



Geography Curriculum Statement of Intent

Intent

Geography Intent 2024/25

To be reviewed 2025

At Penwortham Priory Academy, the discipline of Geography aims to inspire a curiosity and fascination about the world that they live in that should support students in their understanding of challenges that we will face in the future. We aim to build on prior learning at KS2 from our local primary schools – enriching their knowledge and understanding of OS maps, locational detail of the UK, differentiation between our physical and human world, the issues of food and water security and development dilemmas. Students should be given the opportunity to extend their locational knowledge of place and be allowed to explore relationships between people, place and processes that will, ultimately determine their place in the world at each distinct level from local to global and the impacts they have on their world. Understanding the key concept of sustainability and how to manage and plan for the future challenges to our local environment, the UK and our planet will be critical in such a dynamic world. As global temperatures rise and our biodiversity is eroded, we have a moral and real responsibility to ensure our future generations are exposed to a high quality, knowledge rich curriculum which will in turn, help shape the future of our planet. The solutions to the challenges we face will, inevitably, be dictated by our own children. ‘So many of the world’s current issues boil down to Geography, and need the geographers of the future to help us understand them.’ Michael Palin.

Our ultimate goal for students studying our curriculum is to develop students so that they can:

- **Think** like Geographers
- **Speak** like Geographers
- **Write** like Geographers

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**– this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.

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The intent of our curriculum is for students to;

- Develop a rich, broad and balanced understanding of local and global geographical issues and processes that shape various regions of our Earth regardless of whether they are to end their study of Geography after KS3 or pursue it further into KS4 and beyond.
- Develop a passion and “sense of duty” within students to be environmentally responsible, compassionate, resilient and sustainable citizens.
- Have a sound understanding of our 8 key-concepts so they can confidently speak, think and write like a geographer.
- Be able to analyse geographical evidence and come to reasoned conclusions.
- Develop students that are ready for the intellectual step-up to KS4.
- Have the confidence and curiosity to ask questions and debate challenging/contemporary issues, within the world around them.
- Understand the past, present and future processes of human and physical geography (+how they are interconnected) that have shaped our planet until now and will continue to do so in the future.
- Simply; deepen students understanding of our planet.

To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of the Geography journey, we follow the stages outlined below:

- 1) **Substantive** knowledge for each subject is mapped through KS3 to ensure our children learn cumulatively sufficient knowledge to progress to KS4
- 2) **Disciplinary** knowledge as geographical skills and fieldwork is mapped through KS3 to enable students to apply their knowledge as skills.
- 3) Explicit teaching of **vocabulary** is central to student’s ability to connect new knowledge with prior learning. Teaching identifies Tier 2 words, high frequency words used across content e.g. *verify*, and Tier 3 words, specific to subject domains e.g. *biome*. This is carried out through a range of strategies, such as PiXI Unlock
- 4) **Spaced retrieval** practice, through questioning, quizzes and peer-explanations, further consolidates the transfer of information from working memory to long-term memory. Low stakes testing coupled with interleaving tasks via assessment ensures that knowledge is firmly secured before progression

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Why Geography Matters

Geography has the potential to change the perspective of how students see the world and influence their experiences e.g. understanding the layout of cities or how landscapes change over time. Throughout history, Geography has never been more relevant as we enter a new geological epoch; the Anthropocene where people are more aware of our impact on the planet than ever before. We are at a key crossroads in Earth's history balancing further development of our economies and protection of our fragile ecosystems and combatting climate change, sea-level rise and environmental degradation. There has never been a more important time to learn about Geography.

Implementation Overview

Our curriculum is underpinned by great teaching, following the 7 Principles of Great Teaching & Learning:

- Culture
- Stretch & Challenge
- Modelling with metacognition
- Practice & Retrieval
- Assessment for learning
- Feedback
- Questioning

This will be carried out in the following way:

- Clear overview of curriculum from Years 7 to 11 showing cumulative development of knowledge strands based on threshold concepts. Students will receive two hours per week in Years 7 to 9, with three hours per week at GCSE.
- Clear overview of curriculum within each key stage and each year, showing the sequence of learning.
- Shared and consistent lesson structures with accompanying resources.
- Coherent step-by-step sequences that build on existing knowledge and allow incremental development of knowledge.
- Access to broad and deep factual knowledge that allows them to use a range of thinking skills, including those that are deemed to be 'higher order' skills such as analysis and evaluation.
- Focus on learning – changes to long term memory – not performance. This will be implemented through the use of low stakes testing and interleaving.
- Explicitly teaching new tier two and tier three vocabulary
- Unrelenting focus on key concepts.
- Embedded regular retrieval practice such as interleaving technique and spaced practice
- Embedded and consistently applied homework focused on knowledge retrieval.
- 'Close the gap' by building and retaining long term knowledge in PP students.

Implementation Overview

In Year 7 pupils are taught Geography for 2 hours per week, and cover the topics of:

- Geographical Skills
- The United Kingdom
- Weather & Climate (incl. fieldwork)
- All About Africa
- Economic Activity and Development
- Fieldwork Opportunity & Skills

In Year 8 pupils are taught Geography for 2 hours per week, and cover the topics of:

- Plate Tectonics
- Population & Urbanisation
- Natural Resources
- Tourism & Glaciation
- Fieldwork Opportunity & Skills

In Year 9 pupils are taught Geography for 2 hours per week, and cover the topics of:

- Sustainable Living
- Extreme Environments
- Forests of The World
- Crime & GIS
- UK Landscapes incl. Rivers & Coasts
- Fieldwork Opportunity & Skills

In Year 10 & 11 pupils are taught Geography for 3 hours per week, following the Edexcel Geography Specification A Syllabus.

In Year 10, pupils cover the topics of:

- Changing Cities (incl. fieldwork)
- Global Development
- Weather Hazards & Climate Change

In Year 11, pupils cover the topics of:

- UK Landscapes (incl. coasts & rivers)
- Ecosystems, Biodiversity & Management
- Resource Management

Impact – GCSE Outcomes

Geography	9-7	9-5	9-4	Res	SPI
2017	14.3%		66%	-0.29	No Data
2018	4.0%	56.0%	71.0%	+0.01	0.09
2019	7.7%	48%	56.0%	-0.32	-0.12
2020	22.5%	51.0%	67.3%	+0.04	
2021	36.4%	67.0%	78.4%	+0.33	
2022	24.6%	60.7%	75.4%	+0.06	0.32
2023	24%	61%	77%	-0.06	0.16
2024	20%	49%	71%	+0.01	0.48
Nat Av.	25%	48%	66%		
Diff 19-24	+12.3%	+1%	+10%	+0.33	+0.6