

Parkside Academy KS3

Geography Policy



The Raedwald Trust's Geography Curriculum is derived from objectives given in the Geography National Curriculum Programmes of Study. The curriculum has been designed to broaden and deepen pupils' knowledge and understanding of the world in which we live. Almost all pupils arrive at the Raedwald Trust having missed significant amounts of school. Consequently, pupils have gaps in their knowledge which is often exacerbated by a paucity of rich and varied geographical experiences.

At Key Stage 3, in order to mitigate these gaps; parts of the KS1 and KS2 Geography programmes of study are included in the curriculum such as: locational knowledge of the UK, the world and North and South America. This is delivered through themes with geographical skills and knowledge running throughout. Due to a four day a week, 19-week placement it is not possible to teach the Geography curriculum in its entirety. Great thought was put into what was most appropriate for our profile of students to access. It was decided that due to the importance of core subjects, reading and PSED, History and Geography would be split across the 19-week placement (8 weeks of each). Two cycles will be taught in the event that a pupil is with us longer than 19 weeks. Therefore, two topics will be taught:

- Locational knowledge (The World & Asia)
- Map Skills (using O/S map to plan a walk & Coasts).

Geography at Parkside KS3

The geography curriculum at the Raedwald Trust encourages pupils' to develop and curiosity and fascination for the world. Many pupils have a very limited experience of Suffolk and the wider world, preferring to stay in their room or within a very close proximity to their home. There is a conscious decision to include topics that fill common gaps. Pupils are encouraged to read information from a variety of sources from the internet to text books; leaflets to newspaper reports. Reading out loud, for those that feel able, occurs frequently.

The fundamental areas in our Geography curriculum are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

National curriculum areas covered:

- Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on **Asia (including China and India)**, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Place Knowledge: Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia.
- Human and physical geography: Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to weathering and coasts. Human geography relating to: population and urbanisation; international development.

- Geographical skills and fieldwork: Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

These were chosen because they gave students the greatest chance to learn the foundation of geographical knowledge that they might have missed in KS2 and to build and consolidate the existing knowledge they have.

National curriculum areas omitted:

- Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.
- Human and physical geography understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation and hydrology. Human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
- Geographical skills and fieldwork: use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

These units were omitted because there was not enough time to teach all of the national curriculum. These units often require a solid foundation of prior knowledge that students at KS3 generally lack. It is important to note, that all pupils at KS3 are pupils with SEND and so the units selected were chosen because they suited out typical cohort more appropriately.

Assessment

Formative assessments are used to inform planning and feedback to mainstreams schools regarding the progress made within Geography. Formative assessment is completed by:

- **RAG per lesson** in pupil books completed by the pupil and staff member (consistent with marking and feedback policy) and 'what two things'
- RAG feeds into **subject trackers**
- **Weekly tracker** to identify progress made that week, gaps revisited, next steps and any interventions needed or used and the level of engagement
- **Triangulation** through progress and monitoring meetings (book study/scrutiny, subject trackers, weekly trackers, feedback to home-schools regarding progress).
- **Book scrutiny** should demonstrate that pupils are being provided with learning opportunities that allow them to meet the assessment criteria, that they are making progress through their connections of carefully sequenced learning, it is consistent with the marking and feedback policy and consistent with the Weekly and Subject trackers.

Geography and the Wider Curriculum

The principal focus of the geography curriculum is to inspire in pupils a curiosity about the world and its people which in turn, empowers them to believe that their actions can make a difference. The curriculum has a strong focus on sustainability and climate change, and the role individuals, communities and governments can all play in this. Through activities such as visiting Dunwich and learning about communities in other areas, pupils are encouraged to find positive ways of helping their communities.