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| <p><b>KS3 Rationale</b><br/> <i>As a Department we have adapted the National Curriculum to build in the essential skills needed to achieve in Geography at KS3 and incorporate the essential foundations for future GCSE learning. As such the topics we have chosen are intended to build on the knowledge gained at KS2 e.g. global context, introduce significant places, including those that are case-studies in later years. Units about rivers, coasts and ecosystems help pupils make sense of the world around them and understand the processes that give rise to key physical and human geographical features of the world. Geographical skills are built into all units for example, spatial variation, map skills, number, trend and correlation. All learning is meant to be built upon in KS4.</i></p> | <p><b>KS4 Rationale</b><br/> <i>We teach AQA specification Geography 8035. The specification incorporates a balanced mix of Human and Physical Geography with a strong element of Environmental Geography running throughout the units. This prepares pupils well for KS5 and beyond. Returning past pupils have confirmed this. Where there are elements of optionality e.g. Ecosystems/UK landscapes and Resource Management the units have been chosen based on prior learning e.g. units built into KS3, the pupils surrounding area and the ease of the case-studies to allow cross curricular learning and access to independent and interesting learning materials to help pupils reach the highest grades.</i></p> |
| <p><b>Pedagogy within the classroom</b><br/> <b>High expectations</b> of all pupils regarding behaviour for learning and outcomes<br/> <b>Pace.</b> Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities.<br/> <b>Challenge</b> All pupils are challenged in order for them to make the best possible progress from their individual starting points<br/> <b>Questioning</b> will be effective in developing pupil knowledge and understanding, assessing progress and informing teacher planning.<br/> <b>Progression.</b> All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>   | <p><b>Links to School Improvement Plan</b></p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term<br/> Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress.<br/> Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly</p>   |
| <p><b>Skill Progression</b><br/> Pupils build on prior knowledge and skills to help them prepare for the next stage of their education</p> <p>Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> <p>Work given to pupils to be more demanding and to match the aims of the ambitious curriculum</p>  | <p><b>SEN</b></p> <p>Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately<br/> Understanding the SEN needs of all pupils on the SEN register in the class<br/> Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with no SEN<br/> Not seeing the “label” but seeing the child<br/> Having as high expectations of lower-ability as we do for the highest; recognising that these pupils may need even more knowledge to plug gaps in their learning than their peers, not less. Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work</p>                  |

**West Hill School**

**Geography Department Curriculum Rationale**

