

The Subject Curriculum at Five Acres High School

In Geography we instil a sense of awe and wonder about the world around them and teach them the skills to have a better understanding of the processes and interactions that happen at a local, national and global scale.

Intent

Why should all pupils learn this subject?

By studying Geography students gain an awareness and appreciation of the human and physical world. It inspires a sense of awe and wonder and instils a tolerance and appreciation of diverse places, people, and resources. Our curriculum will give a greater awareness of the importance of place, scale and space ensuring that all students understand the multifaceted nature of 'human-physical' relationships and interactions. Geography gives opportunities to explore a range of concepts including diversity and sustainability, which not only enable students to understand their own part of the world but also take them beyond their immediate locality. The curriculum will ensure students are able to 'think like a Geographer' by recognising patterns, understanding geographical systems and acknowledging different perspectives and values. These skills will encourage them to question and think about issues and debates around the subject. Through all of this, to cultivate a love of the subject that propels students towards a future interest in our planet.

To become an active participant in the future of our planet, Geographers develop a range of numerical skills e.g., analysing numerical data, statistical information and interpreting a range of graphs. Cartographical skills are fundamental to geographical study and pupils will become confident with engaging with atlases, OS maps and satellite images. Fieldwork in Geography is just one example of collaborative learning that makes Geographers excellent team workers. In fieldwork, pupils also fully engage with the investigation process by collecting, understanding, and communicating the findings of their data.

What is the core knowledge in this subject?

Core knowledge in Geography can be broken down into the following components.

Substantive knowledge:

- Places
- Interactions
- Physical geography including: geology; plate tectonics; weathering and soils; weather and climate; glaciation; hydrology and coasts; and ecosystems.
- Human geography including: Population and urbanisation; globalisation; development; economic activity; tourism; use of natural resources.

Disciplinary knowledge:

- Knowledge of how fieldwork is conducted
- Knowledge of how maps, data and reports can be interpreted, interrogated and processed.
- Knowledge of how geographical responses are constructed.
- Knowledge of how research is conducted.
- Knowledge of how questions can be answered synoptically

Procedural knowledge (skills):

- Ability to effectively use maps (including atlas, geological, aerial, OS maps)
- Ability to use of Geographical Information Systems
- Ability to use and analyse numerical data, graphical and statistical information/skills
- Ability to use and interpret photographs.
- Ability to use and interpret text based sources.

Implementation

How is this subject taught at FAHS?

Geography units of work are structured around enquiry questions. Topics taught early on at KS3 contain fundamental knowledge and concepts that can be built on over time. These are needed to allow students to develop an understanding and eventually be able to evaluate in a geographical way. Throughout KS3 and KS4 students develop an understanding of place and location through studying a breadth of mini case studies as well as learning about other parts of the world in greater depth.

'It is essential that students are able to see, and draw, these links frequently as this is what sets geography apart from other subjects' (Enser, 2019)

What are the key ways students practise in this subject?

- Identify geographic features or processes in an image
- Describe what a place is like, how a process works
- Explain the causes, impacts and responses of geographic issues
- Analyse different types of data e.g. graphs, maps, photographs and diagrams
- Apply knowledge and understanding to case study examples
- Evaluate and assess the causes, impacts and responses to a range of geographical issues
- Fieldwork: Pupils must be able to conduct their own fieldwork and critically assess the fieldwork of others. Fieldwork is where a geographer collects information in a place outside of the classroom to investigate a geographic idea. This process includes designing enquiry questions, justifying methods, collecting data, data presentation and analysis and writing conclusions and evaluating the enquiry

Impact

What does assessment look like in this subject?

Teachers assess pupils' understanding during lessons. Each lesson begins with a mini quiz, designed to revisit key knowledge from previous lessons, units and year groups. These quizzes provide further formative opportunities to assess learning over time. End-of-unit responses to the enquiry question are used to gauge geographical understanding, and are reviewed by school leaders to assist in determining future alterations to the curriculum.