



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

GEOGRAPHY

Intent

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected.

Teaching and learning in Geography at Shirley High school aims for all young people to become:

- Successful learners – who progress and achieve
- Confident individuals – who lead safe and healthy lives
- Responsible Global citizens – who make a positive contribution to society

Key Stage 3 Curriculum Plan

Geography is a compulsory subject at KS3. Students follow Schemes of Work that take their inspiration from the National Curriculum for England. 6 units are studied in a year generally lasting the equivalent one half term and allow for progression of knowledge, skills and understanding.

Year 7 The Emerging Geographer

Units in Year 7 are intended to build on and consolidate KS2 experiences and stimulate interest in enthusiasm for Geography thus local places and distant places are studied, skills are developed and a variety of topics are covered. Students come to Shirley High Schools with varying experiences of KS2 geography, therefore the Year 7 courses are designed to establish their understanding and to develop their awareness of the subject, competence in basic skills and their existing geographical knowledge and help them develop a 'personal geography' and appreciation of place (The UK) Skills and knowledge are further developed by the map skills unit and by studying a distant place (Russia unit) and beginning the study of physical geography (Weather and Climate unit). The specific units covered are can be found on the Geography Curriculum Mapping page.

Progression in Year 8 (the Novice Geographer) and Year 9 (the Skilled Geographer)

Units in Year 8 focus on studies at national and international scales and focus on a mix of human and physical themes. In addition to this, we offer our Year 8 students an opportunity to enhance and practice their fieldwork skills, a fundamental of the Geographical learning journey, with an additional hour per fortnight dedicated to fieldwork investigations, which underpin a variety of physical and human themes. Year 9 geographers are skilled so have a strong global focus and bring together in-depth understanding of important concepts i.e. sustainable development, global warming and key physical concepts of river and coastal systems. The Year 9 scheme is intended as a conceptually demanding and enriching experience for our Students.

Key Stage 4 Curriculum Plan

Students follow the AQA GCSE Geography specification. Geography is a popular option at GCSE and groups are taught by specialist Geography teachers.

Key Stage Four: our Year 10 (Competent Geographers) and Year 11 (Proficient Geographers)



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Lessons and schemes of work are designed to be varied in content, resources and activities. The Key Stage Four course provides a conceptual basis for in-depth exploration of issues and places. Students are offered an opportunity to participate in fieldwork in Year 11 when they visit Seaford on the south coast, and also undertake field work in the local area. Fieldwork skills undertaken on these trips are essential and assessed through a GCSE examination. The specific units covered are can be found on the Geography Curriculum Mapping page.

Key Stage Five: our Year 12 (Advanced Geographers) and Year 13 (Expert Geographers)

The Shirley High Geography journey continues and is a growing option at post 16. Lessons and schemes of work are designed to be varied in content, build upon their Geographical learning to date and prepare learners for their next stages of learning. The Key Stage Five is a synoptic course, providing in-depth exploration of issues and places in the field of both Human and Physical Geography. Students are offered an opportunity to participate in fieldwork throughout the course and in Year 13 when we visit Dorset on the south coast. Fieldwork skills undertaken on these trips are essential and provide the skills and opportunities for learners to collected data for their NEA (non-examined assessment) part of the course. These Expert Geographers then sit 2 x 2 hour exams: one examining Physical Geography and one examining Human Geography. The specific units covered are can be found on the Geography Curriculum Mapping page. We have had a number of students who then continue their Geography journey beyond Shirley High School becoming professional Geographers, which is always very rewarding to see.

Implementation

Geography at Shirley High provides the opportunities for students to study a wide range of emotive issues that allow students to consider any spiritual, moral, social and/or cultural (SMSC) implications of the issues. Explicitly, units that investigate development, colonialization, access to food, conflict in the Middle East, pollution in oceans, over population, human rights, migration all allow students to explore the SMSC aspects of all units. We also embrace opportunities to celebrate geographically important and influential individuals / groups such as Dr Gladys West, Extinction Rebellion and Sir David Attenborough.

All topics covered challenge students at all levels. At the higher end, this can take the form of challenge tasks and using knowledge/skills in different context. The expectations for all students is high with appropriate scaffolding and modelling of tasks delivered by the teacher in order to ensure the maximum progress of all. KS5 students are expected to be fully aware of current affairs and how this relates to their studies.

The geography department provides high-quality teaching, differentiated work and assessment. Students are assessed regularly using both formative and summative assessments. Formative assessments comprise of retrieval activities and assignments. This is followed by a 'Directed, Improvement and Reflection Time' (D.I.R.T) task such as whole class feedback or yellow box marking. Misconceptions of knowledge and skills are addressed at all stages and at the end of each half term students will complete a summative assessment followed by another D.I.R.T task where students have an opportunity to redraft their work, empowering them to take ownership of their learning. At KS4 and 5 students complete practise AQA exam style questions preparing them for the rigours of GCSE and A level public examinations.

Impact

In geography, students will achieve academic success that will prepare them for the next stage of their educational journey. They will be equipped with all the tools they need to successfully make the transition to the next stage of their learning or employment. The Shirley High School geographer will be



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knowledgeable and mindful of the world they live in, having a strong global focus and bringing together in-depth understanding of important concepts.

The quality of teaching and learning in geography ensures that students are provided with regular feedback in lessons in the form of both verbal and written feedback. Regular retrieval of information allows students to embed information in their long-term memory enabling them with the cognitive abilities to be able to complete tasks effectively and independently.

Students leave Shirley High School as a global citizen having learnt to value geography as a means of challenging ideas, thoughts and beliefs. They have honed analytical and evaluative skills as well as their creative expertise to challenge the world around them. We have had a number of students who then continue their Geography journey beyond Shirley High School, becoming professional Geographers, which is always very rewarding to see.

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We want all at SHS to believe in and maintain the values of our school:

