

# Highfield Middle School

## Geography

### Intent, Implementation and Impact

#### 2022

#### Intent

Our curriculum should inspire a curiosity and fascination about the world and its people. The curriculum should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school their developing knowledge of the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Key knowledge and understanding includes:

1. Locational knowledge - to deepen their spatial awareness of the world's countries using maps, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. This includes but is not limited to the UK, Scandinavia, North America, Europe and Africa.
2. Place Knowledge - to understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
3. Human and physical geography - to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:  
physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts  
human geography relating to: population and urbanisation; international development; economic activity and tourism; and the use of natural resources
4. Processes - to understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Key Skills:

- To be 'cartographically' literate with the use of globes, maps and atlases by applying this knowledge routinely in the classroom
- To develop the ability to use and interpret Ordnance Survey maps including using grid references and scale
- To introduce Geographical Information Systems (GIS) to help students to view, analyse and interpret places
- To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data

## **Implementation**

Lessons are built around learning questions, which stretch students and give them the opportunity to make connections between current and prior learning. Key skills outlined above are developed in an ongoing manner throughout units of study. Key assessment skills are developed and practised throughout Key Stage 2 and solidified at Key Stage 3. Across the school, lessons are taught by teachers with an interest and passion for humanities. Our scheme of work is planned across the entire trust, to support learning and identify links across the curriculum. We have built our curriculum to build on and expand prior learning and we regularly use retrieval practice within lessons to aid recall of important facts.

In Key Stage 2, we teach 1 lesson of Geography and 1 lesson of History each week, with topics carefully planned and developed to support learning across the curriculum.

In Year 7 & Year 8 Geography lessons form a part of a carousel with History which allows the students to become immersed in the subject in half termly blocks of teaching of between 4-6 lessons per fortnight.

## **Impact**

The impact of our geography curriculum is that our pupils are equipped with the geographical skills and knowledge that will enable them to be ready for the next phase of their learning and for life as an adult in the wider world. Our pupils will understand key concepts that underpin geography such as development, the ability to 'read' landscapes, understanding interdependence and sustainability, population pressures and their local area. Our pupils will be aware of the wider world and have a sense of their own role as a global citizen.