# Geography Curriculum Intent

At Bridgewater High School, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children’s spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children’s interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

To enable this to happen our curriculum in planned around the following **6 Bridgewater dimensions**:

1. **Clarity around the sequence of learning over 5 years**

At Key Stage 3 the curriculum builds on skills and themes through a variety of challenging topics balanced between physical and human geography.

At Key Stage 4, the course content will be taught in topics as opposed to being taught in a linear or paper order. This is in order to try and develop the ability of students to retain knowledge and make links in their learning. It also offers opportunities to focus on developing and consolidating skills before adding in new ones, as well as greater assessment opportunities.

1. **Clarity around the knowledge and the application of knowledge**

**Explicit teaching of subject knowledge and relevant background knowledge that can be applied to problem solving and is transferable between contexts and subjects.**

To help students with the expectations around knowledge retrieval, knowledge organisers will be produced for all key stage 3 and 4 units. Staff will actively use these within the unit of work and for homework tasks. There is also the expectation that staff will ensure at least 1 starter per 3 lessons is about knowledge retrieval. The exam experience in each year explicitly tests the retention of subject knowledge.

1. **Vocab and Literacy**

**Vocabulary: Explicit teaching of vocabulary at all stages of a subject.**

Key vocabulary consists of a combination of key subject terminology and command words to improve cognition.

These are integrated into each topic / lesson and students build a geography dictionary as they go in the back of their exercise books. This vocabulary is revisited in SMHW / Starter tasks and during QMA`s and past paper questions. At a whole school level, the use of Lexonics is used to enable students to employ and transfer meaning across subjects.

1. **Subject content which is Aspiring, Inspiring and ‘Real World Learning'**

Geography uses a variety of topics that either local, national or globally important to our students. Examples include Stockton Heath Western Bypass Road, the location of Warrington Wolves stadium, Castleton holiday park development, Mt St Helens eruption and Ivory Poaching in Kenya.

1. **Memory and Cognition**

In Geography, the curriculum is coherently planned to ensure that students are re-visiting and therefore developing and consolidating their knowledge and skills. Knowledge organisers are used at both KS3 and KS4.

1. **Assessment: Desired outcomes and how they are measured.**

In Geography assessment are both formative and summative. Targeted questions and starter quizzes are used alongside SMHW quizzes to gain an understanding of pupil progress, to address any misconceptions and to inform lesson planning. Each unit has at least 1 QMA to assess pupil progress and these are tracked by both the department and classroom teachers to fully assess students’ ability to apply their knowledge and skills.