



## Newport Girls' High School Curriculum Summary

<b>Faculty:</b> Humanities	<b>Subject:</b> Geography
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### Our Vision

#### Faculty Vision

The humanities faculty at NGHS consists of the history, geography, religious studies, psychology, politics and economics departments. Our overriding vision for the faculty is to produce learners who have an excellent understanding of all aspects of the world we live in. Our range of subjects allows students to glean an understanding of global cultures and world views, whilst also enabling them to learn from the past and apply their learning to the relevance of today's society. We endeavour to encourage learners to make links between society, people and the physical environment, and work to make well-rounded, intellectually curious young people with excellent thinking skills, and with empathy and respect for the views of others. We strive to keep our curriculum relevant and up to date, incorporating contemporary issues such as climate change and conflict alongside historical comparisons in all of the humanities subjects. By the end of key stage 5, we expect students to be leaving us with an excellent understanding of global issues and challenges and to be literate in the use of specialist subject terminology.

#### Subject Vision

The geography department aims to develop curious, inquisitive, analytical and intellectually rich young learners through the provision of a broad and balanced education, which addresses pressing, contemporary issues facing the rapidly changing physical world and human society. The department seeks to create an inclusive and vibrant learning environment which celebrates the breadth of skills facilitated by the subject, including numeracy, literacy and creativity, thus preparing our learners for further study and the world of work. We want to inspire, enrich and support our students, helping them to grow in confidence to ask questions, appreciate the wonder of the world around them and help to see ways through the issues and problems facing the planet in the 21<sup>st</sup> century.

### Curriculum Intent

The Key Stage 3 curriculum aims to provide a foundation of geographical skill, such as map skills, and to help the students understand and embrace the potential of the subject, especially given its delivery through project work in the main at primary school. It also seeks to establish a balance between physical, human and environmental geography, by alternating between topic areas, thus equipping the students with a broad and balanced experience. The KS3 programme covers all of the fundamental points of the National Curriculum, including in-depth regional studies on Russia and the Middle East. Other relevant issues such as climate change and migration are embedded through the topic areas, bringing contemporary issues to the fore. Ultimately, the KS3 curriculum aims to develop students who are aware of current affairs, confident in their skills and enriched through broad topics and themes.

At Key Stage 4, we follow the AQA syllabus, which helps us continue to offer a broad and diverse curriculum across physical and human themes. We are currently exploring ways in which the KS4 curriculum affords opportunities to help fulfil the Gatsby Benchmarks, particularly Benchmark 2, regarding labour market information. The link with the benchmarks is just one of the ways in which futures in geography are potentially explored at this point, with a celebration of the skills that are continually being developed, including numerical skills, communication skills and problem-solving skills. Themes covered include hazards, urbanisation, geomorphological processes, economic change, ecosystems and resource management, which allow plentiful opportunities for research, academic exploration and debate.

At KS5, students continue to work across physical and human geographical realms, with in depth exploration of hazards, coasts, water and carbon cycles, global systems and governance, changing places and population and the environment. This combination allows our students to fine tune their skills in data analysis, numeracy, cognitive understanding, critical analysis and knowledge application. The blend also supports profound curiosity, questioning and inspiration, in the world and its processes. We aim to link closely with higher education and employers, establishing links with Stepwell, who specialise in place based educational journeys and Harper Adams University College, based in the same town, who are specialists in agritech and land studies. Links with other institutions are always being pursued and help us keep abreast of developments in the subject.

### **Curriculum Sequencing Rationale & Implementation**

The order in which topic areas and themes are taught is designed to create a “building blocks” approach to the knowledge, skills, theories and case studies that students need to develop their understanding of the subject.

#### **KS3:**

Due to the tendency for geography to be delivered through projects in primary schools, from the outset of KS3 study we seek to establish the subject as a distinct subject in its own right. We establish the ground rules of geography, that is the skills of map reading and interpretation straight away but as part of the study of tectonic hazards, which gives the skills a very grounded context. This evolves into the study of population, which affords great opportunity to enhance numerical skills through the study, and creation, of population pyramids and the demographic transition model. ‘Earth our changing home’ gives a grounding in geology and the importance of physical process, concluding with tourism, which gives rich opportunity for research and debate. Year 8 takes the students through alternating physical and human content, from globalisation and development, through to glaciation and resources. The department makes use of the ‘geog.’ series textbooks, but the delivery is enriched through diverse resources which appeal to all learning styles.

#### **KS4:**

Having completed the full KS3 national curriculum by the end of Year 8, students commence GCSE courses in Year 9. In the topic ‘the challenge of natural hazards’, students build on their learning of tectonic processes from KS3 to achieve a more profound and detailed understanding. Due to how the content and basic ideas and grounded in year 7, the students find it easier to develop their application skills. The globalisation and development unit in year 8 equips the students well to explore the economic world unit more readily, including the skills they need to exhibit in understanding the spacial distribution and activities of transnational corporations. Similarly, work undertaken in year 8 on glaciation prepares the students well for the logical sequencing and process explanations of glacial and coastal landforms. At this level, the Hodder AQA textbook is used, which gives security in the content and a backdrop for more rigorous understanding through broader resources.

#### **KS5:**

Following KS3 and KS4 study, students at KS5 are well versed in many geographical themes such as hazards, processes on the land, economic change and demographics, so topics introduced at KS3 are ones which represent some familiarity and experience. This helps our students make profound progress straight away. Through establishing the routines around process diagrams, data analysis and explanations for example, geographers at this level know how to approach the content and tasks confidently and assuredly. The order of units is carefully considered to allow for a smooth transition, and also to support delivery of the independent non-examined assessment part way through the two-year course.

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.