



Geography Faculty Curriculum Overview

'Geography is the subject that holds the key to our future' - Michael Palin

Intent of the Geography Curriculum

The study of Geography at Biddick Academy inspires in all students a curiosity and fascination about the world in which they live and gives 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. Our Faculty ensures that all students 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 young citizens. Fieldwork involves working in a team to gather data to answer an enquiry culminating in the writing of a detailed analytical report. Students learn skills such as: communication, teamwork, self-management, planning and taking the initiative. The specific intention for each unit of work is precisely defined in the medium-term planning for that unit.

The Implementation of the Geography Curriculum

Geography is taught by specialist teachers, supported by subject specific CPD and quality resources. End points for each unit are clearly defined in the Schemes of Work 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 faculty 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 faculty:

- 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 fieldwork 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.
- All assessments start with a section on a previous topic, 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 practice for the previous topic whilst working on the current one.

The Impact of the Geography Curriculum

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.