



### **Geography Curriculum Intent**

The aim of the Geography curriculum at Irlam and Cadishead Academy is to inspire awe and wonder about the Earth, its landscapes and the people that live in it. Geography allows young people to understand the processes that have shaped our world and how people interact within it.

Through our sequenced curriculum students at ICA will develop their geographical skills, including locational skills, analysis and problem solving. We aim for them to 'think like geographers' which means they should be able to identify connections between different aspects of the subject to develop a sense of place, economic activities or natural earth processes and to recognise that different people use and perceive their worlds differently.

During the KS3 geography curriculum students use a variety of sources to infer, describe and analyse information from such as graphs, maps and diagrams. As students' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

### **Principles**

**Entitlement:** The Geography curriculum ensures that pupils develop a secure knowledge of a range of places, natural and human environments, with a deep understanding of the Earth's physical and human processes. Students learn a mixture of physical and human geography topics at KS3. These aim to build upon and expand knowledge throughout. The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The geography curriculum ensures that all pupils understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject on to GCSE.

**Coherence:** Knowledge is acquired, developed over time and applied to places via examples, decision making exercises and enquiry. Connections are made within and between units to ensure skills, knowledge and understanding are embedded. For example, students in Year 7 learn about Development, which is revisited throughout the study of the effects of Natural Hazards in Year 8 and Life in an Emerging Economy in Year 9.

**Mastery:** Prior knowledge is revisited, built upon and applied to new contexts through the curriculum. The thematic approach to our curriculum ensures that knowledge is acquired then developed over time. For example, in Year 7 students learn about Development and the differences in richer and poorer parts of the world. They continue to revisit key skills from this unit during Year 8 in Population and further in Year 9 in Life in an Emerging Economy. The curriculum offered ensures that the National Curriculum requirements for Geography are met.

**Adaptability:** All students receive the same ambitious curriculum in Geography. Teachers amend resources to meet the needs of their own classes and to ensure all students can access the curriculum and work towards the independent practice.

**Representation:** When places are introduced to students, the opportunities are understood and celebrated as well as the challenges. Place is taught as a vertical concept, allowing students a broader and balanced view. Myths of places can be dispelled, and single stories are challenged. For example we teach about poverty in Nigera's biggest slum, but also the booming economy of Nigeria.

**Education with Character:** The curriculum enables students to engage with current geographical issues and debates. We reference local, national and global current affairs in our lessons to ensure



our students are global citizens and aware of global events such as climate change, political decisions that have influenced population migration and natural processes that have created huge hazards. We want them to be able to make sense of what they see in the current media and world around them. Students get the opportunity to take part in fieldtrips, at KS3 these are local area investigations and an Urban Issues trip to Liverpool. At GCSE students complete human geography fieldwork investigating the regeneration of Blackpool promenade and a physical geography study of coastal defences on the North West coastline.