

## Geography Curriculum Intent

The intent of the Geography curriculum is for our students to:

- expand their own knowledge and understanding of the world around them
- see themselves as 'geographers', and recognise the importance and value of geography in their own lives
- develop a sense of place and curiosity, supported by learning new skills through enquiry and fieldwork

**The Geography programme of study is carefully planned so our students can build upon prior learning and apply knowledge in different contexts.** For example, in year 7 students are first introduced to different types of erosion when studying rivers, and their learning can be applied to the study of coastal environments in Year 7 and is developed further when they study glaciated environments and hot desert landscapes in Year 8. For students continuing with Geography in Year 10, having a good grasp of geomorphic processes provides a solid foundation for the 'Landscapes of the UK' topic. KS4 topics all build on topics covered in KS3 and support their basic grasp ready to apply their previous learning at KS4. The department has produced KS3 and KS4 curriculum maps to show these links which are published on the school website here: <https://www.king-ed.suffolk.sch.uk/main-school/school-prospectus/subjects/geography/>

**Our students learn about contemporary issues that enhances their understanding of the world.** Our curriculum includes current geopolitical and environmental issues such as ocean microplastics, China's Belt and Road Initiative, and the future development of the Arctic region. We also use KS3 to deliver topics not covered in the GCSE course which many students find interesting or may study in the future, such as plate tectonics at KS5. Whilst seeking to be ambitious with the content we deliver, the department has carefully audited the course we offer to ensure that we are delivering the requirements of the National Curriculum for Geography. A copy of the audit can be found here: J:\Geography\KS3 Geography 22-23 NEW. The audit has been colour-coded to show areas we would like to develop coverage further.

**Our students are given many opportunities to undertake practical fieldwork investigation.** This takes place locally on the school site in Year 7 & 8 (investigating accessibility, air quality, and microclimates), in Bury St Edmunds town centre in Year 9 (business location survey), leading onto physical and human fieldwork opportunities further afield at GCSE level.

**We aspire to create a classroom culture where the purpose of assessment & feedback is understood and valued by all students, so that they see it as a powerful tool to improve their work, rather than something that is done to them.** For instance, teachers may provide a 'model' answer (WAGOLL – 'What A Good One Looks Like') or work on one collaboratively with their students, who then use this framework to help identify areas of strengths in their own work ('What Went Well') and recognise ways they can improve it further ('Even Better If'). Feeding forward, students then refine and redraft their work within the lesson so that feedback is instant and impactful.