a supportive learning environment by using a variety of strategies (scaffolding, modelling, individual and class feedback, teaching assistants) to support everyone to achieve success using a wide range of resources including textbooks, atlases, digital resources, journals, card sorts etc.

Learning is regularly taken out into the field. There are two one-day visits to complete the compulsory elements of fieldwork, previously to study **social deprivation in Bristol** and **flood management in Upton-Upon-Severn**. There is also a **residential fieldwork opportunity to Morocco** to develop curriculum links with **Resource Management, Hot Deserts** and **Life in a city in a LIC**, but also to offer cultural and social experiences.

### Year 7: What is a geographer?

Name: ..... Class: .....



Complete four pieces of homework during this topic. Sometimes there is a choice of task. Two will be marked by your teacher. Two will improve your knowledge and understanding in preparation for the assessment at the end. Hand in homework with your name, class, date and option written clearly at the top.

✓ Learning Checklist	Homework Challenges:
1 What is a geographer?	Task 1 Option A: due: ..... Research <a href="#">map projections</a> online. 1. Explain the orange peel problem. 2. Which projection is your favourite. 3. Give reasons why.
2 How has our knowledge of the world progressed over time?	Task 1 Option B: due: ..... Visit the <a href="#">"Map Zone"</a> website, click "Map Skills", then "Resources and links". Create flashcards for: • 2 picture symbols. • 3 abbreviation symbols. • 4 line symbols.
3 What locational knowledge do you have of the world?	Task 2: Learning keywords: due: ..... Go to <a href="#">www.st-maryshigh.hereford.sch.uk/geography</a> Under Year 7, Quizlet, find 'Unit 1 – What is a Geographer?'. Play 'Learn', 'Match' or 'Test' for at least 15 minutes.
4 How can we locate places around the world?	Task 3: Option A: due: ..... Create a sketch map of <a href="#">Lugwardine</a> on blank paper using Google maps. 1. Add broad shapes first eg: roads. 2. Label what the land is used for eg: farming, housing. 3. Name human and physical features eg: rivers.
5 Why do we use OS maps to investigate places?	Task 3 Option B: due: ..... Complete the <a href="#">alphabet challenge</a> . 1. Use your own knowledge to answer as many Qs as you can. 2. Use your notes from your folder and write in a different colour. 3. Use an atlas or the internet to research. Write in a third colour.
6 How do we locate features on a map?	Task 4: Wordwall: due: ..... Go to <a href="#">www.st-maryshigh.hereford.sch.uk/geography</a> Under Year 7, Wordwall, find the topic 'Map Skills' Complete each challenge at least once. Repeat any challenge to get faster and move up the leader board.
7 How do OS maps show height, direction and slopes?	Assessment: End of unit test
8 How can we use aerial photos with OS maps?	<b>Keywords:</b>
9 How do you investigate a locality by conducting fieldwork?	physical, human, environmental, cartography, map, satellite image, continents, oceans, seas, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.
10 What is a geographer? Review.	

## Impact

Geography teachers measure pupil's attainment formatively, during lessons by talking to pupils individually, in groups and through whole class questioning, and by assessing engagement, knowledge and competence in class. Formative assessment also occurs through homework when pupils demonstrate the ability to apply their knowledge and understanding more independently. If necessary, subsequent lessons and/or resources are adapted to take account of prior learning or misconceptions.

Teachers summatively measure the impact of the curriculum at the end of each unit with tests, marked using agreed mark schemes. Progress is measured compared to pupil's end of year target grades and at KS3, improvements made by pupils themselves in subsequent lessons, while at KS4 pupils working below target in each unit test are set interventions using *Seneca Learning*, *BBC Bitesize* or revision sheets. If necessary, there are amendments to specific units, by teachers in preparation for the following year.

## KS3 PROGRAMMES OF STUDY: GEOGRAPHY



### My progress in Geography

Name: \_\_\_\_\_

My End of Year 7 Target: \_\_\_\_\_

Topic	Unit Title	Grade	S.E. of Effort	Self Evaluation WWW	Self Evaluation EBI
1	What is a Geographer?				
2	Is Earth running out of Natural Resources?				
3	What is an economy?				
4	What is weather and climate?				
5	Is the geography of Russia a curse or benefit?				

#### All work should have:

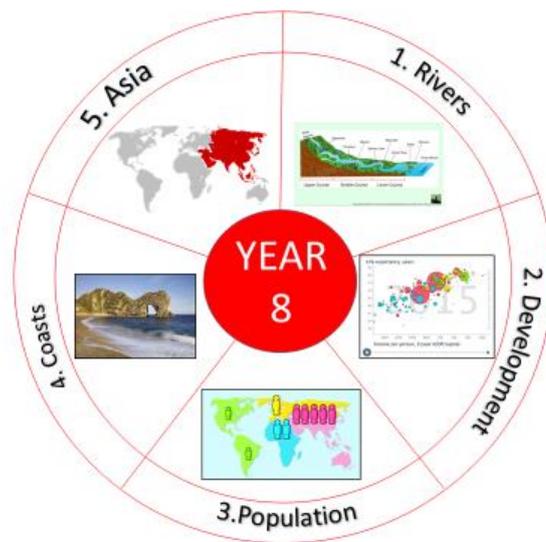
- Name and class, underlined.
- A title, underlined.
- Date, underlined.
- 'Classwork' or 'homework'.
- Keywords underlined.
- Be written in blue or black.

#### All maps should have:

- A title
- A key
- A north arrow
- Scale or 'Not to Scale'
- Frame

#### You should arrive 'ready to learn' with:

- Pencil case with pens, pencils, ruler, eraser, coloured pencils, sharpener, highlighter and calculator.
- Planner/homework diary
- Folder and homework when due
- Positive attitude



## My progress in Geography

Name: \_\_\_\_\_

My End of Year 8 Target: \_\_\_\_\_

Topic	Unit Title	Grade	S.E. of Effort	Self Evaluation WWW	Self Evaluation EBI
1	Why are rivers important?				
2	What is development?				
3	How are populations changing?				
4	What happens where the land meets the sea?				
5	How is Asia being transformed?				

### All work should have:

- Name and class, underlined.
- A title, underlined.
- Date, underlined.
- 'Classwork' or 'homework'.
- Keywords underlined.
- Be written in blue or black.

### All maps should have:

- A title
- A key
- A north arrow
- Scale or 'Not to Scale'
- Frame

### You should arrive 'ready to learn' with:

- Pencil case with pens, pencils, ruler, eraser, coloured pencils, sharpener, highlighter and calculator.
- Planner/homework diary
- Folder and homework when due
- Positive attitude



My progress in Geography

Name: \_\_\_\_\_  
My End of Year 9 Target: \_\_\_\_\_

Topic	Unit Title	Grade	S.E. of Effort	Self Evaluation WWW	Self Evaluation EBI
1	Can we ever know enough about earthquakes and volcanoes?				
2	What are the challenges and opportunities facing Africa?				
3	How does ice change the world?				
4	Why is the Middle East and important world region?				
5	Climate change and the Earth's future				

All work should have:

- Name and class, underlined.
- A title, underlined.
- Date, underlined.
- 'Classwork' or 'homework'.
- Keywords underlined.
- Be written in blue or black.

All maps should have:

- A title
- A key
- A north arrow
- Scale or 'Not to Scale'
- Frame

You should arrive 'ready to learn' with:

- Pencil case with pens, pencils, ruler, eraser, coloured pencils, sharpener, highlighter and calculator.
- Planner/homework diary
- Folder and homework when due
- Positive attitude