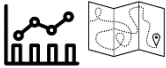


Geography Curriculum Ambition

The aim of our curriculum is for pupils of all background to explore the interconnected nature of the subject and understand complex links between physical and human processes at a range of places and scales. We aim for our students to be inquisitive learners who understand the dynamic nature of our subject and appreciate how the earth may change in many generations to come. We strive to use the most up to date modern examples, without forgetting the importance of the past to learn for the future. As global citizens it is acutely important that we develop pupils' cultural capital whilst remaining empathetic and open minded. This is acutely important given the low risk and affluent environment our pupils live in compared to other parts of the world. It also reflects one of the school's value of 'kindness'.

At KS3 our curriculum is broad and ambitious and is built around the concepts of:

- Physical and human processes (PH) 
- Cause and effect (CE) 
- People, Place and interconnectedness (PPI) 
- Sustainable development (SD) 
- Cultural understanding and diversity (CUD) 
- Scale (SC) 
- Geographical skills (GS) 

Through these concepts, pupils will explore a range of issues to develop their global awareness. It will enable them to make links between social, economic, and environmental issues and to other curriculum areas within the school. We regularly strive to enhance pupils understanding of spatial awareness and locational knowledge through studying a diverse range of places and processes and aim to incorporate the 4 key Assessment Objectives at KS4 (knowledge of places and processes, understanding of concepts and interrelationships, application of knowledge to analyse and interpret information, select and use geographical skills). Retrieval practice and interleaving are core features of lessons to enable students to be successful learners throughout their Geographical journey at Downlands.

The curriculum is designed to challenge all learners whilst ensuring the smooth transition from KS2. We aim to develop pupils disciplinary literacy and provide opportunities for pupils to practice their oral and written literacy skills to enable them to communicate their thoughts and opinions articulately, both in lessons and outside the classroom. The skills developed throughout their Geography curriculum prepares them well for future study or employment in a range of industries but also importantly the ability to challenge and question the world around them.

We place high value on geographical fieldwork and aim to give pupils regular opportunities throughout the curriculum to enhance these skills. We also aim to enrich the curriculum by providing opportunities for learning outside the classroom both on and off site as well as encouraging students to participate in Geographical related events in order to be active members of the local and global community.

Implementation

Our curriculum is designed to ensure the core building blocks of KS3 Geography and beyond are covered in year 7, such as geographical concepts, map skills and fieldwork to enable pupils to apply their learning to understand more complex issue and enquiry-based topics in year 9, such as ‘Local Actions, Global Effects’ and ‘Asia’. Each year develops levels of global awareness and interdependence, and complexity of geographical skills, whilst ensuring a balance between physical and human disciplines.

Mathematical and cartographic skills are regularly integrated into lessons and we ensure these skills are regularly revisited to ensure they are embedded in pupils learning.

Year 7						
Geographical concepts	Map skills		Ice worlds		Fieldwork	
- Physical and human processes - Cause and effect - People, Place and interconnectedness - Sustainable development - Cultural understanding and diversity	1. Types of maps and projections	GS	1. Climate and features	PH	1. The enquiry process	GS/
	2. Direction and symbols	GS	2. Landscapes	PH	2. Sampling	GS
	3. Scale	GS	3. Adaptations	PH	3. Primary data	GS
	4. Distance	GS	4. Northern lights	PH	4. Data collection	GS
	5. 4 figure	GS	5. Svalbard	PPI, C&E, SD	5. Secondary data	GS
	6. 6 figure	GS	6 – 8. Climate change	PH, DE, SD	6+ write up	GS/ PH
	7. Height	GS				
	8. Digimap	GS				

At KS4 we follow 'Eduqas Specification B'. This specification was chosen due to its relevance to today's society and the topics and key questions throughout that get pupils to 'think like a geographer'. It has a distinctive problem-solving approach to the study of interactions between people and the environment, which we feel is critical to future generations on today's ever-changing world. When undertaking fieldwork, pupils are exposed to a variety of unfamiliar environments to build their curiosity and cultural capital, whilst appreciating the high levels of geography in their locality such as Seven Sisters Country Park and Lewes.