



Confident communicators	Knowledgeable and experienced learners	Committed community contributors	See the future and are ready for it
Our curriculum provides planned opportunities for all students to improve their ability to articulate their views and ideas in a confident and fluent manner, through what they say; what they read; what they write and what they create. Through this our students develop in both self-belief and confidence in their ability to communicate in a variety of settings.	Our curriculum provides opportunities for all students, regardless of their starting points, to develop the tools needed to learn and acquire both knowledge and skills. Through carefully sequenced learning, students' resilience grows as they become increasingly independent and proactive learners, who are empowered to succeed.	Our curriculum provides opportunities to enhance the cultural, creative and technological capital of all our students so that they can all make personal contributions in the wider community. They are proud of their school; understand the world around them. They develop personal skills as well as leadership attributes in order to make a positive contribution.	Our curriculum provides the opportunities, qualifications and aspirations, so that our students are able to make informed choices at each milestone. They are knowledgeable and have high aspirations for their own success so that they can thrive within a 21 <sup>st</sup> century world. Our students are supported to develop the skills to face uncertainty in new situations, and the resilience to persevere when faced with new challenges.



## Geography

What are we trying to achieve?

Intent

Our students will be able to talk and write about the world that we live in in increasing levels of confidence. They will develop the skills to link different elements of geography together and to make personal conclusions about a range of issues.	Our students will develop a knowledge and understanding of geographical concepts, and an appreciation of the relevance of these in our changing world. They will develop geographical skills, and will be able to apply their learning to the real world through fieldwork.	Our students will have an understanding of their responsibilities as global citizens: in our local community; in our country; in the world. They will know ways that they can contribute to a future that is sustainable and understand how they can make a positive contribution.	Our students will be able to apply the skills that they have developed to new locations and case studies. They will understand how the skills that they have developed in geography are transferable to other subjects and life. Students will be encouraged to 'think like Geographers' and we will provide opportunities for students to become critical thinkers and problem solvers.
<p>By the end of Key Stage 3 our students will be able to:</p> <ul style="list-style-type: none"> <li>• Topics to be studied include Tourism, Urban Challenges and Opportunities in a HIC, Wildfires, Coasts and protecting our oceans.</li> <li>• Bug (<b>b</b>ox the question, <b>u</b>nderline the key word, <b>g</b>o back to the question) exam questions to understand command words</li> <li>• Describe and explain ideas using a PEEL (<b>p</b>oint, <b>e</b>vidence, <b>e</b>xplain, <b>l</b>ink) paragraph</li> <li>• Make links between human and physical themes in Geography and the interactions between them</li> <li>• Use a range of geographical key terms when writing and speaking (WOW)</li> <li>• National Curriculum content – awareness of countries around the world (India, China), use of human and physical terminology, plate tectonics, weather and climate, coasts, population and urbanisation and natural resources.</li> <li>• National Curriculum skills – knowledge of maps and atlases, interpreting Ordnance Survey maps and photographs, using GIS and collecting fieldwork data.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a range of geographical skills including literacy, numeracy and map skills to make geographical decisions</li> <li>• Make balanced comparisons between places and views</li> <li>• Compare and analyse a range of information, including the similarities and differences between places and views</li> <li>• Be enthusiastic about Geography which will lead to an increasing trajectory in the uptake of students at GCSE</li> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> </ul>	
<p>By the end of Key Stage 4 our students will be able to:</p> <ul style="list-style-type: none"> <li>• Topics to be studied include Hazards, Urban issues, The Living World, The Changing Economic World, Physical Landscapes – coasts and rivers.</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>• Select, adapt and use a variety of geographical skills and techniques to investigate questions and issues and communicate findings</li> </ul>		<ul style="list-style-type: none"> <li>• Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> <li>○ investigate geographical questions and issues</li> <li>○ interpret, analyse and evaluate data and evidence</li> <li>○ construct arguments and draw conclusion</li> </ul> </li> <li>• Field work opportunities <ul style="list-style-type: none"> <li>○ Fieldwork in the school grounds</li> <li>○ Contrasting streets in Bingley</li> <li>○ Protecting the coasts in Hornsea and Flamborough Head</li> </ul> </li> </ul>	
<p>By the end of Key Stage 5 our students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales</li> <li>• Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issue</li> </ul>			