

Subject curriculum intent-Geography.

Why is your curriculum shaped the way it is?

Overview.

The Geography curriculum at Croft has been mapped to ensure it meets all aspects of the National Curriculum from Key stage one to the end of Key stage three. The intention is to provide all students with the knowledge and skills to access Key stage four learning at the highest aspirational level they could achieve with the that ability they have.

The Curriculum builds knowledge to support students to develop knowledge and skills. Components we acknowledge that are initially the most important foundation which supports students to acquire the more developed skills and ideas. Our curriculum in Geography also aims to integrate the essential life skills needed for children to function. These include problem solving, understanding others, observation of the world around them and understanding of the environment (to name a few).

In curriculum in the Primary department is taught as a three year rolling program. The integrated nature of the topic based schemes means children understand that Geography is an integrated subject which forms part of all our lives and all aspects of it.

In Key Stage One core knowledge of continents and oceans and the UK are taught in a number of different modules. Some of the surrounding Nations of the UK are also contextualised so children begin to understand scale and the wider world. The local school area is looked at with opportunities for basic fieldwork. Weather and climate of both the UK and the climates of the Equator and Poles are included. In Key stage one key vocabulary is encouraged and used to refer to human and physical features. Children are shown the use of these by core adults and they are used in integrated learning lessons. Basic mapping skills including direction is also covered. Children begin to devise simple maps and look at aerial pictures. It should be noted due to the nature of many of our children this content is repeated in later Key stages so the knowledge is eventually consolidated. We use progression to repeatedly reteach core curriculum outcomes until they are eventually understood.

At Key stage Two the locational knowledge (with a wider global focus and deeper depth) is taught in the termly topics. Place knowledge looks at a region of the UK a European country and South America. Physical and human geography knowledge and skills is built on previous learning and uses the locational knowledge to start looking at the basic ideas of concepts such as biomes and settlement. In Skills and fieldwork maps, atlases (class sets are available) and globes are used. Compass work is developed and fieldwork is at a greater detail recording physical and human features. It should be noted due to the nature of students at Croft Key stage one concepts are revisited and retaught. The spread of students with their specific needs means a wide variety of differentiation occurs.

At Key stage three geography is taught in individual lessons. This means the curriculum is more formalised with 45 minute lessons every week. The curriculum is specifically ordered

to consolidate the knowledge learned earlier in the school and build towards harder concepts and skills. Locational knowledge deepens understanding of different biomes and their human characteristics and focuses on Africa and Russia as country studies. Skills are more complex and including comparing and contrasting when looking at the area of Africa around the East. Human and physical geography are looked at in more detail using previous acquired knowledge such as plate tectonics.

The Key stage three curriculum has a specific order. The local area and skills module in the first term of year seven work on fieldwork skills and also cross references skills used across the school and in later years. These support the cultural capital within school. The content also links with Forest school and enables a cross curricular sharing of ideas which are reinforced later in the year. The place and locational knowledge are also consolidated as the school is located in its geographical area developing student's local knowledge. The restless earth module then consolidates wider locational knowledge of the world, place differences, mapping and adds new skills and knowledge of tectonics. The third term on population and urbanisation again consolidates prior knowledge of human geography and builds on the locational knowledge of and map work skills. The nature of the modules in year 8 and nine enable more advanced fieldwork trips and also the opportunity for whole curriculum consolidation in the summer term of year nine.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?

The school values are embedded within the teaching of Geography. Students are encouraged across all Key stages to have resilience and independence. These are Core values for success at Key stage four and post 16 qualifications. Resilience is also shown in studies around the world to be the one value that enables greater success in adult life. In marking work regular next steps in pink either pick up misconceptions so students can improve or push students to the next level. This set of constant change allows development and feedback. There is a 'can do' culture with putting hands up and students are encouraged to pursue many objectives independently in small lesson based projects.

Students are set outcomes in Geography lessons that reflect their academic and social level using the assessment system Progression. The goal in the differentiated learning intentions is to contently provide stretch that push them improve both their knowledge and skill base. Learning intentions reflect the needs of each child and next steps are displayed in books or explained to them in feedback sessions.

In Geography lessons social skills that help pupils understand 'social norms' and lead to success in later life are modelled and taught. These include social interactions in group work, problem solving and fieldwork. Geography lends itself to skills such as asking good quality questions and being an active listener in paired and group work. These skills include positive behaviour. Many of the skills, development and knowledge encouraged in Geography match behaviours in Geography match the content of EI lessons or build on work done with children with outside agencies or in the Bridge.

In Geography lessons EHCP outcomes are monitored across the whole school and when students meet their EHCP target it is recorded. Geography has begun to record these and is increasingly integrating them into lessons.

Croft is a Rights and Respecting school and many of the aspects of Human Geography and Physical geography tie into these outcomes. The building blocks of Geography in Primary enable children to access aspects of the RRS program. For example when looking at the right for shelter and a safe environment it would be impossible to explain where the money was going for 'the people's kitchen' charity fundraiser that may involve young homeless on the streets. Pupils would need to understand the geographical location of the project to empathise with it.

The teaching of Geography enables students to hopefully be curious and fascinated with the world around them for the rest of their lives. The understanding of fact based physical locations and environments and human processes helps students be equipped to understand the world more fully as they enter their adult lives and leave Croft. The skills provided should also help them to pursue further education that has geography related content depending on their social, emotional and intellectual capacity.

What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?

The Geography Curriculum at Croft aims to equip students with a fascination for the world around them and the resilience and independence to find out more about it as lifelong learners. It also aims to equip children with the skills for them to access qualifications that will enable them to be successful functioning adults in a post 16 environment. Geography also sets a framework for success socially. For example Geography supports understanding of items in the news, plan a bus route to work or even weigh up if an environment is a good place to live.

How does your curriculum plan set out the sequence and structure of how it's going to be implemented?

Geography is taught thematically in Primary and part of a wider theme. This enables the teacher to focus in a more in depth way on some aspects of the curriculum. In Secondary the curriculum is taught once a week and is topic based. These topics vary each term and time is provided so that pupils and teachers can check learning at different points through the term. This includes knowledge and skills. Long term plans have been created with an overview of each topic. There are also medium term plans created for each half term topic of work. As students move through the curriculum previous blocks of learning are used to build new blocks of learning that are a little more complex. These also include skills and are recorded on the assessment system Progression. It should be noted that although a student may be of a Key stage 3 age differentiation mean Key stage one concepts will be repeated until they are understood. Some pupils are taught a personalised curriculum as many of these will be meeting areas of the National Curriculum that are equivalent to Pre-steps. The curriculum at Croft meets the National Curriculum and is taught in a differentiated personalised way. This includes: Locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Where appropriate formal and summative assessment occur.

How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

The geography curriculum is differentiated across all the lessons within the subject area. The Progression assessment system is used across school to ensure that students are baselined correctly and their progress recorded against key assessment criteria. Tasks to develop knowledge and skills and to meet the requirements of the course content are provided for students and lessons are differentiated accordingly across different pathways that students can follow. An example of a different pathway is the P8 group of students who are working at levels similar to a reception class in a Primary school. These have a modified curriculum that links to Progression but meets a number of life skill targets as well. This prepares them for later life. Geography also is beginning to integrate EHCP targets into class activities to enable students to meet their yearly outcomes.