



Middlewich High School



QUALITY OF EDUCATION

Geography Department

Curriculum Rationale

The Curriculum rationale of the Geography department is outlined below. These are the principles that shape our intent, implementation and intended impact of our subject area on the wider Middlewich High School Curriculum. We believe that every pupil, regardless of ability or background, should expect the same consistently high-quality education in every lesson taught by every teacher across our Curriculum team.

<p>Our Vision and Values for our Subject are:</p>	<ul style="list-style-type: none"> • The Geography Curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and the cultural capital they need to succeed in life. • The Geography curriculum in both KS3 and 4 aims to promote curiosity about the world for all learners. • Develop an understanding of their roles within society, both at local, regional, national and global scale and the impact they as individuals have upon the built and natural environment. • Promote an understanding of the opportunities and challenges that people have in relation to a number of key Geographical concepts for example hazards, development and globalisation, with an analysis of our social, economic and environmental impacts. • Students will learn about places that are outside of their own experience, and develop their understanding of the world's diversity of environments, peoples, culture and economies. • To develop skills in evaluation to develop reasoning for varied sustainable management strategies which can be used to adapt and mitigate the challenges our world faces in the future.
<p>Our rationale for teaching what we teach is as follows:</p>	<p>KS3:</p> <p>In year 7 students are introduced to big Geographical concepts by looking at each continent while practising an essential skill. Then we spend the rest of year 7 focusing on the physical and human geography of the UK. In year 8 we apply the same human and physical concepts, but to the wider world and then using our knowledge from year 7 & 8 we can explore global issues in year 9.</p> <p>For example</p> <p><i>Year 7- UKs economy has changed from secondary to tertiary</i></p> <p><i>Year 8- Urbanisation in China is driven by manufacturing</i></p> <p><i>Year 9 - Issues caused by plastic waste and pollution in NEE's</i></p> <p>The above is just one thread of many that run throughout the Key stage. As we move through KS3 each unit creates 'readiness' for the next unit, while constantly building upon and making links to our prior learning. We have a number of threads which run through our topics</p>

	<p>and this helps them link together, and engage students as they build their understanding. Geographical skills are embedded into each of our units.</p> <p>KS4:</p> <p>The same themes are at the core of our KS4, and as the concepts are familiar to our students, they are able to build upon them, and apply them to detailed, real world examples, analyse social questions and offer real world solutions</p> <p>Students regularly practice exam technique from their first lessons in year 10, until their very last unit in year 11, in their custom made homework booklets, giving the opportunity to see how to apply their knowledge to show their understanding, and act on feedback from their teacher.</p> <p>Learning extends beyond the classroom, students use practical fieldwork to practice data collection, data presentation, and then complete a detailed analysis and evaluation as they complete their own enquiries into both human and physical issues.</p>
<p>The principles that shape our Key Stage Three Curriculum are:</p>	<ul style="list-style-type: none"> ● Not all students will continue Geography at KS4 - it is essential to us that students leave KS3 will a good knowledge of where places are in the world and clear understanding of how diverse our planet is. ● Engage pupils in global issues to develop skills and build global awareness. ● Make links between social, economic and environmental issues. Develop links to see the interactions between geographical aspects.
<p>The principles that shape our Key Stage Four Curriculum are:</p>	<ul style="list-style-type: none"> ● Opportunities and challenges in both LIC/NEE ad HIC to develop quality of life. ● Understand the forces which shape our natural environment. ● Geographical skills development (data collection, analysis, presentation and evaluation). ● Provide an opportunity for pupils to undertake both human and physical fieldwork and to examine the links between them. ● To provide a strong foundation which will enable them to progress successfully onto KS5 courses.
<p>Our Pupil Promise: You will see the following in our lessons:</p>	<ul style="list-style-type: none"> ● To promote a safe environment. ● Respect between and for pupils and teachers. ● An environment where pupils have the opportunity to share ideas in non judgemental surroundings. ● Development of Geographical vocabulary ● Up to date and relevant case studies and examples. ● Geographical skills integrated at KS3 and 4.
<p>Cultural Capital we offer our pupils through our Curriculum is as follows:</p>	<ul style="list-style-type: none"> ● Create enrichment lessons that inform and broaden understanding when an event of Geographical significance is taking place

	<ul style="list-style-type: none"> ● Opportunity to view and explore various local, national and global issues, cultures and diversity within and around communities. ● British culture and diversity is explored through migration and cultural opportunities.
<p>Next Steps – Our aspirations. We intend that our pupils will leave us in Year 11 with the following skills and qualities:</p>	<ul style="list-style-type: none"> ● The ‘end point’ in the Geography curriculum is to ensure that all students experience a knowledge rich curriculum with opportunities to develop the skills in <ul style="list-style-type: none"> ○ Cartographic skills ○ Graphical skills ○ Knowledge of place ○ Knowledge of physical processes ○ Knowledge of human processes ○ The ability to use the views of stakeholders ○ Investigative skills ○ The ability to reach a conclusion ● Link their roles and responsibilities as a global citizen to their impact both within their local community and their global economic, social and environmental footprint. ● An awareness of a global community. A respect for different cultures and ways of life. The ability to challenge and question the world around them in a methodical and broad manner.

The Mission Statement of the Geography Department

Our mission statement for Quality Education in our Department is outlined below. (No more than one paragraph)

At Middlewich High School we aim to inspire and spark our students' interest and sense of wonder about places and people. Geography encompasses the varied ways the world is changing. We aim to open the minds of our students to see the role they play and the impact they can have on the future.