**Curriculum – Geography department (2024 – 2025)**

**Key stages 3 to 5**

**A black and white illustration of a book with a globe and objects around it

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**Intent**

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

* **Challenge** all students to be the best that they can be
* Provide students with **knowledge**required to be successful
* Provide then with the skills to **retain** and **apply**knowledge
* Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners
* Provide **deep learning** that accelerates our students understanding of the world around them
* Equip our students with **ambition** and aspirations so that they become happy and successful members of society
* Enables students have a range of qualifications that facilitate their **next steps** in their education and career

Our faculty mission is for students to have powerful knowledge of the human and physical world with powerful geographical skills that support all students to think critically about their place in an ever-changing world with uncertain futures.

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| **Term** | **Year 7: KS3** | **Year 8: KS3** | **Year 9: KS3** | **Year 10: GCSE** | **Year 11: GCSE** | **Year 12: A Level** | **Year 13: A Level** |
| **Autumn 1a** | Topic 1: Introduction to the UK | Topic 6: Our unequal world | Topic 11: Misrepresented places | Topic 6: Resource Management | Topic 5: Global Development | Topic 1: Tectonics  Topic 3: Globalisation | Topic 5: Water  Non-examined assessment |
| **Autumn 1b** | Topic 2: Physical landscape of the UK | Topic 7: Our hazardous world | Topic 12: Dark tourism | Topic 1: Changing UK Landscapes | Topic 5: Global Development | Topic 1: Tectonics  Topic 3: Globalisation | Topic 5: Water  Topic 7: Superpowers |
| Topic 7: Rivers Fieldwork | Topic 2: Weather and Climate |
| **Spring 2a** | Topic 3: Living in Wolverhampton | Topic 8: Our Urban World | Topic 13: Extreme Weather | Topic 1: Changing UK Landscapes | Topic 2: Weather and Climate | Topic 1: Tectonics  Topic 4B: Regenerating places | Topic 6: Carbon  Topic 8B: Migration |
| **Spring 2b** | Topic 4: Weather and climate of the UK | Topic 9: Our living world | Topic 14: Sustainable schools research | Topic 3: Ecosystems, Biodiversity & Management | Topic 8: UK Challenges | Topic 2B: Coastal landscapes  Topic 4B: Regenerating Places | Topic 6: Carbon  Topic 8B: Migration |
| **Summer 3a** | Topic 5: Synoptic: Challenges in the UK | Topic 10: Synoptic: Global issues | Topic 15: Synoptic: Global power and conflict | Topic 3: Ecosystems, Biodiversity & Management | Exam prep | Topic 2B: Coastal landscapes  Topic 7: Superpowers | Synoptic paper and exam prep |
| **Summer 3b** | Topic 4: Changing Cities | Examinations | Topic 2B: Coastal landscapes  Non-examined assessment | Examinations |
| Topic 7: Urban fieldwork |
| **Personal development** | Fieldwork: Environmental quality of our school site and researching the weather  Careers: Regeneration office, flood risk manager and cartographer | CORE trip: Visit the coast.  Fieldwork: Fast fashion survey  Careers: Disaster management team, environmental manager, town planner, transport planner | CORE trip: Visit a rural area.  Fieldwork: Dark tourism questionnaire and a sustainable school investigation  Careers: Environmental practitioner apprenticeship  Year 9 options evening with geographical careers explored. | Fieldwork: River (Carding Mill Valley) and urban (Birmingham) studies | Geographical careers & further education evening | Fieldwork: 4-day residential study in Aberystwyth | Connections with Aberystwyth University explored. |

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Examples include:

- In Year 7, students in geography learn about the challenges the UK faces in terms of which energy resources we use. Students will develop this to understand the specifics of each resource in science.

- In Year 8, students in geography will understand the challenges involves with urban areas growing, one of these challenges being housing and the development of informal settlements. In art students will have the opportunity to explore the structure of these.

-In year 9 geographers will study dark tourism which links closely with both the history and PRE curriculum. The history curriculum allows students to learning about the D-day landings in France. In geography students will understand why people visit the site today and how the government are making tourism more sustainable because of this. Students will also explore Auschwitz, Pompeii, Chernobyl and Alcatraz as dark tourism locations.

**Our contribution to literacy:**

Literacy is a vital part of geography and is continually developed. By working closely with other departments, we have common definitions for key vocabulary which is explicitly taught within lessons. Guided reading activities and modelling reading are an integral part of our lessons. In each topic at KS3 students have the opportunity to practice their extended writing skills in a different format, this includes speeches, newspaper articles or evaluate questions.

**Our contribution to numeracy:**

It is important students perform well in the mathematical aspects of their geography exams and assessments. By geography and maths working in collaboration, we hope to overcome barriers of maths in geography. Students will be developing their numeracy skills in geography by building confidence. This will include interpreting graphs, charts, and calculating averages and percentages. Students will also use scale on maps, applying this to a variety of locations and landforms.

**Our contribution to CORE and personal development:**

At OSWBA we believe academic success is important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our four values of Character, Organisation, Resilience and Excellence.

In geography it is important students develop character to allow them to investigate, debate, question and evaluate information and articulate their opinions. Character building plays an important role in geography, by working with peers in pairs and groups, being a critical friend when forming debates and giving feedback. Organisation will help students to become effective geographers both in and out the classroom. This is not just with classroom learning organisation but ensuing there are organised outside the classroom to continue learning with the homework’s given. Organisation is also needed during practical field work to allow an investigation to be completed well. Sometimes geography will have difficult concepts, and not giving up when attempting difficult skills is helpful. Working independently and being prepared to make mistakes in a safe and supportive environment allows students to flourish in geography lessons.  Excellence in geography is about having high expectations with ownership of one’s learning. Excellence is about using contextual geography to inspire other learners about how geography works around them every day.

Personal development in geography is an important part of our curriculum through the incorporation of fieldwork, careers and social action.