

Witchford Community College – Curriculum Mission Statement

Subject: Geography	Components			Composite	KS3 Mission Statement
	What new knowledge/content do we introduce?				
	Year 7	Year 8	Year 9		
Autumn	<ul style="list-style-type: none"> Exploring Geography (map skills) Amazing Places (geographical skills & concepts) 	<ul style="list-style-type: none"> Plate Tectonics Earthquakes 	<ul style="list-style-type: none"> Coastal Erosion Coastal Deposition 	<ul style="list-style-type: none"> Problem solving through both practical immersive simulations and real life mapped scenarios Apply knowledge and understanding to identify and justify the use of a chosen management solutions to solve a particular issue Apply to real world contexts and evaluate outcomes 	<p><i>By the end of year 9, a WVC Geography student will...</i></p> <ul style="list-style-type: none"> be able to express their opinions as global citizens through their written work as well as through oracy, discussion, learning from others whilst making their own informed decisions be engaged, curious and well-informed about their world (natural and human) be confident in debating and discussing key geo-political issues around the world (both current & future) be able to reflect on and begin to take responsibility for their own global footprint be aware of global diversity, inequalities and injustices amongst people. They will sensitively and respectfully consider the lives of others, actively challenging prejudice
Spring	<ul style="list-style-type: none"> Rivers Flooding 	<ul style="list-style-type: none"> Tropical Rainforests Deforestation 	<ul style="list-style-type: none"> Climate Change Development 		
Summer	<ul style="list-style-type: none"> Sustainability Investigating Places 	<ul style="list-style-type: none"> Megacities 	<ul style="list-style-type: none"> Food Resource Management Plastic Planet 		
Rationale for these specific components and composite outcomes:	<ul style="list-style-type: none"> To obtain an understanding of our year 7's place knowledge. To identify and 'fill in' the gaps that year 7s arrive with. Including identifying & addressing misconceptions. To introduce complex geographical terminology and basic processes in a specific environment (rivers). To provide a mix of human, physical and environmental geography. To begin to explore the complex interrelationships between humans and the natural environment. 	<ul style="list-style-type: none"> To address current topical issues (deforestation) and encourage personal reflection and debate. To introduce geology & small-scale geopolitical ideas. To study a mix of human, physical and environmental geography. To reflect on human impact on the natural world, develop opinions and suggest possible alternatives. 	<ul style="list-style-type: none"> To build on year 7 river process by applying to a more complex system (coasts). To provide a mix of human, physical and environmental geography. To explore international geopolitics and global economics. To address complex topical issues (climate change) and encourage personal reflection and debate. To reflect on human impact on the natural world, develop opinion and suggest possible alternatives. 	<p>These activities are appropriate, worthwhile & challenging:</p> <ul style="list-style-type: none"> Real world application of 'being a geographer' – this is how this knowledge is used in the field Students are encouraged to formulate their own judgements based on available evidence Students are encouraged to be critical of existing real world management strategies 	
<p>How is challenge embedded into the KS3 curriculum?</p> <ul style="list-style-type: none"> Students actively engage in GCSE level work from year 7 using GCSE terminology and learning GCSE skills from the outset. Incremental development of knowledge and conceptual understanding builds within and across each year at KS3 All lessons are fully resourced and pitched at potential 7 students. Work is then differentiated by class teachers. The expectation is that all students are taught up to grade 7 (minimum) within lessons irrespective of their potential. Challenge is also evident in: homework challenge tasks, KS3 Edmodo challenge reading lists, opportunities to choose activities, inbuilt extensions within tasks in lessons 			<p>How does the KS3 curriculum above build on previous learning in KS2?</p> <p>Our first unit met in year 7 ascertains to what extent students have been taught from the Geography NC at KS2. Generally we find that Geography is not taught as a separate entity in primary schools and a greater focus is on History. In many cases, students have a somewhat stereotypical view of 'place' through Humanities projects as opposed to through a geographical lens. We also find that basic geographical skills lack (i.e map skills and place knowledge – both basic requirements of the KS2 NC). We therefore spend the first term teaching them what they should already be equipped with from KS2.</p>		