

## Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

For example:

Within year 7 students explore climate change and its impact on the world. As these students will be key stakeholders in this developing global situation. Students will be expected to consider not only their potential future experiences but others around the globe. Locusts in Africa, flooding in Venice and the Maldives all have implications which we expect students to consider. Using this information students can then make informed choices moving forwards and potentially could be the leading voices of future policy.

In year 8 students are involved in comparing population data about their families with population data of Scunthorpe in past decades. Students are able to feel that they are personally involved in the ever evolving geography of Scunthorpe. All students are able to share their experiences of life in Scunthorpe and feel ownership of the subject. This enables students to see that they are part of the geography of Scunthorpe and that they have the ability to impact Scunthorpe's future.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

For example:

Throughout all 5 years of Geography, students are taught the skills of reading OS maps. Despite the emergence of GPS and maps on phones, there is still huge value in understanding how to read a map. Four and six figure grid references, contour lines, scale and direction are revisited within multiple topics throughout all 5 years. As students become more confident with being able to locate a point on the map, we move on to look at landforms seen in upland, fluvial and coastal environments. This feeds into the need to be able to apply this knowledge in years 10 and 11 as part of the AQA GCSE Geography specification.

Human and physical interactions is a key principle within geography at TSLA that is found within all of our topics. Human and physical features are taught at the start of year 7 and are then revisited and expanded on as students move through the curriculum. In the weather and climate topic in year 7, students move on from looking at human and physical features as separate entities and start to look at how

physical and human features can interact and impact one another. Students look at how human factors led to the impacts of Hurricane Matthew to be more severe than expected. Students do not just revisit the same features but develop their understanding of how human and physical features have a tangible impact on our world today: population density linked to biomes and physical features in Africa topic in year 7 and the Russia and Arctic topic in year 9, causes of river flooding in year 9, coastal erosion and sea level rise in year 8 to name a few examples.

Our curriculum embodies our [vision and ethos](#) through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

For example:

Within the year 9 topic of Russia and the Arctic, students investigate the climate, biomes and physical landscape of Russia and the Arctic impact and influence on the location of people and settlements. Students will then look at the geopolitics of the importance of the resource rich wilderness of the area within the Arctic Circle. Current issues including the clean energy revolution, the conflict with Ukraine and NATO and climate change bring into focus the need for humans of all countries to work successfully together as a global community as well as the need to work alongside nature rather than control and destroy it. Students continue to look at the Arctic in year 10 when looking at cold environments in Alaska, giving a different perspective to living well together within the Arctic.

In all lessons we ensure that students are aware of their sense of place and the various different scales which impact our experiences and views of the world. In our Africa unit in year 7, we aim to unpick the misconceptions of Africa as one continuous country which is full of poverty. We first look at the continent as a whole; how the physical and human worlds interlink. For example, you don't find that many people in the deserts or mountains of Africa but in the more habitable ecosystems and areas of falter relief, most of the human settlements are found. Students will also look at how colonialism has had a lasting impact on the makeup of Africa. Students then focus on one area of Africa: Western Africa before moving on to look at one country in particular, Nigeria. Students will look at the recent past, the current day life in Nigeria as well as where the country may go in the future and as one of the richest countries in Africa, Nigeria's future looks bright. By acknowledging and moving past tired stereotypes of poverty stricken Africa and by adding nuance, we are showing dignity and respect to people that share the Earth where we also live.

promotes the [spiritual development](#) of all students

For example:

Throughout geography, we encourage students to develop their own opinions on

difficult and sometimes divisive issues. Our year 9 topic on forests presents issues of deforestation, invasive species and the greater good where there is no correct or easy answer. Students are given the information, the opportunity to ask questions before having time to reflect on what they think should happen. By bringing the issues to the doorstep of our students we are giving them a local issue that they can see real world implications of. By courageously advocating for a solution that may not be optically pleasing helps students to develop their sense of identity and spiritual awareness.

Students are given space to reflect on the lives of people around the world. As part of our Development and Migration topic in year 8 students are first given the reasons why people choose or are forced to leave a country or region. Students often have strong ideas on immigration already at this point but often are not able to articulate or back up their opinion. Students are then introduced to a case study of migration from central America to the USA, a story that was big news during Trump's presidency but one that receives much less attention now. By exploring the conditions experienced by migrations on the trail, their reasons for starting this journey and why so many people make repeated attempts to gain entry to the USA gives lots for students to reflect on. Finally, students play a game which is designed to show the frustrating and realistic setbacks encountered by many migrants hoping to improved their safety and quality of lives. Students can then use all of the information they have looked at to reflect on and are then able to craft an informed opinion that reflects their personal values.

develops students' [21st century learning skills](#), and is underpinned by a [literacy strategy](#) that supports increased vocabulary acquisition and reading fluency

For example:

Critical thinking is deployed consistently throughout the geography curriculum particularly with regards to future communities. Climate change will be intrinsically linked with future decisions regarding disaster management, settlements and resource management. Within our coastal topic at the end of year 8, students will investigate whether the Maldivians will be the first climate refugees in the world. Due to rising sea levels, current lifestyles in the Maldives are at risk. Students are invited to consider current mitigations that are being used today but also to come up with their potential solutions at local, national and global scales. Just because the Maldives is on the other side of the world from Scunthrope, it does not mean that we are unable, or should not, be able to support and help the people at risk there.

Our sustainability unit in year 9 is centred around the United Nations 17 Goals of Sustainable Development which include affordable clean energy, end poverty, sustainable cities and communities and gender equality. Students will read and analyse the first chapter of Caroline Criado Perez's eye opening book "Invisible Women," which explores how cities have been unconsciously designed for the

working man. Although this can be an uncomfortable topic to face head on, it has long been recognised by charities, governments and academics that one of the fastest ways to increase development and quality of life in a country is to empower the women of a country. Sustainability is not just about reducing fossil fuel emissions or bringing more nature into a city but to create a world which provides a global basic standard of life for every single person living on this planet. Students are encouraged to take ownership of the world they are part of and empowered to look for solutions which are not just surface deep but will make a lasting difference to all.