



## 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** students 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 students 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 students 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, students 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 students 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 a **big 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 students' 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 students 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 students to introspect on their **own behaviours**, enrich their **cultural capital**, and align with **Christian values of morality and empathy**.

**Through all key stages, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students 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**.
- Students who are interested in physical geography could go on to **careers such as a climatologist, seismologist, or conservation officer**.
- For students venturing into human geography, they could enjoy **careers such as an urban planner, social researcher, or political risk analyst**.

		<b>Sequencing</b>
<b>Year 7</b>	<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Where on earth are we?</li> <li>• How is the UK changing?</li> </ul>
	<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Are humans World's biggest problem?</li> <li>• How do Rivers shape the World?</li> </ul>
	<b>Term 3</b>	<ul style="list-style-type: none"> <li>• How do we use our planet as a natural resource?</li> <li>• What are the challenges and opportunities facing Africa?</li> </ul>
<b>Year 8</b>	<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Is urbanisation always good for a country?</li> <li>• Is 8 billion enough? (Population, migration, resource consumption, demographics)</li> </ul>
	<b>Term 2</b>	<ul style="list-style-type: none"> <li>• What are the challenges and opportunities in extreme environments?</li> <li>• Why is the Middle East an important World region?</li> </ul>
	<b>Term 3</b>	<ul style="list-style-type: none"> <li>• How are our coastlines changing?</li> <li>• How successful is the Fylde coast in managing the coast?</li> </ul>
<b>Year 9</b>	<b>Term 1</b>	<ul style="list-style-type: none"> <li>• How does ice change the World?</li> <li>• What are the challenges and opportunities facing Asia?</li> </ul>
	<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Will we ever know enough about tectonic hazards to live safely?</li> <li>• How are World superpowers impacting people and the environment?</li> </ul>
	<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Fragile World: How wild is our weather?</li> <li>• Can geography help us solve crimes?</li> </ul>
<b>Year 10</b>	<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Global development</li> <li>• Global development - India Case study</li> </ul>
	<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Ecosystems, biodiversity and management - Temperate Deciduous forest</li> <li>• Ecosystems biodiversity and management - Tropical rainforest</li> </ul>
	<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Changing Cities - UK focus</li> <li>• Changing Cities - Emerging/developing country</li> <li>• Fieldwork preparation and writing practise</li> </ul>
<b>Year 11</b>	<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Changing landscapes of the UK - River landscapes and processes</li> <li>• Changing landscapes of the UK - Coastal landscapes and processes</li> </ul>
	<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Weather hazards and climate change</li> <li>• Weather hazards and climate change - Tropical storms and droughts</li> </ul>
	<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Resource management -</li> <li>• Resource management - Energy</li> </ul>