



At Willow Bank School we provide an ambitious curriculum in a nurturing and safe environment for pupils to develop:

- Independence
- Emotional intelligence and resilience
- Appropriate communication skills
- The ability to contribute to society through good citizenship skills and preparedness for work

Intent

At Willow Bank School we aim for pupils learning Geography to understand how people, places and environments relate to each other and to be able to recognise the importance of sustainable development for the future of mankind.

We support British Values and seek to enable pupils to develop knowledge and respect for other cultures whilst they learn about geography. We want students to enjoy learning and have a “curiosity and fascination about the world and its people that will remain with them for the rest of their lives” (National Curriculum).

We encourage our pupils to be responsible citizens by developing an understanding of interactions and interrelationships between people and the environment.

Students will develop knowledge and understanding of geographical issues in the modern and wider world as well as in their local area. We endeavour to help our pupils to become resilient, confident learners and to develop transferable skills for the future.

Students will use and evaluate a wide range of geographical skills and techniques and they will gain an understanding of world and geographical issues. They will learn to construct sustained and convincing arguments to draw well evidenced conclusions on geographical issues.

The curriculum reflects national policy by following National Curriculum guidelines, Careers are linked to the curriculum through specific careers trips and focus and through skills.

Implementation

Curriculum Overview:

Geography at Willow Bank School aims to inspire in pupils a curiosity and fascination about the world while allowing pupils to build on their knowledge over time by revisiting and building on themes throughout the curriculum. These themes are based on KS2 & KS3 National Curriculum Topics:

- Locational knowledge
- Place knowledge
- Human and Physical Geography



- Skills and field work

These are further built on in KS4 when pupils complete Entry Level and/or GCSE Geography.

As an SEMH specialist provision, we often find that our pupils have gaps in their knowledge and understanding of prior learning: planning is completed with the opportunity to bridge gaps in knowledge and build on prior through revisiting and enhance current knowledge.

The aims of the Geography Secondary Curriculum are to ensure that all pupils:

- develop key contextual knowledge of geographically significant places, which includes the defining of human and physical characteristics and how these help shape understanding of key processes.
- recognise the processes that generate key physical and human features across our world, how they bring special variation over time.
- Take part in collecting and interpreting key geographical data through exposure to outdoor learning, including fieldwork, that will help to foster a deeper understanding of geographical features and processes.
- are able to interpret a range of geographical information, including maps, diagrams, photographs and Geographical Information Systems (GIS)
- are able to communicate geographical information through quantitative and qualitative means

Pupils will be given the opportunity to take part in Fieldwork trips and Geographical experiences every year while in KS3 and 4. For GCSE pupils will visit Liverpool to explore how this has developed over time and will look at erosion and human and physical factors at Crosby Beach. Pupils in KS3 will engage in local fieldwork studies based on the modules they have been completing.

Careers and skills will also be highlighted in Geography through linking Skills to the world of work and looking specifically and careers for a specific interest in Geography, geology, humanities, and science.

Pupil's work will be assessed regularly with feedback being given to pupils through self-assessment, peer assessment, personalised verbal feedback and collective feedback to look for misconceptions.

Pupils will also complete formal assessments and practice exam questions.

Impact

What evidence is there for knowing how well are children learning?

- School data, most pupils make progress each year
- Class books
- Teacher assessments
- End of topic assessments
- Pupil voice
- Key Stage 4 pupils practice past GCSE papers



How well are children prepared for their next stage of life/education?

- Attaining Geography GCSE or Entry Level helps pupils to be able to access Further Education courses.
- Learning Geography enhances pupils' ICT, Maths, questioning and literacy skills.
- Pupils develop writing skills for summarising, debating, and concluding ideas which can be applied to other subjects and walks of life. This in turn produces young people who are more confident and ready for taking on new challenges.

What types of assessment are used?

- Formative: informal teacher questioning at KS3
- Exam questions built into the lessons delivered in KS4.
- Exam practice in Year 11.

How do you know your curriculum is having an effect on all pupils, including those who are disadvantaged/ have low attainment?

- Teachers see that pupils' confidence and attainment rises in lessons.
- Pupils are willing to attend and participate in lessons and complete tasks.
- Children are actively engaged in learning in the lessons. They ask questions and show curiosity about the subject.