



Geography Department Curriculum Philosophy

The overarching intent of our curriculum for Geography at Biddick Academy is to inspire in all students a curiosity and fascination about the world in which they live and to give students a framework that resonates with them for understanding their own place in the world. Our aim is to inculcate a sense of ambition, aspiration and determination into each and every student, broadening their horizons and stirring up their imagination. This department intends that all students will develop their geographical knowledge about people, places, resources and environments in meaningful ways. A commitment to field work and enquiry is integral to our aims for our students so that they are ready for their next steps as well as being developed Geographers and resilient young citizens. The specific intention for each unit of work is precisely defined in the medium term planning for that unit.

Geography is taught by specialist teachers, supported by subject specific CPD and quality resources. End points for each unit are clearly defined in the MTP and shared with students and parents/carers. The deliberate design and sequencing of knowledge and skills is followed by all teachers so that there is a strong connectivity of knowledge for students. Throughout Ks3 departmental planning identifies the key knowledge concepts to be learned by students, embedded in long term memory and is checked by teachers during lessons through a variety of interleaving recall exercises and via more formal assessment.

Examples of recall layering and interleaving in the Geography department:

- The Ks3 topics set a firm foundation for the Ks4 curriculum – repeating skills and knowledge at regular intervals in order to maximise the chance of deep, lifelong learning.
- Out of the classroom field work enquiries in Y7, Y8 and Y9 are layered to become more challenging each year, which prepares students for the skills required to complete the more challenging Ks4 field work enquiries and for future employment.
- Geographical skills are tested every half term with a skills test that grows in complexity with the years. For example, the skill of using 4 & 6 figure grid references:
 - In Y7 4 & 6 figure grid references are taught in relation to map symbols in the local area.
 - In Y8 4 & 6 figure grid references are taught in relation to map symbols, height and distance.
 - In Y9 this includes map symbols, height, distance and land use.
 - In Y10 this expands to include the Ks3 skills but adding specific glacial landforms as well.
- Every lesson from Y7 to Y11 has a 360 starter which gives students recall and retrieval practise on previous topics.
- All assessments start with a section on previous topics, before assessing the current topic.
- The homework assignment immediately before an end of topic assessment is to revise by creating revision resources; mind maps, flash cards, memory aids etc. Students then have this resource to use for mock exams and of course their final exams in Y11.
- Differentiated homework booklets are completed by students. The first homework assignments are based on a previous topic, thereby demanding recall and retrieval practise for the previous topic whilst working on the current one.
- Mid-term knowledge 'check ups' with DIRT corrections to reinforce deep learning.
- Weekly Ks4 knowledge quizzes to reinforce key concepts and drive the learning forward.
- Differentiated DIRT is given after every assessment. Skills DIRT is marked so that progress made is clearly visible.

The impact of the curriculum will be seen on a regular basis in the geographical knowledge and skills students express in discussion and written work of various types. Over time, assessment information will indicate that students have a secure grasp of the intended knowledge and skills for particular units as well as prior learning. We will also have realised our intent by students being ready for their next steps, Ks4, further learning and/or employment.