



Why we teach what we teach

Geography is a subject that is constantly changing. Dynamic physical processes are changing the character of our landscapes, but it is the human interactions that are having some of the biggest impacts; growing populations, shifts in the global distribution of wealth and political power and challenges to the way we produce and supply our resources. Geography is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.

At Dallam our geography curriculum aims to instill creativity and critical thinking about the world, that will equip young people to make their own way in it. A skills-based approach is fostered to enable all students to develop a range of transferable skills that can be applied across the curriculum and in everyday life. Developing the ability to think geographically enables students to see the world differently as it includes relating the near and far, the physical and the human, people and environments, the economic and the social.

One of the key aspects of our curriculum is to make geography meaningful to our students; we aim to use 'local' geography to demonstrate applicability to the wider world, for example in our Y7 topic, 'What will happen to our future world', we consider how local actions can have global impacts, and in our Y8 topic, 'Will poverty ever end?', we start by considering food poverty in our local area before we apply this to wider global poverty issues. These are the key ways to foster cultural capital in our students.

Core concepts	These seven concepts underpin geographical learning at Dallam: Place, Space, Scale, Interdependence, Physical and Human Processes, Environmental Interaction and Sustainable Development, Cultural Understanding and Diversity
How our curriculum builds over time	Three interrelated concepts of continuity, progression and sequencing help guide building of the curriculum over time. Continuity: within each topic, opportunities for maintenance and development of geographical concepts and themes have been designed. For example, the first topic studied in Y7 'What is a Geographer?' essentially focuses on developing the essential skill set including introducing students to the concept of geographical enquiry. This is revisited regularly in subsequent topics at KS3, however with added breadth and depth to the skill set, to enable progression. Progression: To enable students to make measurable advances in knowledge, understanding and skills over time, opportunities are presented in each topic studied to enable this to happen. We use a 'diamond tracker' to assess four strands within Geography at KS3 (which closely link to the Assessment Objectives at KS4 and Post-16) to ensure continuity. Using this system allows us to carefully track and measure progression. Sequencing: Within our topics the content and activities are ordered in a way to best support continuity and progression. As geography is a dynamic subject, we closely monitor this content and change periodically to reflect a new issue or development.
Key ingredients of a lesson	<ul style="list-style-type: none">➤ A safe environment where success is celebrated and less confident individuals feel brave enough to 'take a risk' without fear of getting it wrong➤ Passionate and enthusiastic teachers who love what they do and enjoy introducing students to breadth of geographical knowledge and understanding➤ Students who are inquisitive, eager to learn and enjoy exploring new geographical concepts➤ Access to a curriculum that explores a wide range of concepts, processes and contexts➤ The opportunity to further and enhance geographical understanding through extra-curricular activity➤ Up to date pedagogy, including technology, to deliver the most relevant and engaging lessons at all key stages

<p>How we assess the knowledge, understanding and skills of students</p>	<p>The number of formal assessments sits at around five per year for Years 7 to 11. We believe that this achieves the best balance between time allocated to learning and then lessons which are used to prepare for, sit, receive feedback, and improve assessments. Whilst most of the assessed work is based on full, written communication, there are also opportunities for students to demonstrate their understanding in other ways.</p> <p>Assessment results are recorded using our Diamond Tracker system that focuses on the four strands of Geography and students given the opportunity to remind themselves of their targets using the tracker sheets. Less formal, formative assessment is ongoing and homeworks are marked and fed back at least twice a half term at Key Stage 3 and weekly at Key Stage 4 and Post 16.</p>
<p>How we provide cultural capital and extra-curricular opportunities</p>	<p>From fieldwork in the local area to visits to volcanic hotspots like Iceland, geography aims to provide students with the widest experience of the subject in the real world.</p>
<p>How we provide stretch and challenge enrichment</p>	<p>In Geography, engagement and challenge are at the heart of every lesson. All lessons start with a thought-provoking enquiry question and often the challenge for students is to appreciate the 'bigger picture' and be able to develop synoptic links from the lesson.</p> <p>Each topic also has an additional reading resource bank stored digitally on the Geography Sharepoint, along with resources in the LRC and in the Geography classrooms.</p> <p>TED Talks and various podcasts and journal articles are often linked to lessons and recommended to students for further reading.</p>
<p>How we adapt our curriculum to meet the needs of all students</p>	<p>In Geography, we plan the lesson for all, and are committed to Quality First Teaching. Adaptations are made in line with the needs of the students in each class.</p> <p>We work closely with Learning Support (especially when there is someone assigned to the faculty) and offer lunchtime homework support and carefully crafted resources that are age appropriate.</p>
<p>How we link our subject knowledge to the world of work and further study</p>	<p>Employable: Geography graduates are highly employable, as a result of transferable skills and jobs where the specific knowledge and skills of the subject are utilised. Geography students are: numerate; literate; good team workers; can think analytically and critically; have cultural agility; are socially and environmentally aware; and are creative. Geographers have the ability to integrate ideas effectively, problem solve, are highly computer literate and have wider experience due to fieldwork. Value of geographers: one example is the geographic information industry, valued world-wide at £1 billion: almost all major companies now use geographical information, making geography graduates particularly valuable employees given their spatial analysis skills and discipline-specific knowledge.</p>
<p>How we provide personal development for students</p>	<p>Geography allows students to look at the fundamental way in which humans interact with, and therefore impact upon the world. Students develop to understand how their individual or local actions can have global impacts on the physical landscape and other people's lives around the world.</p>