

GEOGRAPHY - KS3 CURRICULUM RATIONALE

<p>What do we aim to achieve through the KS3 Curriculum</p>	<p><i>Through the KS3 curriculum, the geography department is trying to provide all students with an extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global. The curriculum allows students to improve their understanding of the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. The curriculum also aims to provide students with a competence in geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. Finally, through the curriculum we hope to encourage learners to become more aware of the major global issues facing the planet and empower them to take an active role in finding sustainable and effective solutions to these issues at a variety of scales.</i></p>
<p>What are learners entitled to</p>	<p><i>Learners are entitled to a broad and engaging learning experience that will prepare them well for the next stage of their education or working life. They will benefit from a series of well-planned topics that allow our learners to make rapid and sustained progress. The learners will develop an in-depth knowledge and understanding of the specific content and skills prescribed by the National Curriculum and that expressed through recent student voice research.</i></p>

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<p>What should every child experience, what is non-negotiable and why?</p>	<p><i>All students should feel stimulated and safe in a well-structured and engaging learning environment. All lessons should have a clear and challenging learning objective that students will be expected to work towards and achieve. Expectations will be of the highest standards to support a focused and student led learning experience.</i></p>
<p>What building blocks are we trying to establish to ensure success in KS4, what is the 5 year whole?</p>	<p><i>In geography we are trying to focus on three key aspects of pupil achievement: Contextual world knowledge of locations, places and geographical features. Understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time. Competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information. These key aspects of achievement will provide the knowledge, understanding and most importantly the skills required for success at GCSE. Within aspect three (geographical enquiry) there will be a focus on the application of knowledge, understanding and skills to investigate geographical questions, including the formation of arguments, that contain elements of synthesis and evaluation of material. This should allow students to develop the skills required to tackle the most challenging (AO3 and AO4) type questions at GCSE.</i></p>

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<p>In preparing youngsters for their future communities, what is global in the KS3 curriculum?</p>	<p><i>We are very lucky in geography to have opportunities to promote the awareness of major global issues currently facing the planet. We are able to develop students understanding of such issues and the impact it will have at a variety of scales. But most importantly we have the opportunity to empower youngsters to make their own informed decisions about the role they have as global citizens to address issues such as climate change and future resource security.</i></p>
<p>What is distinctive and local about what we do and why is it important here in Corsham?</p>	<p><i>The curriculum offers students the opportunity to explore a variety of physical and human environments and how they interact, allowing them to understand the various ways in which places are linked and the impact such links have on people and environments at a variety of scales including local. They will explore how the impact and management of major global issues can be experienced and resolved on their very doorstep.</i></p>
<p>What needs are we addressing among our youngsters specifically?</p>	<p><i>We are aiming to support students with more than just improving their geographical knowledge and understanding of the world around them but aim to meet their needs for a far greater understanding of literacy and mathematics. We aim to encourage a thirst for learning and the willingness of students to want to develop a greater level of sophistication with regards to the level of both their written and verbal communication.</i></p>

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<p>How will we inspire/light fires and challenge in KS3?</p>	<p><i>The majority of the proposed changes to the KS3 curriculum are based upon extensive student voice surveys that were carried out during term one. Each and every lesson has a specific learning objective that should appeal and engage all students. There will be the opportunities to take part in a variety of teacher and student led activities that inspire and motivate all students.</i></p>
<p>What do we promote in terms of knowledge/skills/behaviours/organisation/opportunities for reflection/supporting emotional needs</p>	<p><i>Knowledge - The curriculum promotes contextual world knowledge of locations, places and features.</i></p> <p><i>Skills - Competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information.</i></p> <p><i>Behaviours - The curriculum promotes student led learning where independence, resilience and reflection are evident throughout the different schemes of work.</i></p> <p><i>Organisation - All topics covered have a content overview sheet that is issued to students to allow them to be responsible for their own learning.</i></p> <p><i>Reflection – specific time in the schemes of work have been allocated to allow students to reflect upon their learning. The use of detailed whole class marking sheets and assessment feedback are embedded throughout the curriculum.</i></p> <p><i>Emotional needs – ethnic and emotional needs / issues have been considered in all schemes of work.</i></p>