

Geography Learning Journey

In the geography department our faith in the Christian values is evident in our work with students. We instil a love of learning and a passion for the subject - in the classroom and out in the field. We encourage humility as we recognise that we are only stewards for a fragile yet awesome planet. Our department relies on focussed teamwork, especially on visits, which fosters friendships, fellowship and a strong cohesive sense of community based on shared experiences. Our compassionate attitude towards discipline, which recognises that we all make mistakes and need forgiveness, and the emphasis we place on pupils' safeguarding allows the children to have the courage to take sensible risks and learn from them. Students can trust staff and are encouraged to persevere and do their best at all times, whether they're hoping to complete a Yr. 7 homework task or aspiring to achieve an A* at A-Level.

Intent

Students engage, enjoy and make progress in their study of Geography whilst at S. Peter's.

We aim to provide students with a broad and balanced curriculum which is rich in cultural capital, equipping them to cope with the next stage of their lives. The Geography we deliver is sequenced but aspects of the subject can crossover at each key stage. Our intent is that students gain a passion for the subject, that the students develop a range of geographical skills and use geographical vocabulary to express their geographical ideas. We encourage and develop students so that they can 'think like a geographer' and see how the subject links to all aspects of their world in which they live. We help students develop their literacy and numeracy skills and foster and value the links that exist between us and other subjects. The department takes every opportunity to learn beyond the classroom: fieldwork is our passion and we aim to give every student an experience of learning outside the four walls of a classroom.

The Geography curriculum is structured by topic, addressing concepts, places, case studies and skills. Our programme of study is appropriate and useful for the students in our school and we are dynamic, flexible and adaptable to change as our world moves forward and challenges emerge.

Our sequencing helps build pupils knowledge, understanding and geographical skills over time. It helps young people gain an academic perspective about the planet but equips our students to make their own way to navigate the modern world. Our aim is to offer a well-rounded curriculum that transitions and progresses between the key stages.

Implementation

Our Key Stage 3 consolidates the knowledge, understanding and skills developed at Key Stage 2. We teach key skills in Year 7, encouraging the students to learn about *The British Isles* and *World Locational Geography* while, at the same time, looking at the physical and human topics of *Rivers*, *Weather and Climate* and *Rural-Urban Differences*. Year 8 offers our students the opportunity to explore different counties and regions - *China* is studied, as is the continent of *Africa*. Contemporary topics such as *Oceans*, *Development and Health* are also examined while also the more traditional topic of *Ecosystems* is taught at local, regional and world scale. Students undertake fieldwork in South Shropshire in Year 7 and experience a drop down day based on development in Year 8.

Students follow the WJEC Eduqas A course at GCSE. This course was chosen as it encompasses, very effectively, the traditional and contemporary aspects of the subject. Students embark on their key Stage 4 studies by looking at *Rivers and Flooding*, constructing a piece of fieldwork to consolidate their learning. *Distinctive landscapes and Tectonics* follow this in Year 9. In Year 10, *Coasts and Ecosystems* are explored. Traditional physical concepts and physical fieldwork is undertaken, strengthening the learning that takes place in the classroom, while at the same time developing life skills such as team work and problem solving. The human concept studied in Year 10 allows students to relate to their own city of Wolverhampton and its surrounding rural belt, investigating *Urban and Rural differences*. The final year of GCSE sees students explore the thought provoking and fascinating topics of *Development and Resources* and *Social Development* - key human geography topics. During Year 11 the students undertake another piece of fieldwork, but this time a human aspect is researched. The final physical concept is the study of *Weather and Climate*. This topic is challenging, fascinating and essential in understanding the world's most significant present-day threat: accelerated climate change.

We follow the OCR Geography A-Level syllabus at Key Stage 5. This specification enables students to develop their inquisition of the subject and allows them to foster an understanding of global issues. Students in Year 12 examine *Migration and Space and Place* - topics which stimulate debates and encourages thinking outside of the box. We also return to studying *Coasts and Tectonic Activity*, building and extending the work undertaken at GCSE. We realise that geography benefits from a spiral approach to the curriculum - revisiting places and topics in ways that allow students to build a depth of knowledge and understanding. Another 3 current topics are studied as the students move into Year 13. *Earth Life Support Systems*, *Diseases and Health* and *Powers and Borders* are modern and engaging, topics that students respond to with enthusiasm. Our A-Level students undertake an independent NEA, developing an enquiry, researching the topics then writing up and presenting their findings. This is excellent preparation for further education and the world of work.

Impact

The department hopes all students make excellent progress. We want our students to achieve strong examination results and realise their academic potential.

But the department's philosophy is not just about that...

We aim to make sure that the students demonstrate greater fluency with world knowledge, understanding of content and context. Students should extend their thinking from the familiar and concrete to the unfamiliar and abstract. They should make greater sense of the world by organising and connecting information and ideas about people, places, processes and environments. It is also our aim that the students can work with more complex information about the world, including the relevance of people's attitudes, values and beliefs. We hope that students increase their range and accuracy of investigative skills and advance their ability to select and apply these with increasing independence to geographical enquiry. When students leave us we hope that they can relate things to the near and far, that they understand the physical and human environments and are familiar with the concepts of place, space and environment.

The impact of the curriculum is demonstrated when students are engaged in their learning and enjoy their lessons, when they leave knowing something new. It's visible when students leave our classrooms with smiles on their faces and an excitement to find out more, enthusiastically responding to independent learning tasks. Long-term, the impact of our curriculum is made clear through the achievement of our students who return to visit us as proud and successful geographers.

Geography is not an everyday subject. Geography is the world subject and without it students would not have an understanding of the planet that they live on. Our aim is to inspire and develop their own passion for our unique subject.

