

Curriculum Vision

Faculty	Humanities	Subject	Geography
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Our Vision

Faculty Vision

The Humanities faculty at JWS consists of the History, Geography, Religious Studies, Psychology, Sociology, Health and Social Care and EPQ. Our overriding vision for the faculty is to produce well rounded, thoughtful and effective learners who have an excellent understanding of all aspects of the world we live in and confidence to navigate the world to have great future outcomes for themselves and their families.

Our range of subjects allows students to understand their place within the world, whilst understanding global cultures, politics and current world views which will impact them. 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, natural disasters, topic news stories and new discoveries, alongside historical debates, religious rhetoric and fundamental beliefs people hold.

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. We expect students to be able to articulate their views, have empathy towards the views others hold, whilst being able to evaluate the reasons behind these views.

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 and people in the 21st century.

Curriculum Sequencing Rationale and Implementation

KS3

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.

The study of Geography from Year 7-8 follows a sequenced order. Students start their journey by focusing on hazards before moving on to studying development and urbanisation. This sequence continues into Year 8, where students learn about sustainable development then environmental issues and finally studying a unit of work based on the continent of Africa. This has been designed to enable students to build upon skills they have been developing and in order to help improve retention of knowledge and understanding at KS3. Mid-term plans focus on the substantive and disciplinary geographical knowledge and skills (Place, scale, interdependence and sustainability).

Opportunities for students to discuss and reflect upon their learning within their own and/or their classroom context will be encouraged through the planning and resourcing of each unit. Mid-term plans focus on a termly unit of work to ensure a deep understanding of the unit covered. Geography Knowledge and understanding is developed through the school's EEE model and the use of metacognition.

KS4

Having completed the KS3 programme of study 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. The fundamental principles of globalisation and development that have been taught in KS3 equips the students well to explore the economic world unit more readily, including the skills they need to exhibit in understanding the spatial distribution and activities of transnational corporations. Similarly, work undertaken in Year 8 on Africa prepares the students to learn about the social and economic challenges and opportunities of living in Nigeria and Lagos. At GCSE, the Oxford 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 KS5 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.