



# Curriculum Intent and Implementation

## Geography Department Intent

*“To understand the world around us: the human and physical landscapes, features and processes, and how they change. To become better, global citizens.”*

Geography facilitates the study of a huge breadth of topics. Students will cover social issues in the modern world, natural phenomena and change over time. In Geography lessons throughout the school, students will gain an appreciation of the world around them and they will learn how to analyse environmental developments. The study of geography encourages students to develop empathy, among other Gospel values, for other cultures through the use of detailed international case studies. Students will develop fieldwork skills they can use beyond the classroom, through trips to fascinating local areas.

Students begin KS3 by learning fundamental map skills which they will later embed in a series of geographical topics, spanning both physical and human geography. Students will develop an awareness of the world through country and continent studies, developing their social consciousness of global issues. At GCSE and A-level, students will explore a greater breadth and depth of topics, from food shortages to management of energy sources. Geography offers a fascinating lens through which to view the world, and at Bishop Walsh students will gain knowledge, skills and awareness which will lead them to becoming better global citizens.

## **Review & Retrieval:**

Students begin each lesson with three questions which require retrieval of knowledge from previous lessons or topics. Questions are stratified and differentiated to ensure a span of topics, with older students being asked for more rigorous justification for their answers.

Students in Key Stage 3 take a 50-mark quiz at the conclusion of each topic (approximately five times per year). Students in Key Stages 4 and 5 have regular low stakes quizzes, as well as sitting past paper examination questions frequently.

The student planner is used as a tool for assessment of learning. In particular, the whiteboards and coloured pages are used to indicate answers to multiple choice questions.

## **Modelling:**

Staff utilise the visualiser to complete live modelling during lessons. This has been proven to be highly effective in enabling students to develop their annotations, understanding of vocabulary and presentation of work.

Staff use the “I do, we do, you do” approach when modelling how to work through tasks, particularly with older students to demonstrate appropriate exam technique for GCSE and A-level.

Self and peer assessment ideas are provided, with examples explained in full to make sure effective feedback is shared between students.

Staff model the construction of annotated diagrams of geomorphological landforms either on the whiteboard or under the visualiser, to ensure students have a full understanding of their appearance and formation.

Staff demonstrate fieldwork methods in a clear, confident and safe manner. This ensures that students are aware of how to carry out strategies appropriately, particularly in Key Stages 4 and 5 where fieldwork and data collection are requisite for the course.

### ***Explanation and Reading:***

Students are exposed to high level terminology in the literature which supports their learning. At Key Stage 3, booklets are inclusive of extended reading tasks. At GCSE and A-level, students are encouraged to carry out additional reading with a focus on researching real-world examples of geographical phenomena.

For case study learning, students are given texts and articles to read which include witness accounts, news reports and interviews. Teachers read alongside students using the visualiser where appropriate, to help unlock advanced vocabulary and embed understanding. Students use highlighters and annotation for key terms throughout the school.

Students at Key Stage 5 are provided with ample opportunity for further reading, being signposted to key texts that will support their understanding of the topic being studied. Indeed, these students are provided with a reading list in the information pack which accompanies the start of sixth form study.

### ***Deliberate Practice & Questioning:***

All students are given ample opportunity to demonstrate their understanding through exam and assessment questions.

The use of booklets at Key Stage 3 has allowed for key questions to become 'built-into' schemes of work. This ensures all students are exposed to the same challenging queries, meaning all students gain the same understanding of topics.

Students are stretched and challenged through the use of 'superstar challenges' at Key Stage 3, and at Key Stage 4 and 5 extension tasks require a more advanced level of cognition. These additional tasks are aspirational for students to complete.

A wide variety of questioning techniques are used in geography. These include, but are not limited to, 'Cold Calling', 'Pose Pause Pounce Bounce' and 'Say It Again Better'. All strategies are designed to ensure maximum engagement and participation from students, whilst eliciting the most detail-heavy answers that they are capable of. Our classrooms operate a "no hands up" approach, further prompting students to be alert and cogitate quickly.