



## **Geography Department Curriculum vision Statement**

### **Intent**

The Geography Department seeks to empower students to become active independent learners. We understand the importance of a geographical education in inspiring student's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The learning experience of students is at the forefront of planning, therefore materials are regularly reviewed and updated to ensure geography students benefit from the most recent and relevant resources. Care is taken to make sure that students study a range of physical, human and environmental processes as well as geographical skills and fieldwork within every year group. By actively teaching through enquiry, as pupil's progress, their growing knowledge about the world is developed and they become increasingly aware of where some of these skills will be applied to real world situations.

### **Implementation**

The Geography curriculum has knowledge at the heart of its design. Students are taught about locational knowledge and place knowledge, as well as human and physical geography processes such as glaciated landscapes or weather and climate

The Geography National Curriculum's splits into "Aims" and "Subject content". With regards to aims we fully explore contextual knowledge of key locations and ensure students understand how physical and human features are created and change. Skills too are fully met and developed during the KS3 curriculum. And embedded in later years. Geography focuses on map skills, on differing scales and using a vast range of techniques. These are subsequently delivered within lessons where appropriate; maps are discussed and used within the weather and climate and the plate tectonics modules; graphs are used regularly when looking at development and the world of work. Students come back to these skills through their course extending their skill and knowledge base.

Each year group has key vocabulary that is central to the students learning and is fully integrated into lesson planning. This may draw from general vocabulary, or from wider curriculum objectives, and serves to make students confident when confronted with new concepts, equipping them with the self-belief to use their newly discovered knowledge across their learning. The frequent assessment of knowledge and skills identifies priorities for intervention or further focus, with Session 3 used for students in need of extra support, or to encourage students to further extend their learning. This ensures that students possess a solid grounding on which to support students in their summative Key Stage 4 examinations and beyond into Sixth Form.

### **Impact**

Outcomes within the Geography department are among the best in the school and stand out against national comparison in terms of both attainment and progress. The number of students on the A Level Geography course at Sixth Form is very positive. The department prides itself on the number of students who go on to study Geography and Environmental Sciences at prestigious universities including Oxbridge.

The department offers a wide range of enrichment activities outside the classroom. Whether that be Session 3 for Year 7 introducing them to GIS or extra support for students in their GCSE and A Level's to maximise progress. Geography students also have a number of local visits to Apley Woods, Shrewsbury, Birmingham and Telford. As well exploring places further afield such as the Snowdonia National Park, North Wales Coast, East Yorkshire Coastline, Iceland, and Sicily, to give student real examples.

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