

Curriculum Intent - Geography

Curriculum Priorities

The Geography Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities.

We are an inner-city school in the Midlands and are multiculturally diverse. However, our pupils' experiences of life outside of the city of Nottingham can be limited. Our Geography curriculum aims to expose and enthuse our pupils to a wide range of places within the UK and the wider world across all key stages, which begins with our opening topic in Year 7; 'Fantastic Places, Amazing Spaces'.

We want to equip our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress from KS3 to KS5, we aim to grow their knowledge and deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. This then allows them to question and evaluate the changing world around them, and value their own important role within society.

61% of pupils have English as an additional language and 22% have additional learning needs. Therefore, we aim for our lessons to include a wide range of strategies and skills, such as the use of physical actions, paired and group discussions, visual cues and non-written creative tasks that allow us to help pupils' build confidence with using geographical language and develop their literacy skills.

Our Geography curriculum also aims to equip pupils with the skills needed to understand, use and evaluate a range of cartographic and statistical information, skills that can then be applied not only within geography but when they interact with different media and information sources outside of the classroom.

Knowledge

By the end of Key Stage 4 we want pupils to have:

- A developed knowledge and appreciation of our diverse and complex world. **Know geographical material**
- An understanding of the interdependence of human and physical environments and processes, and how these function at different scales. **Think like a geographer**
- An ability to apply their knowledge and understanding to confidently express viewpoints about, analyse and evaluate geographical issues. **Apply geography**
- A developed understanding of and ability to use a wide range of geographical skills including fieldwork. **Study like a geographer**

For those who study geography at Key Stage 5 we want students to have:

- An engaged appreciation of and developed in-depth knowledge and understanding of the complex relationships between people, places processes from local to global along a range of temporal scales.
- An ability to apply this knowledge and understanding in different contexts to better understand and evaluate some of the key issues facing the world today.
- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills, data sources and approaches and applying them as an integral part of their studies and fieldwork investigations.

Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,
Practical &
Technical



Digital Literacy

For example:

- **Numeracy is developed when pupils:**
 - Understanding and interpret climate graphs in the Weather and Climate unit in Year7 and the Living World Unit in Year 8
 - Analyse and interpret bar and line graphs representing population and migration data in Year 8 and Year 9 (including population pyramids in Year 8).
- **Literacy is developed when pupils:**
 - read the story 'Colours' and use it to inspire their own piece of art therapy Tsunami Artwork – which is a response to the personal story
 - complete a newspaper story on Conflict Diamonds in Year 9
- **Problem solving is developed when pupils:**
 - complete GCSE Decision Making Exercises (various topics), and a Population Policy DME in Year 8
 - evaluate evidence and data to decide 'How successful were the MDGs?' during the Year 9 Development unit.
- **Metacognition is developed when pupils:**
 - in all key stages, complete spaced retrieval activities at the start of lessons on content from previous units of work.
 - use and respond to enquiry questions to explore topics

- **Communication is developed when pupils:**
 - are asked to discuss their ideas about geographical questions and understanding of topical issues in KS3 and KS4, using a range of teaching and learning strategies such as 'Think, Pair, Share'. For example, in Year 9 pupils are asked to discuss Gender Inequality.
- **Leadership is developed when pupils:**
 - work in groups and complete problem solving activities, feeding back opinions and choices about current topical issues such as resource management and climate issues in Year 9 and GCSE.
- **Collaboration is developed when pupils:**
 - complete an information gathering jigsaw activity on Biomes in Year 8, when pupils circulate to find information and then share their findings with those in their group.
 - complete DME activities about Coastal Management in Year 10, where they are asked to work together to find the most appropriate solutions to coastal erosion
- **Practical, physical, technical is developed when pupils:**
 - use actions to describe physical process such as tectonic process (plate movements), processes of erosion and different types of rainfall.
- **Digital literacy is developed when pupils:**
 - investigate further examples of Tropical Rainforests in Year8 and create infographic summaries based on personal research
 - use websites such as Gapminder in Year 9 to explore current development indicator data using the online graphical tools that allow data to be compared.

Qualities

The qualities we aim to develop are:



For example:

- **Respect is developed:**
 - during class debates and discussions, including the study of different stakeholder opinions in Year 8 Economic World, and Yr9/GCSE
- **Creativity is developed when pupils:**
 - build a model city and evaluate it for sustainability in the Urban Environments unit in Year 7.
 - create an infographic poster about 'Why you should save the Tropical Rainforest' in

the Living World unit in Year 8

- complete an Art therapy response to the Asian Tsunami in the Year 8 Tectonic unit.

- **Empathy is developed when pupils:**

- study the personal stories of migrants and refugees in Year 9

- study how people are impacted by natural hazards (in Year 8 and at GCSE).

- **Resilience is developed when pupils:**

- are encouraged to embrace mistakes as learning opportunities. For example, to cross out neatly what they believe is incorrect and have another attempt at tasks.

- complete retrieval, Learning Challenge and Learning Consolidation tasks throughout KS3 and KS4, where they are building up their knowledge and understanding.

- are asked to respond to their Learning Challenge feedback and improve their work.

- **Tolerance is developed when pupils:**

- take part in class debates and discussions, where they are asked to take on views of Stakeholders, that may not necessarily relate to how they view a topic. For example, during Year 9 a debate is held about the future of energy use in the UK where both non-renewable and renewable energy perspectives are explored.

- **Kindness is developed when pupils:**

- work in pairs during lessons, sharing resources and opinions

- use subject TEAMS channels where they are encouraged to provide help and advice to each other, and useful website links to aid independent study.

- **Aspiration is developed when pupils:**

- review and improve their Learning Challenge and Learning Consolidation tasks to strive to achieve the best they can

- study careers examples during the Tectonic Unit in Year 8.

- **Integrity is developed when pupils:**

- are asked to justify their choices and explain their points of view when studying topical issues, based on social, economic, environmental and political reasoning.

- **Positivity is developed when pupils:**

- are asked to respond to their Learning Challenge feedback and improve their work

- are tasked with coming up with solutions to geographical issues during DMEs

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- Learning Challenge: a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.

- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- GCSE and A-Level fieldwork
- Visits to Nottingham University GA lectures and virtual conferences for A-Level pupils
- Year 7 urban study on redevelopment in Nottingham
- Natural England – future project to be developed post pandemic.

Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- We cover a range of geographical issues that influence and shape life in the UK and around the globe. These include urbanisation, migration, globalisation, climate change, the extraction, use and exploitation of natural resources, flooding and global development.
- Pupils are encouraged to express their opinions and their own personal experiences of human and physical geography.

Careers and Employability

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- Careers that link with Geography or utilise knowledge and understanding gained from Geography are diverse. For example:
 - Urban Planning Officer
 - Meteorologist
 - Cartologist
 - Hydrologist

- Geospatial Analyst
- Hazard management
- Ecologist
- Discussions with KS3, GCSE and A-Level pupils focus on future education and career progression, building in links during lessons to relevant careers when topics are studied e.g., Volcanology when studying Tectonic Hazards in Year 8
- Future project with Natural England – to be developed post pandemic, that will also feature a show case of careers within the environmental sector.