Wimbledon College

Geography Curriculum Statement

Wimbledon College Curriculum Intent
Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.
All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.
We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

- The key aim of the Geography curriculum is to inspire students to be curious about the world around them and provide them with the skills to think critically about how to best manage our planet sustainably. The curriculum is designed to ensure that students are global citizens who are discerning and compassionate for others and are prepared for life and have a desire to learn remaining beyond their school days and be curious about the world around them.
- The curriculum is broad and balanced and is carefully sequenced to educate students about how humans interact with the physical environment and promotes an awareness of the issues that this creates on a range of scales (from local through to global). As they progress through the curriculum they undertake a learning journey and are provided with opportunities to build on their prior knowledge and make links between different topics and part of the discipline.
- When students join the College in Year 7, they will have come from a number of feeder schools and have varying experiences of geography as a discipline. During the first term, time is spent introducing the subject to students with a focus on geographical skills in order to draw together the students' different starting points. These skills such as map work, statistical interpretation, analysing and synthesising information and interpreting photographs to draw out geographical processes are then built upon as they move through the curriculum.
- At KS3, students develop their knowledge of how geographical processes interact to create a range of human and physical landscapes. They will also consolidate and build upon their knowledge of the world's major countries and their human and physical features. Students will develop their geographical knowledge of the world's major countries and continents and develop their awareness of the increasingly complex geographical systems which exist in the world around them. They will also become competent in a range of geographical skills including the ability to interpret maps, diagrams and photographs and communicate geographical information using numerical, statistical and literacy skills.
- At KS4, students continue to develop their knowledge of places, locations and environments and the processes that connect these at a range of scales. They will build upon their understanding of the interactions between people and environments over time and space and the impacts that this has for different parts of the planet. Students will also continue to extend their competence in a range of skills including those used in fieldwork, along with using maps and GIS, the use of digital sources and independent research. They will also apply these in order to create their own questions and hypotheses in order to investigate geographical processes and contemporary situations and issues. They will begin to be able to use a range of sources in order to develop well-reasoned arguments about key issues which draw upon their own geographical knowledge and understanding.
- At KS5, students will develop an in-depth understanding of core processes in human and physical processes at a range of temporal and spatial scales. They will be able to analyse and identify the complexity of interactions between people and the environment and appreciate how these underpin some of the key

issues facing the world today. They will gain more understanding of specialised concepts such as causality, equilibrium, inequality and sustainability. Students will also develop a range of skills and will become more confident in selecting, using and evaluating a range of quantitative and qualitative skills and approaches and applying these in their own individual investigation to generate new knowledge about the real world. At A Level, students will develop a range of skills including use of geospatial and geolocated data, cartographic, graphical and statistical skills.

Implementation

- Lesson planning and SOWs aim to promote critical thinking and from the outset, students will be encouraged to use a range of resources to evaluate and assess key issues. Decision making is regularly used within lessons in order to challenge students to form well reasoned arguments and opinions.
- Lessons within SOWs are sequenced to build upon the skills and knowledge that has been learnt in previous lessons, topics and from other years. Key concepts are interleaved and revisited throughout. Regular retrieval quizzes called 'Geog your memory' at KS3 are used as a starter activity to review pupil understanding in the short and long term.
- Key skills and concepts are built across units of work and revisited within different topics (e.g. describing locations, comparing places, use of climate graphs, differentiating between different areas in terms of their levels of development and HICs, NEEs, LICs, population pyramids in regional topics, map work and interpretation of photos). Key geographical themes that underpin the curriculum and our teaching are revised and repeated across the curriculum to embed these. For example the concept of sustainability is a concept that is fundamental in the study of geography from looking at how waste and traffic can be reduced in cities to how our rainforests can be preserved for future generations.
- At KS3 the National Curriculum is followed A range of planning resources have been used from published schemes such as the Geog. series from Kerboodle. However, on the whole, SOWs have been developed internally. There is an equal mix of human and physical geography, which helps to broaden and balance the student learning experience. Some of the more complex topics such as climate change, tectonics and emerging economies are taught in Y9 when students already have the skills and knowledge from previous years. These are designed to be engaging and aspirational in order to increase uptake at GCSE.
- The KS3 curriculum acts as a foundation for those opting to take GCSE and knowledge and skills are then built upon further. Different case studies are used at different Key Stages (for example, Nepal earthquake at KS3 and Haiti in KS4) in order to broaden students' understanding of different and distant places.
- At both KS4 and KS5 we follow the AQA specifications. The GCSE course studies Geography in a balanced framework of physical and human themes and provides students with an opportunity to investigate the links between them. Students explore a range of case studies, from within the UK and then across the globe in other HICs, NEEs and LICs. They study a range of topics such as climate change, poverty, deprivation, global shifts in economic power and the challenges of sustainable resource use and development. At A Level the AQA course has been chosen to allow for fluidity and progression between GCSE and the next stage of learning. The specification is designed to encourage students to challenge perceptions and stimulate their investigative and analytical skills. They are introduced to newer topics which have links to university geography such as Changing places.
- At KS4 and KS5, students are often examined in longer questions which ask them to assess or evaluate different factors or issues. In order to prepare from this, extended writing using these types of command words is built in at all stages in the curriculum.
- Fieldwork is an area that is built into our curriculum across the key stages in order to provide students with the skills needed to investigate and analyse geographical issues, processes and concepts in real life. At KS3 students have the opportunity to carry out fieldwork both on site and in the local area. At KS4 we run two separate trips as part of the GCSE course including a river study and an investigation into urban regeneration. At KS5, students carry out 4 days of fieldwork. This provides them with an opportunity to carry out a range of data collection techniques and develop both their quantitative and qualitative skills in the field. They are then able to apply these in order to create their own investigation and hypotheses based on geographical theory

which they can then test to generate new knowledge. PP students can attend any trips for free or at a subsidised cost in order to broaden their horizons and raise aspirations of this key group.

- In order to ensure that we provide an inclusive curriculum for all, a number of strategies are used. LSAs are directed to groups of students who need extra support to give more directed time to their needs. EAL students are given visual aids and where possible they are sat with a student who speaks their first language. If appropriate, students can use laptops to help with translations. Differentiation is evident across the curriculum and teachers within the department use a range of techniques in order to do this. A wide range of differentiation techniques are used including questioning, objectives, scaffolding and role model learning. There are also a range of assessment types used to benefit SEN students and help them to develop their skills such as photo interpretation, independent research and analysis of data.
- In order to remove barriers around subject specific vocabulary, key words and terminology are clearly defined and communicated to students where appropriate as this is something that students struggle with, especially at KS3 where many terms are new to them. More difficult terminology is displayed in subject classrooms where appropriate.There are key themes and vocabulary which run through the curriculum and these are revisited and displayed to students visually on a regular basis. For example, students need to be able to classify information into social, economic and environmental impacts or reasons. We use visual aids to prompt this and these types of activity are frequently interleaved into SOWs in order to embed this in student thinking.
- A huge focus is placed on extended writing and literacy at all Key Stages as this is ultimately how students are assessed externally in the discipline. Techniques such as sentence starters, structure strips and model answers are used to remove barriers for students and ensure that all students can communicate their ideas and understanding effectively. Techniques such as TEA and PEEL are used within the discipline and throughout the key stages in order to aid student's ability to structure different answers or to describe patterns effectively. This also helps lower ability pupils to progress in the subject.
- Students are challenged throughout the geography curriculum and specific 'stretch' or 'thinking hard' activities are embedded throughout our SOWs at all levels. These are often tasks where students have to apply what they have learnt to evaluate a key issue or assess the importance or significance of a range of factors or ideas. At A Level, students are provided with regular wider reading opportunities from outside the specification boundaries in order to promote their higher level thinking skills and allow them to make connections and synoptic links between different areas of the topic.
- Relevant CPD is carried out by staff regularly in order to ensure that they are best equipped to deliver good quality lessons across all key stages that they teach. Lessons and topics are regularly reviewed and updated to ensure that they reflect an ever changing world.
- The curriculum provides a number of cross curricular opportunities with subjects such as Science (living world), Business (changing UK economy), RE (links to poverty and attitudes associated with different beliefs), History (changing places over time), Sociology, Economics and Maths.
- A number of different resources are used to supplement the teaching of the curriculum. These include Kerboodle, Curriculum Press, Tutor2u, BBC Bitesize, Royal Geographical Society, Youtube, GCSE Pod and Seneca. These are used to stretch and challenge students as well as providing them with opportunities to review and reinforce their learning independently.

Impact

Assessment

- Students sit an assessment every half term in all key stages. At KS3, in some cases these are summative which use a similar structure to what students would expect at GCSE geography. At GCSE and A Level past exam questions are used from the exam board. These summative assessments are used to check student understanding and to pick up on any misconceptions so that they can be addressed.
- Regular formative assessment is used in class through peer and self assessment, RAG, true or false quizzes to review learning within lessons and over the longer term to pick up on any misconceptions that students may have so that these can be corrected to facilitate further learning.

- After any form of assessment, students will be given direct and clear feedback in line with the school policy. They will be given individual EBI targets and model work/answers will be shared with students where appropriate to ensure that they are aware of how they can improve and progress in the subject.
- Assessment also includes prior subject knowledge/topics taught to maintain and aid in the retention of key concepts, this allows the department to assess the level of subject knowledge pupils have and are actually retaining.

Progress

- Data is inputted into SIMs for all year groups at the end of every half term. This is then used along with SISRA to track and analyse performance of students and key groups. At Year 11 and 13, those who are underperforming are invited to attend intervention sessions during the holidays where appropriate. Disadvantaged students are also offered extra support through these sessions.
- Department data is compared to progress made in other subjects.
- In the 2022 GCSEs, students achieved grades that were significantly above average at all key boundaries with 36% of students achieving grades 9-7 (national is 30.8%) and 89% achieving grades 9-4 (compared with 72.7% nationally).
- In the 2022 A Level series, students performed similarly to students nationally. A significant number of students (15.2%) achieved an A* which is above national average.

Monitoring

- Lesson observations and learning walks used to coach and monitor L and T and ensure that there is consistency across the department and provide support where appropriate.
- Regular curriculum reviews happen to ensure that content is contemporary and appropriate for each cohort.

Pupil experience

- Consistently large numbers of students opt to take the subject at both GCSE and A Level.
- A number of students who take Geography as an option choose to do D of E which has links to map skills and orienteering.
- Student voice surveys show students enjoy the subject and believe their teachers provide them with high quality teaching (Sixth form surveys).
- PLCs used at KS5 so that students are able to track their own progress and break the content down into more manageable chunks. This allows both students and staff to identify any gaps in learning so that this can be addressed.