

Geography KS5 – Statement of Intent

The study of geography is about studying the complexity of our world, appreciating the diversity of cultures that exist across continentsit is about using all that knowledge to help bridge divides and bring people together. Barack Obama

The Geography curriculum at All Saints Academy is a knowledge-based melting pot of ideas, theories and experiences that asks students to leave their preconceptions of the world at the classroom door and view it through the lens of place, space, global connections, amazing events and breath-taking landscapes. As at All Saints Academy we are *Living Together with Dignity, Faith and Hope*, the study of geography allows our students to recognise and seek out these virtues in our increasingly dynamic world, and in doing so prepares them to become a thoughtful global citizen. Consider, firstly, dignity.... a child working in a factory in Ghana for two dollars a day, proudly carrying his wages home each evening to give to his mother to help support his family. Also, faith.... another child living in a community in India, having faith in her father knowing that he is working in the fields every day to earn enough to send his only daughter to school, so she can thrive as part of the world's next economic superpower. Finally, hope.... a third child lying under rubble but waiting to be rescued by emergency services after an earthquake in California. The student at All Saints Academy is transported into the mind of each of these children and asked to consider: Where is the dignity? Who gives us faith? Why should we hope? Hence as we strive to *Live Together with Dignity, Faith and Hope*, All Saints Academy is a microcosm of the world around us, one in which students can only have an awareness of their position *in it* if they have a comprehensive knowledge *of it*. The geography curriculum at All Saints Academy provides that knowledge.

The curriculum aims to offer an inclusive learning experience in which no student is left behind in terms of barriers to learning. Scaffolding of new learning in geography takes place with the use of writing frames and audio and visual resources: extensive modelling is practised by all geography teachers to ensure SEND students are accessing information. These students also benefit through more manageable, stepped, portions of information and the use of low-stakes testing and retrieval exercises to raise confidence, as well as memory and consolidation activities for homework. Geography trips for students are also partly financed by the Pupil Premium grant.

Research informed practice in Social Sciences (Geography):

The geography chapter in *Huh* (Mary Myatt and John Tomsett) stresses that geography students should be encouraged to see "the big picture". As a child growing up in Dunstable our students should be encouraged to relate to children working on a cocoa plantation in Ghana, or in a Bangladeshi sweat shop garment factory. This may be made more relevant to them if they support Manchester United as students learn how their football shirts have been manufactured. This idea of the keeping the *big picture* in mind was very similar to the

conclusions of the subject consultant's report in Autumn 2021 and has been further emphasised in *The Curriculum – Gallimaufrey To Coherence* (Myatt). The importance of location as a thread that should run through all aspects of the curriculum topics: ie, no generic topics, each one should be place based, with common themes between the topics. Planning Your Coherent 11-16 Geography Curriculum (Gardner. The Geographical Association) We are not just teaching students to be geographers, but to be "thoughtful citizens" by having a global outlook further to a coherent, deep curriculum. Also the OFSTED Geography research review series: writing a curriculum that encourages students to "think like a geographer"

Specific support planned for SEND students:

SEND students in Geography are given a visual stimulus, combined with a writing frame. This helps give students a structure and builds their confidence when producing extended writing. Teachers make use of sequential questioning; for example, physical geography is often about a series of events, which can be broken down into stages, whereas human geography is more often about cause and effect. Students are also given key Tier 2 and Tier 3 words to make text more accessible. Learning mats are used in lessons to support all students, especially those with SEND.

Year 12 Substantive Knowledge

Year 12 aims to broaden our students' understanding of human and physical geography and the interactions that exist between them. Our Year 12s are taught to value Geography as a vehicle through which we understand the fundamental processes and environments that reflect the world around us. Undoubtedly, geography helps open career opportunities that will help provide a link for our students to reach for new horizons that exist beyond our academy.

Students are introduced to the concept of globalisation. We shall establish the causes of globalisation and why has it accelerated in recent decades. Moreover, we will consider the impacts of globalisation for countries, different groups of people and cultures and the physical environment. Through this, our students will be able to assess the consequences of globalisation for global development and the physical environment and how different players respond to its challenges. Simultaneously, our students will also consider, initially, physical geographical issues related to hazards developing from tectonic activity. As well as considering the management of tectonic hazards and disasters. Further into the year, we shall also explore glaciation: in particular, how climate has change had influenced the formation of glaciated landscapes over time and the processes inherent with these glacier systems. The interplay of human and physical features is also explored as we contemplate the management of glaciers. Indeed, on the human side of this course, our Year 12 Geographers will be exposed to the concept of diverse places. This incorporates a depth-study into the local area and contrasts this with a different location. Questions such as how different people view diverse living spaces are considered, as well as why

there are demographic and cultural tensions within these locations. Students will be asked to evaluate the extent to which these cultural and demographic issues are managed.

Disciplinary Knowledge

The Year 12 Geography curriculum continues to use the skills and disciplinary knowledge introduced in KS4 to allow students to gain the confidence to access all aspects of the substantive curriculum. The development module uses statistical composite measures to look at rates of economic growth and change in MEDCs, Emerging Economies and LEDC, lending will be utilised in particular for our consideration of diverse places. In KS5, especially, we develop skills such as analysis of human and physical features on maps which was previously taught at KS3 and KS4. Specifically, we look at global data such as from the World Bank and United Nations. Physical geographical skills include analysis of tsunami time-travel maps to aid prediction. Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features represent a key cornerstone of our KS5 Geography curriculum. Indeed, our students will become more familiar and comfortable as they are exposed to data-rich sources. Disciplinary knowledge is also gained in the field study investigations for our NEA, with the collection and analysis of primary data, research of secondary information, and range of quantitative and qualitative analyses that empowers students to draw valid conclusions about the geographical world around them.