



Quality of Education
Curriculum Intent Statement
Subject: Geography



CURRICULUM VISION

The curriculum vision for Geography at Bedale High School is to spark a lifelong curiosity and fascination about our planet. It is the aim of the curriculum in Geography to ensure that our students will be in a strong position to make sense of the world around them – and to make a difference in this ever-changing world both now, and when they leave school.

The Geography curriculum at Bedale High School is ambitious because it challenges students to frequently reflect on their own learning throughout Key Stages 3 and 4; this approach will help students to develop their own awareness of their place in world. In other words, we want to inspire our students to become thoughtful, globally and environmentally informed citizens of our community.

Throughout Key Stages 3 and 4, a broad and rich Geography curriculum has been designed to develop geographical knowledge and understanding through the study of a range of topics, incorporating Physical and Human Geography. Key geographical skills (including mathematical, cartographic, investigative and problem-solving skills) are encountered right from the beginning of Year 7; students will have the opportunity to develop and refine these skills during Key Stages 3 and 4 – and will be able to apply them to a range of familiar and unfamiliar contexts.

CURRICULUM RATIONALE

Year 7 students come from a wide range of feeder primary schools – and have received a varying experience of Geography at Key Stages 1 and 2. Therefore, the first part of our Key Stage 3 curriculum is designed to engage students through ‘awe and wonder’ topics that are designed to fill gaps in terms of geographical skills, knowledge and understanding (e.g. ‘Being A Bedale Geographer’ and ‘It’s Your Planet’) - as these are going to be important tools that will be revisited in every topic. Also, in Year 7, students receive their first taste of a geographical investigation: during the ‘Dynamic Landscapes’ topic, students follow an enquiry into the effects and management of coastal erosion along one stretch of the Holderness coastline. These enquiry skills are then built upon further with study visits to Malham (Year 8), York (Year 9), Arkengarthdale (Year 10) and Leeds (Year 11). Year 10 and Year 11 students also have the opportunity to go on the enrichment residential tour of Iceland. During Years 8 and 9, students continue to develop their geographical and analytical / thinking skills to help them explore aspects of our physical and human environment in topics such as, ‘Weather and Climate’, ‘Tectonic Activity’, ‘Population and Settlement’ and in-depth studies of regions such as Asia and the Middle East. By following the National Curriculum¹, topics such as these ignite an interest in the world around us, which is very different from our own local environment, and touch upon topics covered in more depth at GCSE and beyond. Throughout Key Stage 3, students are exposed to GCSE-style assessment activities, including specific command words – and the requirements of these; this will enable students to develop longer answer responses and apply their geographical skills.

At Key Stage 4, students follow the Pearson Edexcel GCSE (9-1) Geography A specification². We believe that this is the right course for our students as it provides a logical progression from Key Stage 3 taking a thematic approach with content chunked by physical and human geography. Also, the specification offers a manageable approach to the fieldwork requirements, and has an assessment model that gives every student a chance to succeed, e.g. by avoiding confusing double-command words and inaccessible carrier language.

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study#key-stage-3>

² <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>