

CURRICULUM VISION FOR GEOGRAPHY 2021 – 2022

A Lakelands Geographer should...

enquire about the world, being able to ask questions and investigate processes and features in their surroundings. They should be able to use their skills to suggest solutions and explanations. A Lakelands Geographer should be environmentally-aware, understanding what can be done to look after their world and will be aware of the major social and global issues, to help them become a well-rounded citizen.

		Intent What do we want to achieve? What's the curriculum design?	Implementation What is the structure/narrative of delivery? How do we meet the needs of all?	Impact How do we prepare for GCSE / post-16? How do we evaluate the knowledge / skills they have gained?
KS3 Progression	U	Consistent enthusiasm and understanding of the value and relevance of geography to everyday situations.	Curriculum has challenge built-in and careers in geography are made clear to pupils when relevant.	Independently using the necessary geographical skills, using the enquiry approach and engaged with geographical issues beyond what is required.
	M	Develop enthusiasm for and understand the value of geography in general, and the whole enquiry process.	A spiral curriculum, using interesting, thematic, real-world topics to engage pupils and to illustrate the relevance.	Pupils are well-prepared for the Geography GCSE course, should they choose to study it.
	L	Be able to ask questions about the world.	Interesting topics to develop geographical skills and cross-curricular links in a coherent way.	Starting to show evidence of geographical skills, which could be developed with additional support.
KS4 Progression	U	Use the enquiry process to suggest answers to questions and solutions to problems.	Develop ability to critically consider arguments and for pupils to be able to make links with and between landforms and processes.	Excellent GCSE results and young people with a passion for finding out about the world around them and 'big' geographical issues.
	M	Be able to use the enquiry process to answer questions.	Lessons are planned around a geographical theme, which are linked to previous learning and are referred to throughout the topic.	Good GCSE results and enquiring young people who are interested in their world and how they impact it.
	L	Be able to develop the enquiry process.	Introduce and refer back to the enquiry process wherever relevant and practice asking and answering questions.	Good GCSE results with questioning young people who know the steps to answering their questions.
Literacy Numeracy (Curriculum is inclusive and respectful discussion is	U	Be able to use literacy and numeracy consistently to a high-level in order to communicate their ideas and use key geographical terminology fluently.	Modelling and encouraging a high-level of use of geographical terms to best communicate ideas, judgements and understanding of processes. Using sources which use higher-levels of literacy and data presentation.	Articulate communication. Accurate interpretation.
	M	Use literacy and numeracy to communicate their ideas effectively and to frequently use key geographical terminology.	Modelling effective use of language when answering questions. Help pupils to improve their language in explanations both written and orally. Practice using	Effective communication and good interpretation.

CURRICULUM VISION FOR GEOGRAPHY 2021 – 2022

encouraged, to eliminate 'disadvantage')			and interpreting different methods of data presentation.	
Preparation for the Future (Curriculum is inclusive and respectful discussion is encouraged, to eliminate 'disadvantage')	L	Be able to use key geographical words for names of processes and landforms. Basic numeracy (e.g. interpreting graphs etc).	Practice using key geographical words. Create word-banks / glossaries. Practice recall of key terms and practice interpretation of graphs.	Good communication and ability to read graphical presentation.
	U	Pupils take responsibility for future learning, are well-rounded citizens and are able to critically assess issues they face. They have respect for their environment and the different people within it.	Pupils are given time to investigate and develop their own opinions on current affairs and issues. Pupils are exposed to contrasting environments through their fieldwork and are encouraged to consider different points of view, causes, effects and responses to issues at a range of scales.	Critically thinking young people who have empathy and respect towards others and their environment, while retaining their own balanced, and well-reasoned views.
	M	Pupils are able to give balanced arguments about a range of topics, are aware of issues in the world around them and begin to think about combatting these.	Curriculum covers a diverse range of topics, including current affairs and topical issues, where appropriate. Pupils are encouraged to think from other points of view, and to consider impacts at all scales for geographical issues.	Evidence of a genuine interest in the world around them and ongoing issues which may impact this.
SMSC / Health Disadvantaged – cover as wide a range of issues and viewpoints as possible.	L	Pupils have good knowledge of main features, processes and issues in the world around them and are able to think about impacts their actions have on the environment and people within it.	Geography lessons are a safe and supportive environment or pupils to share their opinions and to respect the opinions of others. Pupils are encouraged to consider the role they play in the world.	Young people that are respectful towards each other and their environment. Open-minded and considerate geographers.
		Pupils need to be able to discuss and give their opinions on a range of social and moral issues. They need to understand the differences between some cultures and our own. Pupils need to understand the importance of the health of the environment and how this impacts on their own health.	Topics will directly address some social and moral issues and will inform pupils of some cultural differences. Respect and understanding is imperative, as is the ability for pupils to discuss their own opinions freely. Through looking at different levels of development and crime, pupils will see the importance of good health and wellbeing, and positive choices.	Young people that are able to make good choices for their own health and wellbeing. They will also have an understanding of how their actions may impact the health and wellbeing of others.
Transition		A spiral curriculum, using interesting, thematic, real-world topics to engage pupils and to illustrate the relevance of geography in an everyday context AT ALL KEY STAGES! Enthusiastic pupils who enquire about their world and are confident to investigate new topics.	KS2-3 – build on basic skills which <u>should have been taught in KS2</u> . Develop some key, fundamental skills such as map skills, climate graphs, etc. Introduce the enquiry approach ASAP in KS3 to equip pupils for KS4. Build in some fieldwork. KS3-4 – through a spiral curriculum, build on the skills, ideas and knowledge developed at KS3.	Pupils work on geographical skills sooner and are able to use these effectively by KS4. Pupils are resilient and confident in their ability to allow them to learn independently. Enquiry approach is embedded so it becomes second nature.

CURRICULUM VISION FOR GEOGRAPHY 2021 – 2022

Other things to consider:

- **Progression in knowledge & skills**
- **British values**
- **Careers guidance**
- **Citizenship**
- **Equality and Diversity**
- **Preparation for the next stage**
- **Preparation for life in modern Britain**
- **Good Attendance**
- **Overall Attitude to Learning across the academy**
- **Anti bullying ethos**