



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

GEOGRAPHY CURRICULUM

GEOGRAPHY CURRICULUM PHILOSOPHY

Geography stands as a unique subject that delves into the historical processes that have shaped our world, our current interactions within it, and the future trajectory of our planet. At St Georges, we view geography as more than just a study; it is a subject that intricately weaves our knowledge of the world together, fostering the development of diverse skills and enriching our understanding of this unique and fascinating planet. Our overarching goal is to inform, excite, and energise pupils about the awe and wonder outside their window, all while promoting the values rooted in Christianity.

Our geography curriculum at St Georges has been meticulously crafted to instil excitement, creativity, and critical thinking about the world. Aligned with the national curriculum, it is designed to ensure progression through each year group, focusing on four substantive concepts: diversity, interaction, change, and perception. Each key stage three topic revolves around a profound question, encouraging pupils to consolidate their learning, enhance their extended writing skills, and demonstrate a comprehensive understanding of each topic.

The study of geography, within the framework of our Christian values, offers pupils the opportunity to deepen their understanding of our place in the world. It prompts them to reflect on global challenges and develop solutions, fostering a sense of responsibility as global citizens. Moreover, geography allows pupils to introspect on their own behaviours, enrich their cultural capital, and align with Christian values of morality and empathy.

In the multidisciplinary realm of geography, pupils at St George's master a diverse set of skills. Beyond geographical vocabulary and extended writing, they cultivate numeracy, graphical skills, and topography through mapping exercises. Our curriculum places a strong emphasis on fieldwork opportunities, encouraging pupils to plan and conduct studies that include hypothesis formulation, data collection and analysis, writing conclusions, and critical evaluation of their investigations.

Embracing Christian values, geography becomes a vessel for pupils to hone skills that align with ethical principles. They learn to think critically, assess solutions to problems, and employ data and examples to fortify their knowledge. These skills are not only beneficial in academic pursuits but also extend to various high-skilled professions. Whether pursuing a path in physical geography as a climatologist, seismologist, or conservation officer, or venturing into human geography as an urban planner, social researcher, or political risk analyst, geography provides a solid foundation for careers that resonate with Christian principles of service and stewardship.

In order to achieve a true understanding of geography, topics have been intelligently sequenced based on the following rationale:

- The key stage 3 curriculum has been built around four substantive concepts: diversity, interaction, change, and perception. As identified in the Geographical Association's thinkpiece.
- Diversity relates to how complex and varied the world is. Change is connecting the past physical changes, and predicting and managing future changes. Interaction is linking both the physical and human world together. Perception is about how pupils experience the world, and their sense of place.
- Each topic at key stage three is explored through an enquiry question, so pupils are building on their knowledge through the topic, and can answer; for example 'What are the challenges and opportunities facing Africa?', using detailed examples and a depth of knowledge.

The geography curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- The geography curriculum helps pupils develop geographical vocabulary, and learn to apply new terminology in extended writing tasks. Improving literacy can help close the gap which often forms due to social disadvantage.
- We aim to address social disadvantage by studying a wide range of places around the world, to help pupils get a full understanding of the diversity and complexity of the world around them.
- Fieldwork opportunities will allow pupils to experience new places and see their geographical knowledge in the real world.
- Pupils will develop a wide range of skills in geography, including numeracy, graphical skills and topography, which will enable them to leave St George's with a skill set that can be applied to different careers.

We fully believe geography can contribute to the personal development of pupils at St George's:

- The study of geography can deepen a pupil's understanding of their place in the world. It prompts them to reflect on global challenges and develop solutions, fostering a sense of responsibility as global citizens. Geography allows pupils to introspect on their own behaviours and enrich their cultural capital. By confronting issues such as resource scarcity, climate displacement, and socio-economic inequality, students develop personal resilience, ethical accountability, and a profound sense of individual and collective agency, directly driving their character development.
- The geography curriculum places a strong emphasis on critical thinking and decision-making. Students regularly evaluate conflicting viewpoints on environmental management and urban development. They learn to interrogate complex geographical data, identify bias, weigh up sustainable alternatives, and make informed, evidence-based judgements when proposing solutions to sensitive global and local issues.
- The study of geography aligns closely with Christian values of morality and empathy. Through the deep exploration of human and physical landscapes, students are encouraged to act as responsible stewards of God's creation. Investigating global inequalities and environmental degradation fosters the core Christian values of compassion, justice, and a

respect for the interconnectedness of all human communities, ensuring every student appreciates their role in caring for the world and its people.

Through all key stages, our belief is that exam preparation, practice and home learning revision should be interleaved with revisited powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of tasks, from low-stakes quizzing to extended practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

- Geography at St George's encourages pupils to think critically, assess solutions to problems, and employ data and examples to fortify their knowledge. These skills are not only beneficial in academic pursuits but also extend to various high-skilled professions. The curriculum systematically develops highly valued employability skills, including spatial data analysis, Geographic Information Systems (GIS) literacy, statistical synthesis, fieldwork investigation, and high-level report writing.
- The mastery of these analytical and spatial skills prepares students for specific education routes and courses. Our precisely selected content directly underpins A-Level Geography and links with A-Levels in Geology, Environmental Science, and Economics. In higher education, it opens up pathways to BSc and BA (Hons) degrees in Geography, Earth Sciences, Environmental Management, International Development, and Urban Studies, alongside modern higher apprenticeships in surveying and civil engineering.
- Students who are interested in physical geography could go on to careers such as a climatologist, seismologist, or conservation officer. For pupils venturing into human geography, they could enjoy careers such as an urban planner, social researcher, or political risk analyst. Furthermore, the diverse analytical skills gained through geography open up extensive career opportunities in renewable energy management, Geographic Information Systems (GIS) analysis, transport planning, environmental consultancy, civil service policy advising, and humanitarian logistics.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Year 7	Term 1	Where on earth are we? Are humans the World's biggest problem?
	Term 2	What are the challenges and opportunities in extreme environments? How do Rivers shape the World?
	Term 3	How do we use our planet as a natural resource? What are the UK's biggest challenges?
Year 8	Term 1	Is urbanisation always good for a country? Why do some countries suffer more from tectonic hazards than others?
	Term 2	Why do some countries suffer more from tectonic hazards than others? Why is the Middle East an important World region?
	Term 3	How are our coastlines changing? How successful is the Fylde coast in managing the coast?
Year 9	Term 1	How extreme is our weather? Is 8 billion enough?
	Term 2	How does ice change our World? What are the challenges and opportunities facing Asia?
	Term 3	What are the global challenges and opportunities of the world's superpowers? How diverse is Africa?
Year 10	Term 1	Global development Global development - India Case study
	Term 2	Ecosystems, biodiversity and management - Temperate Deciduous forest Ecosystems biodiversity and management - Tropical rainforest
	Term 3	Changing Cities - UK focus Changing Cities - Emerging/developing country Fieldwork preparation and writing practise
Year 11	Term 1	Changing landscapes of the UK - River landscapes and processes Changing landscapes of the UK - Coastal landscapes and processes
	Term 2	Weather hazards and climate change Weather hazards and climate change - Tropical storms and droughts
	Term 3	Resource management Resource management - Energy