

## Curriculum Intent

The Geography curriculum at Salford City Academy inspires a fascination about our world and its people. Geography provides pupils with a knowledge of diverse places, people, resources and environments. It enables a development of a deep understanding of the Earth's physical and human processes allowing students to celebrate the opportunities and understand the challenges of a range of places. The curriculum ensures students can think like geographers and use their valuable geographic knowledge to make sense of the world around them. This will allow them to take part in the geographical debates of today and tomorrow.

The curriculum is designed and sequenced to ensure skills, knowledge and understanding are embedded throughout the programme of study. Key geographical skills are introduced at the beginning of Y7 and are interleaved throughout the curriculum, so students are able to confidently interpret geographical data such as maps and graphs by the end of Y9 and beyond. Locational knowledge is developed through the introduction of a range of case studies to develop students' contextual knowledge of place. Knowledge is also built upon through the introduction of human and physical characteristics across a range of units. For example, in Year 7 students explore human and physical causes of uneven development, then in Y8 human and physical factors affecting population distribution are studied and finally in Y9 students learn the human and physical causes of climate change. Understanding is developed through the curriculum through a growing complexity of processes that give rise to human and physical features. For example, in Y7, students will understand that processes of erosion create landforms such as waterfalls. In Y8, students will understand more complex human processes such as push and pull factors leading to migration. Finally, in Y9 students will understand the impact of TNCs on NEEs and how they can lead to economic development but also environmental problems.

## Principles

**All students will study the content outlined in the scheme of learning which has been constructed based on the following principles.**

**Entitlement:** The Geography curriculum ensures that pupils develop a secure knowledge of a range of places, natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum ensures that all pupils understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject onto GCSE. There is the opportunity to study Travel and Tourism within the department at KS4.

**Coherence:** Knowledge is acquired, developed over time and applied to places via examples, decision making exercises and enquiry. Connections are made within and between units to ensure skills, knowledge and understanding are embedded.

**Mastery:** Prior knowledge is revisited, built upon and applied to new contexts through the curriculum. For example, students develop knowledge and understanding of both physical and human processes so that they are equipped to understand human and physical interrelationships later in the curriculum.

**Adaptability:** Teachers amend resources to meet the needs of their own classes and to ensure all students can access the curriculum and work towards the independent practice.

**Representation:** When places are introduced to students, the opportunities are understood and celebrated as well as the challenges. Challenges are explained clearly, within a historical context, showing both human and physical factors. By doing this, places are represented fairly, and students develop a broad and balanced view of the world. Myths of places can be dispelled, and single stories can be challenged. This is done from Y7 in the 'Development' unit through to Y9 in the 'Life in a NEE' unit.

**Education with character:** The curriculum enables students to engage with the big geographical debates of today and the future which will move beyond the classroom. Students get the opportunity to take part in fieldtrips, such as visiting a river/coastal environment to bring their learning to life and allowing students to embrace the subject outside of the classroom. Outside of the curriculum, students have the opportunity to build on map reading skills through participating in the Duke of Edinburgh award.

