

<b>Cultural capital and local context</b>	<p>Geography is one of the best subjects for developing cultural understanding and a knowledge of current affairs. We believe that all students should be able to relate to Geography as a subject, and be able to discuss a range of Physical and Human Geography topics.</p> <p><b>Example:</b> Our current curriculum has been designed with care, covering the National Curriculum in all areas. Units reflect the cultural identity of our students, for example by studying Migration in Year 8 and Development in Year 9. We have also introduced a Local Area Study to ensure that students develop an understanding of their place in Britain and the wider world</p>
<b>Ambitious</b>	<p>All of our lessons are designed to stretch and challenge students of all previous Geography experiences and levels of ability. We believe that there are a set of core topics that students need to understand to excel at GCSE and A-Level, and that these should be complemented by areas that the students will encounter in their everyday lives.</p> <p><b>Example:</b> students are always encouraged to tackle extension activities in their lessons, and to use research in Homework activities to expand the knowledge around the material covered in lessons.</p>
<b>Logically structured</b>	<p>Geography is a subject where a logical direction of study is very important. For example, there are a range of skills and concepts that students need to grasp before they can understand how different features on the Earth's surface can be analysed. We believe that a well-planned curriculum helps to accelerate learning, because it allows students to apply previous learning and think analytically.</p> <p><b>Example:</b> Our Key Stage 3 programme builds the map skills and data skills needed to excel at GCSE. We also cover key topics, such as Development and Ecosystems, so that students have core knowledge to refer back to when studying Case Studies in Years 10 and 11.</p>
<b>Intelligent assessment</b>	<p>Our Geography Department has developed a common framework for assessments that incorporates all of the question styles that will be encountered at GCSE. We also mark our assessments using a simplified version of the Assessment Objectives used by the Edexcel exam board</p> <p><b>Example:</b> We design assessments at all ages that promote the Assessment Objectives from a GCSE Edexcel specification</p> <ol style="list-style-type: none"> <li>1) Demonstrate knowledge of locations, places and processes, for example information relating to world ecosystems or measurements of development.</li> <li>2) Demonstrate geographical understanding of concepts and relationships, for example understanding the effect of natural disasters on rates of development in rich and poor countries.</li> <li>3) Apply knowledge and understanding to analyse and evaluate information, for example using industrial data to interpret the position of a country on Rostow's model of development</li> <li>4) Select, adapt and use skills, for example by choosing the correct graphical techniques to present a range of physical measurements to identify a trend.</li> </ol>
<b>Breadth and Depth</b>	<p>Geography is a unique subject in the way that it incorporates topics from science, politics, maths and philosophy. We have developed a Key Stage 3 curriculum that covers all of the core requirements of the National Curriculum, whilst making good use of current examples and contemporary sources.</p> <p><b>Example:</b> At key stage 3 we teach the traditional Physical topics (Rivers, Coasts, Ecosystems, Glaciation), but also include the Human topics that have become more prevalent in Geographical research at University (Place and Space, Development, Migration). We alternate topics in a way that uses core knowledge to enhance depth.</p>
<b>Retention</b>	<p>In Geography lessons we teach all students revision skills and assist them in the recall of Geographical evidence, and knowledge is embedded to ensure successful recall and retrieval. Our lessons include an element of evaluation, explaining why students are learning specific things and how these are important in developing understanding.</p> <p><b>Example:</b> Whenever we are teaching a new topic, we ensure that our introduction refers back to previous learning, both at Key Stages 2 and 3. We also embed recap activities on a lesson-by-lesson basis, enabling students to build a stream of understanding. Mini-plenaries are included in lessons, and an overall recap to ensure that students understand why their lessons are important.</p>
<b>Equality</b>	<p>We provide an opportunity for all students to succeed in Geography; we believe that all students have the capability to be great Geographers. Each teacher has a class pack with relevant student information and an annotated seating plan, so that the needs of all students can be taken into account when planning and designing lessons.</p> <p><b>Example:</b> All Geography lessons start with a set of learning objectives and success criteria – students understand what they should get out of the lesson and what success "looks like". Teachers use current examples wherever possible, and students are all encouraged to think for themselves and take ownership of their learning.</p>