

# Curriculum Area Intent



Geography

## 1.1 Rationale

**Aims**

The overarching intent of the geography curriculum is to ensure students develop an in-depth understanding of the world around them. By the end of their time at Key Stage 3, students will have developed the skills and knowledge necessary to proceed onto GCSE Geography. GCSE students will then be equipped with the skills and knowledge to access A Level studies. Regardless of routes, all students at Huntcliff School will develop their capacity to understand relevant global issues which may come to impact on their lives and will develop an appreciation of how interconnected the world is now. At the same time, they will develop key employability skills such as problem solving, critical thinking, communication and teamwork.

## **The rationale for Sequencing (Scope and Rigour)**

### **WHY?**

The department ensures students are globally aware through its subjects by ensuring students understand the world around them at local, national and international levels. The Geography curriculum builds location knowledge through Map and Atlas work along with studies of individual countries and environments. Geography also focuses on key current global issues to develop student understanding.

Within geography, the curriculum allows students to develop a range of skills which are relevant to the work environment. Within Geography students are developing the ability to evaluate, analyse and justify. Both written work and class discussions consistently challenge students to develop and expand their ideas and use a range of information and evidence to reach clear conclusions. This in turn helps build students sense of empathy tolerance which are important skills needed when dealing with scenarios within the world of work. The subject regularly identifies careers and job roles which specific topics link to. For example, when looking at Rivers and Flooding, students are made aware of roles within the Environment Agency which link to studying flooding.

### **Research informing the Sequencing decisions.**

Both Rosenshine's Principles of Instruction and Cognitive Load Theory have informed our curriculum sequencing and implementation. Both recognise the importance of memory in building schemas required to develop mastery and retention. Our schemes of work are sequenced so that students revisit skills and build upon prior learning over time, chunking more complex concepts into smaller parts. By limiting the amount of new information students are exposed to at one time, we can check understanding before moving the learning on. A scaffolded approach, combined with modelling and step by step success criteria means students are exposed to new skills and concepts gradually, building strong foundations and links across texts and skills.

### **Broader Themes:**

- Environment
- Perspectives
- Processes
- Patterns
- Interaction
- Change
- Sustainability