

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and local resources. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

Geography

The **intent** of our geography curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Increase and develop their geographical skills, concepts, knowledge and attitudes to local and global issues.
- Develop their learning and the acquisition of knowledge of their world around them so that they know more, remember more and understand more.
- Develop and use their skills in enquiry, analysis, evaluation, debate, argument and sharing of information.
- Develop a sense of identity of who they are and where they are.
- Gain and use deeper knowledge and appreciation of different cultures and communities from around the world.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

The Geography scheme of work follows 3 main strands that enable the development of a range of geographical skills with an understanding of the social, moral, spiritual, cultural and environmental issues. The strands are:

- To understand the world around them and where they would like to live and visit.
- To develop mapping and navigational skills so that they can use them effectively for their social lives, leisure and work.
- To enable pupils to have an insight into the management of a range of natural resources and environments and the jobs that are connected to them.

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Pedagogy

In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in pupils' books, in order to ensure that the Geography Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geography experiences in school:

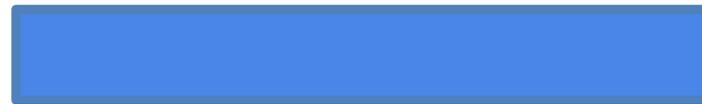
Teaching Sequence in Geography	<p>Geographical Enquiry</p> <p>When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?</p>	Possible pedagogical approaches used in Geography	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	<p>Locational Skills</p> <p>Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</p>		Constructivism	Enquiry-based learning; outdoor learning
	<p>Vocabulary – human and physical features to be included</p> <p>Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.</p>		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	<p>Application-outdoor learning</p> <p>Use the outdoors to develop their map reading skills, directional language and to develop their fieldwork skills based on their learning.</p>		Liberationism	Pupil-led learning; opportunities to showcase learning
	<p>Apply their knowledge from their topic to the world around them locally and globally. What could/should the world be like in the future? What can we do to influence change? These connections can be made across other subject areas (such as: history/PSHE/science/maths)</p>		Learning to work and talking like a geographer	Being introduced to the key vocabulary that a geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer; high expectations of pupils researching, interpreting and presenting like a geographer.

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A progressive assessment tracker maps the key skills and knowledge children have developed against the scheme of work. **The impact** is measured via teacher assessment during the delivery of lessons and recorded electronically. We would expect to see knowledge communicated through:

- Discussion
- Drawing pictures
- Drama/ role play
- Making models
- Writing
- Using computing
- Statistics/ tables

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PHASE 1
Completion of EYFS set objectives

PHASE 2
Study of 3 key questions per year. Complete skills and knowledge objectives.

PHASE 3
Study of 3 key questions per year. Complete skills and knowledge objectives. Start to consider option choices and career pathways.

PHASE 4
Pathway will reflect cohort/ individual students

Entry Level Qualification

Level 1/ Level 2 Geography Qualifications

GCSE Geography

Vocational placement e.g Groundworks, National Trust, Northumbrian Water.

PHASE 5
Pathway will reflect cohort/ individual students

Level 1/ Level 2 Geography Qualifications

Apprenticeship e.g National Trust etc

Voluntary work e.g Souter Lighthouse

Work placement - Children's farm, Tourist industry.

College to study higher level qualification e.g 'A' level

DESTINATION

Paid employment, voluntary/charity sector or further training