

Geography

Key Stage 3

Intent

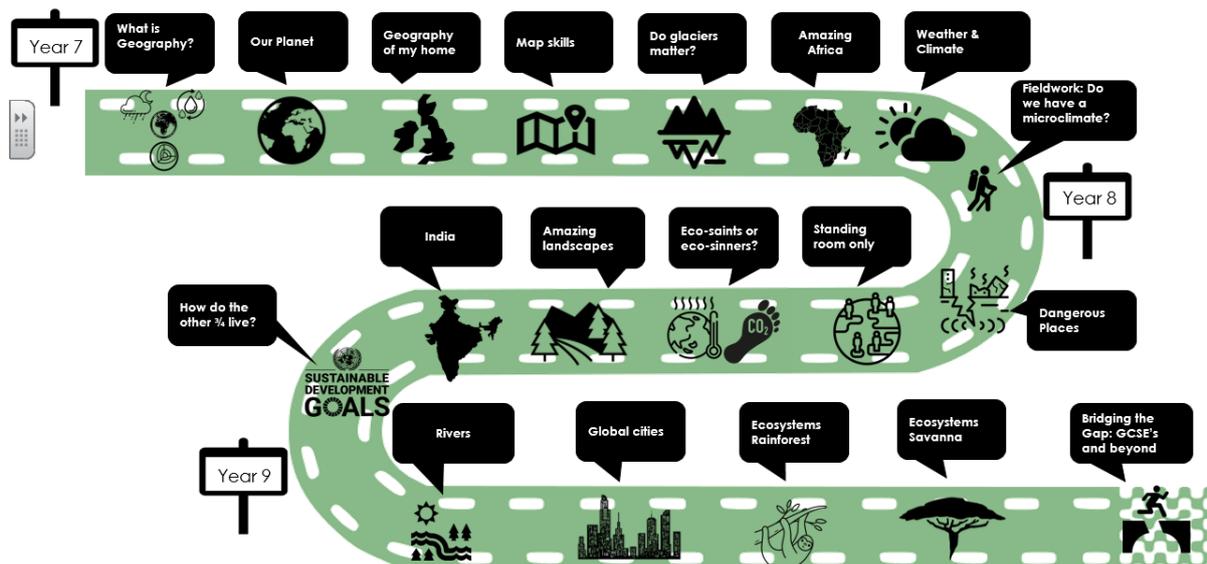
In Geography we aim to develop the cognitive and analytical skills required for students to orientate themselves within a changing world. Through reflection on the geographical challenges faced by people in the UK and around the world we seek to enable students to understand how fortunate they are to live in the UK in the 21st century, whilst recognising the local and global environmental challenges faced by people in a rapidly changing and fragile world. We aim to give students the skills to enable them to become active and informed citizens, who recognise the impact that their own choices can and will make on the world around them.

In Key Stage 3 students study the Geological timescale; Glaciation; Africa; Microclimates; Natural Hazards – earthquakes and tsunamis; population and migration; Energy issues and Climate change; the main type of rocks and how they shape the landscape; India; Development.

Implementation

- Students follow schemes of work of roughly 7-10 lessons, each with a broad thematic link but enabling students to achieve strong learning at different levels
- Most lessons will begin with an engaging visual starter designed to spark interest and to link in to the lesson's learning
- Regular low-stakes quizzes at the start of lessons in order to check and secure prior learning
- A wide variety of visual images and video clips will be used to support learning
- Literacy skills will be a key focus as we aim to build the levels of writing required for GCSE
- Questioning will be used to check understanding and draw out misconceptions and encourage deeper thinking.
- Modelling of high quality writing will be used to support this progress
- Exemplar answers are regularly used to help students see concrete examples of the style and quality of writing required for good progress
- Peer marking of each other's work is used to help build recognition of how to make progress
- Formative and summative assessment is used to track and record progress
- Feed-forward (improving first drafts) is a central part of demonstrating learning progress
- In order to build the skills of content-recall needed for GCSE. Students will be given clear resources on the shared area from which to revise for end of unit tests, modelling the process upon which we will build at GCSE
- Plenaries are used to review learning.

The path to a Sustainable Future through Geography in KS3



Impact

By the end of Key Stage 3 students will have a strong grounding in the global and local challenges faced in the 21st century. They will recognise the impact of their own personal role in the various challenges faced by the local and global community. Students will be in a strong position to choose GCSE Geography and will have a firm grasp of the key skills required for further progression.

Key Stage 4

Intent

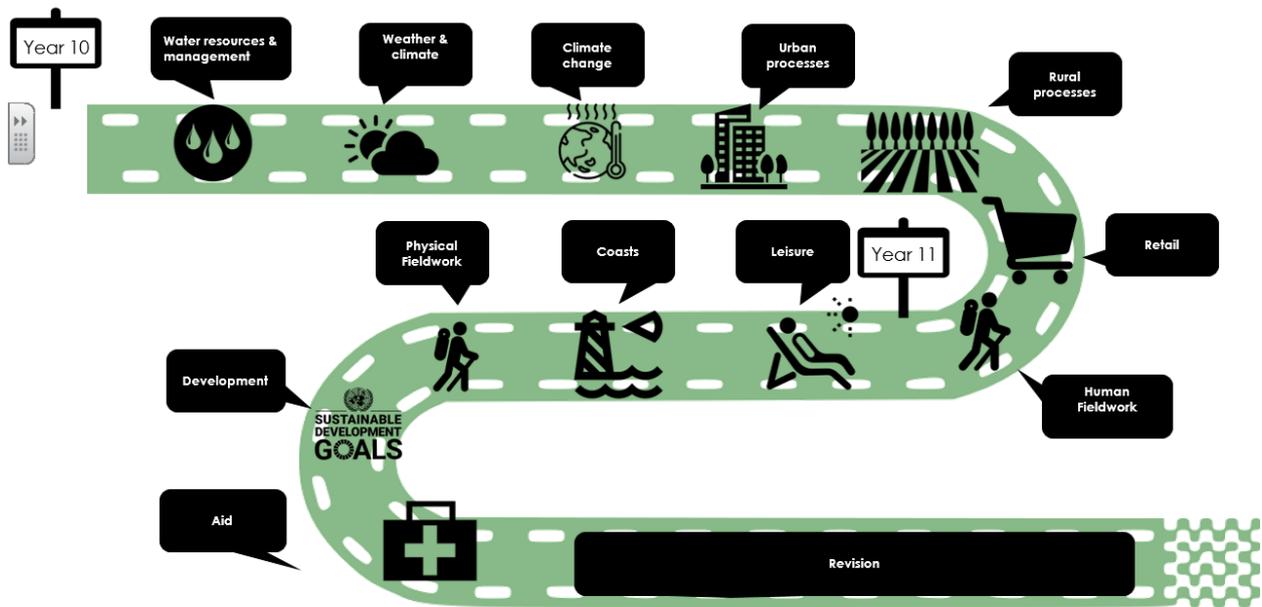
In Geography we aim to develop the cognitive and analytical skills required for students to orientate themselves within a changing world. Through reflection on the geographical challenges faced by people in the UK and around the world we seek to enable students to understand how fortunate they are live in the UK in the 21st century, whilst recognising the local and global environmental challenges faced by people in a rapidly changing and fragile world. We aim to give students the skills to enable them to become and active and informed citizens, who recognise the impact that their own choices can and will make on the world around them.

In GCSE we follow the WJEC Eduqas, Geography B course which covers: rivers; global cities; ecosystems; water management; weather and climate; climate change; urban processes; retail and leisure; urban fieldwork; coasts and coastal fieldwork; development issues.

Implementation

- Students follow schemes of work of roughly 7-10 lessons, each with a broad thematic link but enabling students to achieve strong learning at different levels
- Regular low-stakes quizzes at the start of lessons in order to check and secure prior learning
- A wide variety of visual images and video clips will be used to support learning
- Literacy skills will be a key focus as we aim to build the levels of writing required for GCSE
- Questioning will be used to check understanding and draw out misconceptions and encourage deeper thinking.
- Modelling of high quality writing will be used to support this progress
- Exemplar answers are regularly used to help students see concrete examples of the style and quality of writing required for good progress
- Peer marking of each other's work is used to help build recognition of how to make progress
- Formative and summative assessment is used to track and record progress
- Feed-forward (improving first drafts) is a central part of demonstrating learning progress
- Plenaries are used to review learning.
- In order to build the skills of content-recall needed for GCSE. Students will be given clear resources on the shared area from which to revise for end of unit tests, including our own bespoke revision guide
- The purchase of our recommended GCSE revision book is strongly recommended to support our in-class revision programme.

The path to a Sustainable Future through Geography GCSE



Impact

All students will make good progress in Geography and achieve, at least, their target grade. Many of our students go on to study Geography and Environmental Sciences at A Level and beyond. Students will become more engaged and active citizens, realising the impact of their own choices on the local and global challenges we face in the 21st century.