



Department: Geography

We aim to deliver the Mission Statement of the school by:

The geography department curriculum aims to enhance students' lives in the study Geographical issues on a local in global scale, by fulfilling the St Joseph's Mission statement, *Living, loving, learning through Christ*. We strive to make learning fun, inspire a love of Geography and a thirst for knowledge in our students, developing them as independent and enquiring learners. Our KS3 curriculum is built around the full coverage of the National Curriculum but tailored to the needs of our students and linked to our whole school aims. In Geography we are constantly updating our lessons to reflect the real time geographical events that are going on in the world, such as using local and international examples of floods, wildfires and climate change. With another focus being with the JPP, we want our students to think and learn about the role of the individual and their place in the world. With this in mind, the geography department has taken on prioritizing the JPP principles of curious, wise, grateful and compassionate and encourage our students to use these words when speaking and writing about an event or particular topic.

By the end of year 7, we want students to be able to understand how some of the Earth's physical features have been created and to have a deeper understanding of the world around them. They will begin to appreciate that Human issues in society can be very closely linked to their physical geographical surroundings. We aim for students to begin to understand more things around them on a local and national scale, becoming familiar with terms like processes, cause and effect and particular locations around the world.

By the end of year 8, we want students to be able to empathize with others that are less fortunate than we are in Britain. They will study and understand a wide range of human geographical issues on a local, international and global scale and will be more compassionate, grateful, curious and wise about people from different places around the world.

By the end of year 9, we expect students to have an understanding of their greater impact on the world by studying topics such as ecosystems and climate change. They will be able to address the past and current issues the world faces and discuss possible solutions to these geographical issues.

The JPP virtues are embedded into all of our SOW at KS3 and KS4. We have a real focus on developing students' understanding of all the JPP words but particularly focusing on curious, wise, grateful and compassionate. We use a massive variety of both tier 2 and 3 words which we encourage our students to use accurately in their written and spoken work.

Our curriculum is broad, ambitious and challenging and develops students' knowledge of International, British and local Geography. Students explore a wide range of topics throughout the year and have opportunities to explore a range of learning styles from reading, writing, practical demonstrations, documentaries and fieldwork skills both in and outside of the classroom.

We have adapted our plans for KS3 and KS4 in order to ensure that our students have caught up with any work they missed due to the lockdowns, this has been through a range of strategies, for example.



All KS3 students have access to the Kerboodle website, where they can access the books being used in class and complete both online end of lesson tasks set as homework, and tasks they can set themselves to catch up the lessons they have missed. This is easy to do as the SOW follows a very logical order in the book. Students are expected to complete work they have missed. On returning from the lockdowns, we revisited some of the units missed with some revision/ recap lessons to catch up on the main key points to increase knowledge and understanding of the main concepts.

At KS4, period 7 time is being used to revisit prior learning and catch up on work missed to COVID, as well as a range of strategies to aid learning at home. In year 10 and 11, students are also subscribed to the Kerboodle website and can access the GCSE books online at home. They are expected to catch up with any work they have missed. Furthermore, we use the exam practice workbooks and revision guides to enhance their learning and re-enforce their confidence with exam style questions. These are used each week for homework and are peer and self-assessed every week. Seneca and other online learning platforms are also used where applicable.

To achieve our Mission Statement, our curriculum:

The geography curriculum is structured to ensure that students are curious, wise, grateful and compassionate through our class discussion and teacher examples of local and world issues and the JPP words are linked to each SOW, we help teach students the Catholic values which are central to the mission statement. All staff have high expectations of behaviour and by fostering an enthusiasm and passion for geography and there is mutual respect with staff and students. Behaviour issues in geography are very few.

At KS3, all SOW has built in opportunities for IPEELL. This year we have developed IPEELL and literacy strategy assessment tasks looking at a range of skills. There are opportunities in all year groups for class discussion and specific lessons or sequences of lessons which allow for oracy/presentation skills using role play, discussion and debate.

Promoting reading confidence is very important so our students regularly read out in front of the class, as well as reading comprehension skills being a key focus in the geography department. Careful analysis of texts, highlighting key tier 2 and 3 language and extracting meaning is essential if students are to understand texts and answer questions correctly.

Writing skills are integral to our curriculum from year 7-11. As a department we insist on high expectations for writing in line with the whole school 'St Joseph's Writing Standards'. We have developed 'IPEELL writing tasks' to help students think about the writing process, develop cohesive written responses and demonstrate a wide range of tier 2 vocabulary in their writing.



Our curriculum is differentiated to ensure all students, regardless of starting point or learning needs make good progress. For our SEND students, use IHCPs to help plan and differentiate their lessons. Scaffolding, word banks and sentence starters are used to help support students. Geographical texts are also differentiated. PP students are targeted in lessons first with key questions. PP students' books are sampled in work scrutinies. All KS4 PP students are provided with their own revision books.

There is a wide range of expertise in the geography department who bring a range of different backgrounds and experiences they can share with students. We work collaboratively as a department to help develop curriculum plans, lessons and assessments, tapping into the expertise in the dept. Internal dept CPD is carried out in department meetings with sharing of resources, standardising and moderation and dissemination of whole school CPD and initiatives. We also work collaboratively with colleagues across the county via the Geography Subject Leader Network meetings and keep up to date with curriculum and exam changes.

The geography department implement various Meta-cognitive strategies to help students know, understand and apply more. Students have built in opportunities for reflection on their learning, this is often linked to RYG lessons. At KS3 and KS4. Students have lots of opportunities to review learning to challenge misconceptions and interleave prior work. This is through revision lessons which allows students the opportunity to reflect on prior learning. Think, pair, share activities and recall quizzes are commonly used as a starter activity. Following every assessment and every piece of extended writing, individual feedback is given and where possible time is allocated for students to raise their grade.

Each half term students have calendared assessment opportunities to review knowledge, skills and understanding. Students have a 'practice' assessment which is taught, students prepare for the assessment collaboratively through class discussion, teacher modelling, exemplar answers, scaffolding and sentence structures etc. Following on from teacher feedback and RYG time, students then complete an 'unseen' assessment to demonstrate learning, knowledge and skills.