

St Ivo Academy: Curriculum statement – Intent, implementation and impact

Curriculum intent:

1. Curriculum Vision for Geography

In the geography department we aim to ensure that all of our students receive a high quality geographical experience, providing a broad yet coherent and knowledge rich curriculum which enables them to develop the life skills and foundation knowledge for them to be responsible citizens, able to understand and contribute to a sustainable future, regardless of the level to which they pursue their study of geography. We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence. Our vision is for all students to have the opportunity to study the world around them at both a local and global scale in a way that engages and inspires them, enabling them to develop a strong interest in their own surroundings and appreciate the variety and interconnectedness of the physical and human landscapes and processes that exist in our world. In doing so we seek to ensure all our students develop a sense of responsibility for playing an active role in seeking a sustainable future.

We aim to develop a knowledge rich geography curriculum which:

- develops a sound foundation of both substantive and disciplinary knowledge as appropriate to our students at different key stages;
- develops an understanding of the importance of the complex physical, economic, social and political relationships which shape our human and physical landscapes and the processes which operate within them.
- develops spatial awareness of the location of places and environments
- promotes tolerance, responsibility and diversity whilst challenging misconceptions
- develops a range of key skills and competencies necessary to carry out geographical enquiry and to interpret geographical information;

2. Curriculum Design Principles for Geography

- The key underlying principle for our geography curriculum is to balance breadth, depth, progress and challenge to ensure that all students, regardless of ability can access the curriculum and achieve their potential. This is also achieved by ensuring that the curriculum is relevant and topical, underpinned by key skills which enable students to demonstrate quality progress throughout their geographical journey at St Ivo, be it a 3, 5 or 7 year pathway.
- In a recent review and redesign of our KS3 curriculum we returned to the National Curriculum to help inform our curriculum design whilst upholding the key principles outlined below. The connections between the national curriculum and our KS3 curriculum are outlined in detail in our department handbook
- Our rationale for deciding what to include (and not include) in our curriculum takes into account staff expertise, key knowledge to build a foundation on which progress can be made, student engagement, topicality and relevance to the students in their own local context whilst seeking to develop them as global citizens as well as the importance of challenge for all.

- Our curriculum is sequenced in a way that seeks to provide balance between physical, human and environmental geography to ensure students experience breadth in their knowledge and understanding. At KS4 the sequencing of content is undertaken by unit, with physical geography topics covered in Year 10 and human geography topics covered in Year 11 – there are various key geographical concepts which underpin these topics, e.g. geomorphological processes and the sequencing of the topics seeks to build upon and embed these in a spiral way. Careful consideration has been given to the prior knowledge required to understand topics and seek connections when deciding the most logical order to sequence content in the curriculum.
- At KS3 there is a greater degree of substantive knowledge delivered, particularly in year 7 and 8, however in overarching topics, particularly Asia (Year 7), Africa (Year 8) and Ecosystems (Year 9) there is some degree of disciplinary knowledge with students connecting their learning more between topics and increased interconnectedness between human and physical processes. At KS4 and KS5 there is a greater balance between substantive knowledge and disciplinary knowledge, for example at KS4 students begin Climate Change by considering how we have established changes in past climates, through exploratory techniques such as ice core dating. At KS5 students all units have clear elements of substantive and disciplinary knowledge and students are taught to reflect more on how knowledge was established and our understanding developed and its degree of certainty, clear examples exist particularly in the Hazardous Environments and Climate Change units.
- Our curriculum design considers ‘dimensions’ of progress throughout, including demonstrating greater fluency in geographical knowledge, drawing on increased breadth and depth of content and context; moving from the familiar and concrete to the unfamiliar and abstract as students move through the key stages, and increasingly working with more complex information, connecting information and ideas through greater synopticity including the relevance of a variety of attitudes, values and beliefs.
- Assessment is seen as integral to the curriculum design and planning process with the importance of a spiral approach to topics to build depth of knowledge and understanding through a foundation at KS3 which supports the consolidation and increasing synopticity required as students move through the key stages.
- A full range of both global and local examples are used to illustrate key concepts. Examples are drawn from the local area where possible to encourage students to engage with topical local issues and apply the foundation and knowledge and understanding they have developed developing
- Our curriculum seeks to develop investigative and key geographical skills from the start of key stage 3 (whilst building on extending those developed at key stage 2). The range of skills introduced increases through the curriculum, including a greater emphasis on mathematical and statistical skills at KS4 and KS5. Enquiry skills are modelled at KS3 and KS4 with an increasing emphasis on developing independence in selecting data and applying skills necessary for the NEA at A Level. The design principle underlying our teaching of geographical skills is to promote active engagement whilst developing independent and critical and reflective thinkers.

Curriculum Implementation and Impact:

3. Curriculum implementation statement for Geography

The KS3-KS5 Geography curriculum map outlines the sequencing of geography curriculum content at St Ivo Academy throughout the Key Stages. A key below the table is used to indicate the nature of the key geographical concepts to reflect the balance in types of geography. Each Unit has a final assessment of some kind (at KS4 and KS5 these are test/exam based) which seek to assess knowledge recall, key vocabulary and geographical skills. Assessments aim to test knowledge and understanding in a variety of ways from simple recall and multiple-choice activities through to extended writing and application of content and skills to unfamiliar scenarios using unfamiliar data sources. A more detailed breakdown including assessments (both knowledge recall and investigative geography) and details with regards to Schemes of Work and integration of skills (graphical, literacy and mathematical) can be found in the department handbook. The department seeks to include skills fully throughout all topics (including the interpretation and creation of maps / graphs and the use of numeracy – at A Level the use of statistics in investigative geography are also taught. The department are also seeking to integrate the use of GIS where possible (an area still being developed).

4. Curriculum Map

See final page of document

5. Priority areas for review

We have recently undertaken a full review of our curriculum but we are a highly reflective department and see it as an ongoing process which will continue to evolve and develop. Staff consultation and discussion takes place throughout the year and a more formal small-scale review takes places at the end of every academic year to tweak, add or re-arrange content as necessary.

As per our department improvement plan there are a number of priority areas for review. We are trying to improve our KS2-KS3 cross-phase transition to ensure that we better ensure progress is made. Through greater links with feeder primaries and the relevant geography co-ordinators we hope to prevent a progress dip at KS3 and therefore strengthen the overall foundation that KS3 Geography can provide. We are also hoping to strengthen the use of assessment to monitor impact and progress and the development of our January / June core assessments will be used to help with this.

Finally in line with the Academy Improvement and Development plan our priority is also to focus on ensuring that all students, especially the most able are given work that consistently challenges them and also to develop reading more within the heart of our programmes of study.

Head of Geography: Rob Chambers

Date: original October 2019 – Updated August 2021

1.1 GEOGRAPHY CURRICULUM MAP – KS3 – KS5 Seven Year Geography Journey at St Ivo Academy



GEOGRAPHY CURRICULUM MAP – KS3-KS5 Seven Year Geography Journey at St Ivo Academy

KS3 – KS5 Geography at St Ivo 2021 – 2022 (Transition Year to new KS3 – KS3 reviewed July 2021)

Year 8 for this year only is different to the planned new curriculum in order to ensure core topics taught which in the new KS3 are in Year 7 and so the current Year 8 would not have done them (i.e., Rivers, Population, Weather and Climate) – the current Year 8 did Africa in Year 7 under the old KS3). The full new curriculum is shown on next page.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS3	Year 7	World Locational Geography MAP SKILLS & LOCAL SETTLEMENT (St Ives Study)	POPULATION	WEATHER & CLIMATE and microclimate enquiry	RIVERS	ECONOMIC ACTIVITY	ASIA – RUSSIA
	Year 8	World / European Locational Geography	RIVERS	POPULATION	WEATHER AND CLIMATE	RUSSIA	
	Year 9	World / European / UK Locational Geography	ECOSYSTEMS (Middle East (Deserts) and Rainforests (Brazil))	VOLCANOES	COASTS	THE CHALLENGE OF THE ANTHROPOCENE	
KS4	Year 10	COASTS (Including coasts enquiry / fieldwork)	RIVERS	TECTONIC HAZARDS	WEATHER HAZARDS / CLIMATE CHANGE	LIVING WORLD Rainforests / Deserts / Desertification	
	Year 11	URBAN CHALLENGES (Including St Ives enquiry / fieldwork except 2021-22)	CHANGING ECONOMIC WORLD	RESOURCE MANAGEMENT	PRE-RELEASE / REVISION	Revision and Exams	
KS5	Year 12	Glacial Environments		Earth's Life Support Systems		Mock Exam – Start Climate Change	
	Year 12	Changing Spaces, Making Places		Migration		Mock Exam – Start NEA	
	Year 13	Climate Change		Hazardous Environment	Synoptic	Hazardous Environment	
	Year 13	NEA and Skills			Human Rights	Synoptic	Human Rights

Key: **Human Geography** **Physical Geography** **Environmental Geography** **Investigative Geography**

A more detailed breakdown including assessments (both knowledge recall and investigative geography) and details with regards to Schemes of Work and integration of skills (graphical, literacy and mathematical) can be found in the department handbook.

GEOGRAPHY CURRICULUM MAP – KS3-KS5 Sept 2022 onwards

As of September 2022, the full Seven Year Geography journey including the fully implemented new KS3 will be...

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS3	Year 7	World Locational Geography MAP SKILLS & LOCAL SETTLEMENT (St Ives Study)	POPULATION	WEATHER & CLIMATE and microclimate enquiry	RIVERS	ECONOMIC ACTIVITY	ASIA – RUSSIA
	Year 8	World / European Locational Geography	NATURAL HAZARDS – EXTREME WEATHER	THE WORLD OF ICE (Antarctica / Glaciers)	DEVELOPMENT	GLOBAL RESOURCES	AFRICA
	Year 9	World / European / UK Locational Geography	ECOSYSTEMS (Middle East (Deserts) and Rainforests (Brazil))	VOLCANOES	COASTS	THE CHALLENGE OF THE ANTHROPOCENE	
KS4	Year 10	COASTS (Including coasts enquiry / fieldwork)	RIVERS	TECTONIC HAZARDS	WEATHER HAZARDS / CLIMATE CHANGE	LIVING WORLD Rainforests / Deserts / Desertification	
	Year 11	URBAN CHALLENGES (Including St Ives enquiry / fieldwork)	CHANGING ECONOMIC WORLD	RESOURCE MANAGEMENT	PRE-RELEASE / REVISION	Revision and Exams	
KS5	Year 12	Glacial Environments		Earth's Life Support Systems		Mock Exam – Start Climate Change	
	Year 12	Changing Spaces, Making Places		Migration		Mock Exam – Start NEA	
	Year 13	Climate Change		Hazardous Environment	Synoptic	Revision and Exams	
	Year 13	NEA and Skills			Human Rights	Synoptic	Revision and Exams

Key: **Human Geography**

Physical Geography

Environmental Geography

Investigative Geography

A more detailed breakdown including assessments (both knowledge recall and investigative geography) and details with regards to Schemes of Work and integration of skills (graphical, literacy and mathematical) can be found in the department handbook.

