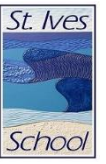




# St Ives School - Geography Curriculum Statement



*“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world” Barack Obama*

## **Curriculum Intent**

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

## **What is unique to the study of Geography?**

Geography is unique in bridging the social sciences and natural sciences. Geography brings together social and physical processes within the context of place and demonstrates the diversity in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Throughout their studies students will be able to examine the causes and impacts of differences and inequalities between places and social groups and look towards the sustainable solutions for the future.

Our aim is to enthuse and challenge students with relevant and diverse topics explored from many angles give students a broad international and cultural awareness. In Geography, our curriculum is organised as a spiral curriculum basing future teaching on the building blocks of previously taught content. Key concepts and content are broken down into small connected and structured steps enabling interleaving and recall throughout the curriculum. Our repeat concepts are spaced and taught through different topics to allow students to explore the concepts in more depth and see how the same concepts shape events across different places and spaces. Our Geography curriculum explores issues through a range of places and scales ranging from the local geography of Cornwall to the global issues of climate change. The high proportion of disadvantaged students, low literacy on entry and SEND students means we use a range of strategies to build and scaffold learning such as structure strips and source questions.

Fieldwork plays a fundamental role in supporting the Geography curriculum by helping students to connect the knowledge and skills they have acquired in the classroom with the real world. It helps to contextualise and consolidate their learning by giving students the opportunity to conduct real research from the planning of their fieldwork to the writing up of their findings to draw their own conclusions. Fieldwork helps students to develop a range of skills from data presentation methods to the physical skill of collecting data as well as playing a key role in the inspire and motivate the next generation of geographers.

Through engaging teaching and contemporary pedagogy we help our students to assess the impacts of events through different viewpoints and encourage students to form and defend their own opinions and judgements. We support them to challenge themselves and others with a variety of engaging tasks requiring thoughtful analysis and application of knowledge. The skills they learn are applicable to many different avenues of study and careers.

**Literacy in Geography is developed via the teaching and discussion of Tier 2 and 3 vocabularies in lessons. Guided reading texts are being used throughout the curriculum to provide students with opportunities to develop their literacy skills and recognise the cross-curricular links attributed to reading and interpreting text. Students are also encouraged to make links with Geography in the news not only to develop their Geographical literacy and knowledge but to show the relevance of the subject in the real world.**

We provide all students with a challenging and enjoyable Geography curriculum in a supportive and motivating environment. As part of our extended curriculum, we encourage our students to take part in a variety of opportunities such as the Duke of Edinburgh award scheme, Ecological club, the planting and maintenance of the Little Forest, fieldwork and offer a range of talks that link to careers in Geography to encourage the further studies of the subject to A-Levels and beyond.

In Geography our repeat concepts are:

- Sustainability
- Human and physical interrelationships
- Enquiry
- Scale

- Space and place
- Development
- Geomorphic processes

## **Curriculum Implementation**

### **General principles**

- The Geography curriculum ensures students are offered a broad range of topics and opportunities to develop skills in line with the National Curriculum expectations
- The curriculum is sequenced in a way in which students will revisit concepts and ideas that will develop in complexity and interlink with one another.
- Topics are assessed using retrieval low stakes quizzes, verbal questioning, extended writing tasks and summative assessments covering key knowledge to review the content taught.

### **Student organisation**

- Students are split into one of five groups in Year 7 and 8, four groups in Year 9 and 2 groups in Year 10 and 11. Classes are broadly grouped by ability at KS3 with mixed ability groups at KS4. All classes receive the same curriculum but teaching and learning activities will vary to suit each individual class with challenges added to lessons to stretch the students.
- Staff make decisions with clear knowledge of who the disadvantaged students are and which class they would be best suited to. This follows our Class Setting Protocol.

### **Accumulation of knowledge**

- Geography is taught as part of a spiral curriculum to allow students to develop their complexity of understanding further as they mature. This enables a deepening of understanding, with each successive topic building further knowledge and confidence.
- Each year covers a broad and diverse range of topics, repeat concepts and geographical skill, allowing students to revisit these in more depth as the curriculum is covered
- Within each year, topics are carefully sequenced to allow for students to explore key concepts and build their key skills across a range of different places and time periods. This application of skills across different contexts allows students to deepen their understanding over their curriculum journey and make links between different places and scales.

- In order to promote retention of knowledge and concepts, our scheme of learning explicitly plans topics to interleave or revisit key concepts whilst teaching new more complex concepts. These interleaving topics are sequenced not only to allow for spaced practice and retention, but to further promote transfer learning between linked historical topics and ideas.

### Time allocation

Each year group will have the following allocation for hours where that are taught the history curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	3.75	3.75	3.75	5	5
Percentage of curriculum time	7.5%	7.5%	7.5%	10%	10%

### Teaching and learning provision

- Lessons start with a spaced retrieval-based activity.
- Checking for understanding points are used in lessons to review previously learned key skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of written work and source analysis is present in lessons using a format of 'I do, We do, You do' to ensure students meet the high expectations we have of them communicating their work using academic language (both written and verbal) using tier 2 and tier 3 vocabulary. This is especially important when introducing new concepts.
- Feedback is provided to students 'live' throughout the lessons to ensure students make rapid progress through activities. Whole class feedback is provided regularly to students using topic reviews and is low stakes.
- Repeat concepts are being developed to link curriculum ideas together and allow for cross curricular links to be made more clear to students

### Adapted provision

- Explicit instruction for SEND and LPA students focused on teacher modelling followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

## **Enrichment provision**

- Students receive a range of talks to demonstrate the careers that link to Geography and encourage students to peruse their Geographical students beyond GCSE
- Opportunities to conduct a range of fieldwork both in the local and wider environment to develop key geographical skills and to show the links between the learning in the classroom and the real world.
- Opportunities to partake in extracurricular clubs such as Duke of Edinburgh award scheme, Ecological club, the planting and maintenance of the Little Forest

## **Curriculum impact**

### **Formative assessment**

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.
- Formative assessment strategies include:
  - Low stakes quizzing
  - Short comparative assessments to see how pupils are performing against their peers
  - Hinge questions
  - Reflection questions to summarise what pupils have learnt
  - Silent classroom polls
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

### **Progress**

- Progress is monitored through shared internal tracking sheets where data from the end of unit tests and summative tests is entered and compared.
- This allows for comparison from group to group and across focus groups e.g. PP and SEND
- This is evaluated by the Subject Curriculum Lead and, where necessary, actions are agreed and implemented.
- The quality of teaching and learning is monitored through lesson visits by the Subject Curriculum Lead and by senior leaders.
- Visits are recorded using Sistra Observe, where follow up action points are actioned as necessary.
- In link meetings between the Subject Curriculum Lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sistra Observe by the Subject Curriculum Lead and senior leaders. Work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.

- Assessments are moderated and standardisation takes place for the marking of GCSE papers by a history exam marker to ensure consistency and understanding in applying the mark scheme.
- Peer book reviews are also completed in subject meetings as a form of moderation and to ensure all subject staff are consistent in their approaches and monitoring progress.

### **Summative Assessment**

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and academic achievement at the end of each term and/or unit. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Exam style questions are used to give students an opportunity to evaluate their own strengths and developments.
- Results are reported back to students in the form of a raw mark and percentage and this is recorded on internal tracking sheets for comparisons and analysis between focus groups and classes.
- During the summer term of Yr 10, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.

### **Student Feedback**

- Student voice is completed to monitor student's understanding and building knowledge of the strategies used in Geography. Results from this are used to inform future planning.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.
- Students are regularly encouraged to reflect on how they have learned as well as what they have learned and share this with their teacher