

### **Geography KS3 – Statement of Intent**

*The study of geography is about studying the complexity of our world, appreciating the diversity of cultures that exist across continents ..... it 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 for the role of 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 practiced 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.

Our students join us at the beginning of Year 7 with a worthy but unsubstantiated knowledge and skills base. Facts have been appropriated but are not always interconnected and cannot be applied to processes or concepts. In particular, mapwork and locational knowledge are peripheral and have not been embedded into a wider schema or the student's long term memory. By the end of Year 7 every student, regardless of their starting point, should have fundamental cartographic skills, locational knowledge at a range of scales, and the first step in understanding geographical similarities, differences and links between places.

### **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 7**

### **Substantive Knowledge**

In Year 7 Geography at All Saints Academy opens the doors to our dynamic world and prepares each student for the role of global citizen in the twenty first century. It puts the understanding of social and physical processes within the context of location and place – recognising the similarities and differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Students are introduced to the broader topics of human, physical and environmental geography at the start of the course in the context of three scales: local, Houghton Regis and Dunstable, national, the United

Kingdom, and international, looking at the UK's place in the world. This introductory unit builds on the knowledge the students begin to acquire in key stage 2.

Students experience a mix of human and physical geography so that they are able to ask pertinent questions, analyse evidence and provide sustainable solutions to global problems. This involves, firstly, investigating issues surrounding the development gap, reflecting on concepts of fairness and a just world by looking at working and living conditions in Lower Income Countries such as Ghana and Bangladesh. They then go on to look at differing approaches to hazard management in a High Income Country (Japan) and biome management at different scales, ranging from local deciduous woodlands at Dunstable Downs to tropical rainforests in Brazil. They have the opportunity to become critical and reasoned thinkers in all of these topics, compassionate, and resilient citizens, and can develop their practical wisdom through decision-making activities, ranging from earthquake management in Japan, to how to sustainably develop local ecosystems in Dunstable.

### **Disciplinary Knowledge**

The geography curriculum in Year 7 ensures that students are competent in the skills needed to interpret a range of sources of information, such as ordnance survey map skills, covered in the first unit, diagrams, aerial photographs, covered with regard to tectonic theory, and geographical information systems in the biome module. They communicate information in a variety of means including numerical and quantitative skills when they compare development statistics, and writing at length, when they adopt the role of stakeholders in disaster relief management and sustainable ecosystem stewardship. The geography curriculum in Year 7 offers students the opportunity to understand the processes that give rise to human and physical geographical features through the use of detailed place-based case studies and exemplars when comparing countries at differing stages of economic development (such as Ghana and Japan) and locations where biome management takes place (Brazil and the UK). Fieldwork is practiced in investigating and analysing man's management of small scale ecosystems.

## **Year 8**

### **Substantive Knowledge**

In Year 8 the geography curriculum builds upon aspects of location, place, and human and physical knowledge introduced in Year 7, continuing to put social and physical processes within these contexts with a variety of case studies that empower students to gain insight into the bigger pictures of key geographical issues.

Students continue to develop a mix of human and physical geography so that they are able to ask pertinent questions, analyse evidence and provide sustainable solutions to global problems. They are taught to understand the processes that give rise to key human geographical features, such as the geographical causes of war and conflict and the implications in terms of international

migration, the refugee crisis and, in the context of historical conflicts, changing boundaries and borders. Topics such as the causes and effects of population change and the issues concerned with both a youthful and ageing population, building on the information and locations taught in Year 7 when comparing High Income Countries (ageing populations) with Low Income Countries (youthful populations). Initial case study comparisons introduced in Year 7, Ghana and Japan, are given deeper analysis when analysing the causes and solutions of the global development gap. Our geography curriculum in Year 8 uses the global ideas and bigger pictures in the sequential organisation of ambitious geographical knowledge – enabling our students to develop an understanding of the physical world and our human environments, as well as concepts of geographical interdependence that link the two. For example, issues of water shortage and how availability of this valuable resource impacts on geopolitics. Our students will acquire a sense of place and space: recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns, as well as the significance of local (life in a refugee camp), national (Japan's demographic challenges) and global perspectives (international relations between the emerging superpowers of China and India).

### **Disciplinary Knowledge**

The geography curriculum in Year 8 continues to ensure that students become experts in the skills needed to interpret a range of sources of information, such as maps (choropleth maps covered in the development module), diagrams (population pyramids), and geographical information systems (data comparison between emerging superpowers). They communicate information in a variety of means including quantitative skills such as migration data, and writing at length, when they consider the refugee crisis, and the role of stakeholders in both narrowing the development gap (non-governmental organisations) and emerging economy tensions (the role of the national governments of India and China). The geography curriculum in Year 8 offers students the opportunity to acquire a sense of spatial awareness in the locational case studies that are investigated, understanding geographical similarities, differences and links between places at local, national and global levels.

## **Year 9**

### **Substantive Knowledge**

The Year 9 geography curriculum embeds the knowledge, skills and sense of enquiry learnt for the first two years of key stage 3 and continues to prepare each student for the role of global citizen in the twenty first century. It focusses on a variety of locational case studies that continue to infuse a global dimension at the macro level and a sense of place at the micro level.

The focus in Year 9 is very much on physical landforms and processes, whether it be the marine ecosystems, coastlines, rivers or glacial landscapes, how they present both challenges and opportunities to man and how we manage them. Problems and solutions are presented at local, national and global level, ranging from the erosion of the Dorset coast to produce spectacular geological landforms, to flood management at national level in Bangladesh, to how international management is required to mitigate against climate change and therefore guard against global rates of glacial melting. Students continue to develop a contextual knowledge of the location of such globally significant places, understanding the actions of processes, and gaining insight into how human geography is layered upon the physical characteristics of locations to the extent that careful management and stewardship is required by different stakeholders.

Students will gain an understanding of how human and physical processes interact and change landscapes, environments and the climate, considering all the time the balance between the role of man and nature in a variety of geographical phenomena, whether it be changes in the Earth's major drainage basins, destructive weather events such as tropical storms, or the long term causes and management of climate change.

### **Disciplinary Knowledge**

The curriculum represents the culmination of the acquisition of the skills required in understanding the concepts of human, physical and environmental geography that provide the foundations for further geographical study. Students build upon the knowledge acquired of globes, maps and atlases by continuing to look at specific locations such as the Mississippi with its surplus of water, the Middle East with its water deficit, and how climate change affects the availability of this valuable resource on a global scale, thus giving students the opportunity of understanding geographical similarities, differences and links at a variety of scales. Coastal management is investigated through the use of ordnance survey maps, and river features using a variety of topographical resources. Geographical information systems and satellite photographs facilitate an understanding of geographical change over time, including glacial retreat and changes in drainage basin land use and sea levels, allowing our students to analyse and evaluate how the physical world impacts on that of the human and the implications for man's management of the environment. Fieldwork is practiced in the primary data collection and analysis of coastal retreat and landform management.