

## GEOGRAPHY DEPARTMENT

### Subject and Who We Are

The Geography Department is part of a larger Humanities Faculty and is currently staffed by:

Mrs J Stacey : Subject Lead

Mrs L Eades : Teacher of Geography

Geography is taught as a separate subject area to all pupils in Key Stage 3, and they currently have three lessons per fortnight. At Key Stage 4 pupils have the option to choose to study Geography as GCSE, following the AQA specification, and have five lessons a fortnight. Geography is generally a popular choice. Students are mixed ability in both Key Stage 3 and 4.

The Geography Department has two classrooms, with the opportunity to use ICT facilities. The Department owns a range of textbooks which are used to complement learning from Year 7 to Year 11, a small DVD library, and a range of other resources.

Geography's vision statement is:

“To develop a sense of wonder about our world by questioning, investigating, exploring, and justifying. To be the best we can be”

It is expected that both students and teachers alike will support this vision, enjoying lessons which promote wonder about the world, and a sense that this wonder can be developed through the learning of knowledge and skills. Geography is a subject which is relevant, changing, and modern-lessons and teaching must reflect this dynamism.

### Intent/Aims, Curriculum including what will be studied – KS3 and KS4

Our 5-year curriculum is designed to prepare students to ultimately achieve success in the AQA Geography exam at the end of KS4 and aim to inspire pupils to study Geography at a higher level.

Geography is allocated three hours per fortnight at Key Stage 3 and 5 hours per fortnight at Key Stage 4.

Pupils are taught in mixed ability groups throughout the 5 years of study at Lacon Childe School. Pupils are mostly taught by a specialist teacher but, on occasions, may have lessons guided by a non-specialist HLTA.

We endeavour to excite and enthuse our pupils in Geography and share information on career opportunities and links to other subject areas. Key ideas are interlinked through physical and human topics, allowing a growing understanding of the processes and interactions within and between them.

We intend to produce a curriculum that is challenging for all pupils. In discussion with MAT primary schools, we have developed a programme of study that introduces, develops and consolidates skills, knowledge and understanding through KS1 to KS4 with the intention that students are equipped to study Geography at KS5. Skills are an important feature of our teaching and we strive to develop

pupil independence and their ability to formulate an investigation, analyse results, linking findings to the wider world.

We have a coherently planned and sequenced curriculum, which includes locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork and introduces appropriate vocabulary at each key point. We encourage all pupils to participate in all activities at an appropriate level, supported by TA expertise for pupils with special educational needs and/or disabilities.

The content at KS3 is designed to reinforce and develop work undertaken at KS1 and KS2 and to introduce ideas that will be developed at KS4. The sequencing of the content moves from local known to unfamiliar/unknown examples through familiar themes over time. Lessons are objective led and linked to the Personalised Learning Standards in KS3. At KS4, the goal is to achieve at GCSE Level and encourage pupils to develop an appreciation for the world they live in and an understanding of how their actions can have an impact on the people and places around them.

Skills are taught as integral parts of lessons, throughout the year, with time allowed for practice and repetition leading to increasing accuracy. Locational knowledge is taught as integral parts of a lesson and knowledge is extended and consolidated throughout both Key Stages.

We aim to encourage pupils to develop employability skills, demonstrated by: skilful written communication; graphical communication; oral communication and use of ICT. We aim to explain how places change over time and how the physical landscape is shaped by natural processes and human activity – to explain how people and their environment interact, and how economies, societies and environments are interconnected. We aim to incorporate an enquiry approach that encourages questioning and critical thinking, such that pupils become confident learners, both inside and outside the classroom.

[Links to helpful websites](#)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.rgs.obg.co.uk](http://www.rgs.obg.co.uk)

[www.teachit/geography](http://www.teachit/geography)