



# The Holy Trinity Church of England Secondary School



## Geography – Curriculum Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

**We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:**

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work. Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the ‘big ideas’ within each subject area.
- Knowledge is considered as a ‘big idea’ within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

## Whole School Learning Principles:

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

## Subject Intent Statement:

The geography curriculum aims to provide the resources and skills needed to enable pupils to ‘think like a geographer’. Through using global events and places, pupils are equipped with the knowledge to understand the interrelationships between the physical and human environments. Our curriculum exposes pupils to geographical enquiry, allowing them to develop the skills needed to question, process and debate geographical processes.

Our curriculum is designed to reflect our diverse community. Pupils explore a range of diverse environments and participate in fieldwork opportunities to expand their cultural capital and develop their social knowledge.

- What different end points does your curriculum build towards?
- How do you achieve consensus within your subject team about the knowledge and skills students need to acquire and secure?
- How do you communicate what students will know and be able to do at each end point?
- What curricular design elements have you used to ensure students gain and secure appropriate knowledge and skills?
- How does your curriculum structure support the sequential development of knowledge and skills, enhancing the ability of students to retain and recall key information?
- How does your curriculum reflect contextual priorities in addressing any typical gaps in student knowledge and skills?
- How does your curriculum contribute to the wider development of students’ cultural capital?
- How does your curriculum support the wider school priorities of ensuring students are able to read at an age appropriate level and use mathematics in subject specific contexts?
- How does your curriculum explicitly support students to be informed about the possible future pathways to further training and employment opportunities?

- What deliberate actions does the subject take support the school's ambition for all students to be successful regardless of their start point or socio-economic background?
- What key next steps will you take to improve curriculum quality and develop curriculum expertise within your subject area?
- How does your curriculum explicitly support the school's ambition to provide every student with a direct experience of Jesus every day?

#### Curriculum Aim:

- The overall curriculum aim of the Geography team is to deliver a broad curriculum that allows students to master key geographical conceptions and apply them to case study events.
- In addition, we want learners to be enthused and engaged by their learning, inspiring them to develop both their geographical knowledge and skills, thus allowing them to reach their potential.

#### Curriculum Principles:

- The curriculum is designed to meet the requirements of the national curriculum for Geography.
- The Geography curriculum is underpinned by 6 key geographical themes: sustainability, development, globalisation, inequality, interdependence, and resources. Pupils study these key themes through a multitude of topics which enables them to explore the interactions and impacts of people and place, both at a local and global scale.

#### Key Stage 3:

- Years 7 is designated as the 'Preparation stage'.

- The curriculum in Year 7, 8 and 9 is designed around the 6 key themes to prepare students for studying the GCSE curriculum in Year 10 and 11.
- Timescales and topic groupings are designed to allow pupils to create new knowledge and build on previous knowledge. This variation and depth can be used to ensure students have the opportunity to explore and understand key geographical concepts.
- At the end of Year 7 students should be able to demonstrate the key skills needed to study geography, for example, grid references.
- At the end of Year 8 students should be confident in explaining geographical processes and have a basic understanding of the 6 key themes.
- At the end of Year 9 pupils will have developed their understanding of the 6 key themes and be able to evaluate geographical events and theories to form conclusions about the world around them.

#### Key Stage 4:

- Following AQA's GCSE specification we aim to deepen geographical understanding of the 6 key themes explored in KS3, applying knowledge to global and local case studies.
- Pupils study both human and physical geography topics which allows them to understand the world around them, applying classroom knowledge to current events
- Through a variety of topics, pupils are encouraged to understand their role in society, by considering different viewpoints, values and attitudes
- Topics of study include climate change, poverty, deprivation, global shifts in economic power and the sustainability of resources



## Key Stage 5:

- The A Level course follows the AQA exam specification, as this has a balanced approach to studying both human and physical content and develops understanding of the interrelationships between the two.
- We deliver content to expand geographical understanding, challenge misconceptions and develop analytical and evaluation skills.
- When teaching A Level geography we endeavour to provide our pupils with the knowledge, skills and attitude valued by higher education institutions and employers.

## Curriculum Overview for Year 7:

Term	Topic	Focus of topic
1	What skills do I need to become a Geographer?	<ul style="list-style-type: none"> <li>• Defining key areas of Geography</li> <li>• Interpreting political and relief maps</li> <li>• Social economic and environmental aspects of Geography</li> </ul>
2	What are the continents?	<ul style="list-style-type: none"> <li>• Location of continents</li> <li>• Key physical geography in each continent</li> <li>• Key human geography in each continent</li> </ul>
3	How can I use a map?	<ul style="list-style-type: none"> <li>• Reading OS maps</li> <li>• Measuring scale</li> <li>• Plotting routes</li> </ul>
4	How does a Geographer explore Crawley?	<ul style="list-style-type: none"> <li>• Applying knowledge of maps, grid references and presentation techniques to develop a Geographical investigation in Crawley and analyse the data to form Geographical conclusions</li> </ul>

## Curriculum Overview for Year 8:

Term	Topic	Focus of topic
1 / 2	Is Africa developed?	<ul style="list-style-type: none"> <li>• Climate and landscape of Africa</li> <li>• Factors demonstrating development</li> <li>• Contrasting areas of Africa</li> </ul>
2 / 3	Why does weather change and how does this impact people?	<ul style="list-style-type: none"> <li>• Types of clouds</li> <li>• Difference between weather and climate</li> <li>• Microclimate investigation around school site</li> <li>• Impacts of weather on people e.g. hurricanes</li> </ul>
4	How is Asia being transformed?	<ul style="list-style-type: none"> <li>• Climates and landscapes within Asia</li> <li>• Why is the population in Asia so diverse?</li> <li>• How does India rely on the monsoons?</li> <li>• How are people adapted to life in the mountains?</li> </ul>
5	Is climate change important?	<ul style="list-style-type: none"> <li>• What are the causes of climate change?</li> <li>• How does climate change impact people?</li> <li>• Should we change our actions because of climate change?</li> </ul>
6	What are the impacts of the geography of Russia?	<ul style="list-style-type: none"> <li>• Climate and landscapes of Russia</li> <li>• Distribution of the population of Russia</li> <li>• Economic development in Russia and environmental impacts</li> <li>• GIS to explore Russia's geography</li> </ul>

## Curriculum Overview for Year 9:

Term	Topic	Focus of topic
1 / 2	How has globalisation impacted development in China?	<ul style="list-style-type: none"> <li>• Climate and landscape of China</li> <li>• Growth of manufacturing and impacts</li> <li>• Rural to urban migration</li> <li>• Impacts of tourism</li> <li>• Sustainability in meeting resource demands in China</li> </ul>
2 / 3	How do tectonic hazards impact both people and place?	<ul style="list-style-type: none"> <li>• Earth's structure and plate movement</li> <li>• Causes, impacts and responses of volcanoes</li> <li>• Comparison of two differently developed areas who have had volcanic activity</li> <li>• How sustainability can be achieved using hazards</li> </ul>
4	Does global inequality exist?	<ul style="list-style-type: none"> <li>• Causes, impacts, responses to global inequality</li> <li>• Link between resources and inequality</li> <li>• Impacts of globalisation on inequality</li> <li>• Comparison and evaluation of differing locations</li> <li>• Potential fieldwork to demonstrate inequality in London</li> </ul>
5	Is the Middle East globally important?	<ul style="list-style-type: none"> <li>• Climates and landscapes within Middle East – focus on hot deserts</li> <li>• Lack of water resources – causes and impacts</li> </ul>

		<ul style="list-style-type: none"> <li>• Distribution of natural resources, the impacts they have for locals</li> <li>• Importance to UK because of natural resources</li> <li>• How have resources caused inequality</li> </ul>
6	START OF GCSE – LIVING WORLD TOPIC	<ul style="list-style-type: none"> <li>• Global biomes</li> <li>• Local ecosystems</li> <li>• Tropical rainforests</li> <li>• Hot deserts</li> </ul>

## Curriculum Overview for Year 10:

Term	Topic
Autumn Term (12 weeks)	Urban Living (Interleaving of LW) Coasts (Interleaving of UL)
Spring Term (12 weeks)	Resource Management (Interleaving of UL) Rivers (Interleaving of coasts)
Summer Term (12 weeks)	Fieldwork (Interleaving of RM) Leftover lessons: revision / catch up <i>(If all completed with substantial number of lessons left, hazards to be started)</i>

**Curriculum Overview for Year 11:**

<b>Term</b>	<b>Topic</b>
Autumn Term (12 weeks)	Hazards (Interleaving of Rivers)
Spring Term (12 weeks)	Changing Economic World (Interleaving of Hazards)
Summer Term (4 weeks)	Paper 3 Pre-release and Skills <i>Revision once all topics completed</i>

### Curriculum Overview for Year 12:

Term	PKE Topic	GSA Topic
Autumn Term (12 weeks)	Water and Carbon Cycles	Contemporary Environments
Spring Term (12 weeks)	Water and Carbon Cycles Coastal Systems and Landscapes	Contemporary Environments
Summer Term (12 weeks)	Coastal Systems and Landscapes	Global Systems and Governance

### Curriculum Overview for Year 13:

Term	PKETopic	GSA Topic
Autumn Term (12 weeks)	Hazards	NEA
Spring Term (12 weeks)	Hazards Synoptic links with all topics	Changing Places
Summer Term (6 weeks)	Revision	Revision

### Subject Assessment Reporting and Recording:

- KS3 – marking 1 piece of work at mid point during unit of work and marking 1 assessment piece of work at end of unit. No marking of notes by teacher.
- KS4 – marking 1 extended exam question (4+marks) at mid point during unit of work and marking 1 assessment piece of work at end of unit. No marking of notes by teacher.
- KS5 – termly folder check to monitor pupil notes, no marking of notes. Marking of all work in assessment book (at least 2 exam questions per term).



## Three Year Data Overview:

### Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	210	27%	19%	52%	48%	25%
8	210	28%	20%	52%	48%	27%
9	209	28%	22%	46%	54%	29%
10	89	21%	22%	51%	49%	30%
11	121	17%	20%	48%	52%	33%
12	8	0%	0%	63%	37%	13%
13	7	0%	0%	63%	37%	63%

### Past 4 years results

#### Year 11

	2018	2019	2020	2021
Cohort number	56	81	69	63
% above target	23.2%	19.8%	29%	47.6%
% on target	26.8%	28.4%	26.1%	22.2%
% below target	50%	51.9%	44.9%	30.2%

#### Year 13

	2018	2019	2020	2021
Cohort number	9	6	5	0
% above target	11.1%	0%	40%	-
% on target	11.1%	16.7%	40%	-
% below target	77.8%	83.3%	20%	-