

Geography Curriculum Statement

In line with our whole school curriculum statement, Saint Aidan's is a Church of England High School with an inclusive Christian ethos. Our vision is:

- We **aspire** to be a school where life is lived in "all its fullness" (John 10:10).
- We **believe** in the God-given potential of every one of our students.
- We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result, the Geography curriculum is designed to match this vision, whether in formal lessons or in the wider experience of students.

The formal Geography curriculum

Aims: Through the teaching of Geography at Saint Aidan's we aim to:

- Provide geographical continuity and progression KS2, through KS3 and KS4 and prepare students for Geography in further education and life beyond education
- Cultivate and instill in students a curiosity and fascination about the world around them that will remain for the rest of their lives
- Develop a deep understanding of the Earth's key physical and human processes and the challenges we are facing as a planet
- Prepare students for navigating future challenges of an ever-changing world in a sustainable manner
- Enhance students' geographical literacy and development of key geographical skills
- Promote a variety of geographical teaching and learning methods (including investigative work) to raise the achievement of students working individually, in pairs or in groups
- Use extensive retrieval practice and low stakes testing to ensure knowledge is embedded and developed into richer, long-term cognitive schema

Objectives: By the end of their geographical education at Saint Aidan's all students should be able to:

- Understand the inter-relationships between people, places and natural phenomena
- Apply knowledge and skills to solve real-world problems
- Obtain the highest Geography GCSE grade they are capable of

Key Stage 3

From day one in the Autumn term of Year 7 all students are taught to the highest standard and challenged regardless of their ability. The spiral curriculum is designed to introduce and revisit key concepts and skills, fully meeting the requirements of the National Curriculum in preparation for success in GCSE Geography. Interleaving is used to embed essential geographical knowledge and commit learning to students' long-term memory. All students access the same curriculum and appropriate scaffolding is provided to ensure all students have the ability to succeed.

Key Stage 4

At GCSE students are taught in mixed-ability groups following the AQA 8035 GCSE specification. Students study topics for paper 1 in year 10 and paper 2 in year 11, with the paper 3 topics mixed in at appropriate points during the course. All students are challenged to achieve the best they possibly can and given extensive support with revision.

Assessment

Students' work is assessed regularly in Geography through in-class assessments to check on understanding, to allow the right support to be provided, to inform the next stages of teaching and to allow students and parents to be informed of progress. Assessments are rigorous and cover assessment of a wide range of skills.

Beyond the formal Geography curriculum

We feel passionately about developing experiences that complement the curriculum we offer and are committed to developing active geographers who are keen to take their place as global citizens. As such, students participate in practical projects such as raising money to sponsor areas of rainforest in Indonesia or selling large quantities of fairly traded rice to help send children to school in Malawi.

We encourage students to connect classroom learning to real-world experiences through fieldwork opportunities wherever possible throughout KS3 and KS4. Optional extra fieldwork opportunities are provided such as our annual family fieldtrip aiming to engage whole families and our bi-annual fieldtrip to Iceland open to GCSE Geographers.