



Curriculum Overview Document

Geography



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy.

Our intention for our curriculum is:

Geographers at Hadley Learning Community will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact on the people and places around them. By the end of KS3, pupils will understand what it is to be a geographer. Pupils will have a curiosity and fascination in finding out about the world and its people. They will have an appreciation of the value of geography in order to deepen their understanding of a range of places. Our pupils will have developed an excellent knowledge of where places are and what they are like. They will have a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated.

Pupils will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our pupils will have an extensive core of geographical knowledge and vocabulary, which will be learned and regularly practised so that students are confident and comfortable using academic language in every context that requires it throughout their education and beyond. They will have good spatial awareness, and be able to use a wide range of maps effectively to investigate places routinely. They will be able to carry out complex and increasingly independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions. The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts from the local Hadley area to the Middle East. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a dynamic and interdependent world.

HLC students will have a sense of belonging and respect for their world at a range of levels. This will inspire them to become positive global citizens and help them to succeed and enjoy their studies.

Linking our curriculum intention to our local community:

The curriculum, through enrichment during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following (visits to these sites are dependent on current COVID-19 restrictions):

- Hadley – urban regeneration investigation
- Shrewsbury – urban investigation
- Carding Mill Valley – river investigation
- Ironbridge – impacts of river flooding
- Environment Agency – flood defences of Shrewsbury and Church Stretton
- Harper Adams University – investigating how to manage the challenges of a range of geographical issues
- The Wrekin – sustainable management of deciduous woodland
- Snowdonia – local mountain area and coastline with a focus on geology, tectonics and glaciation

Implementation

Lessons are engaging because they are rigorous. Students want to succeed, and, through hard work and achievement, they want to learn more. Modelling is a key aspect of teaching in geography. Through regular feedback and guided practice students master key concepts, places and processes. Teachers explicitly teach students how to learn and revise so that they can be successful in regular knowledge and vocabulary tests. This helps to ensure long-term retention of core principles from KS3 through to KS4 and beyond. Fieldwork opportunities at KS3 and 4 provide students with real world contexts to apply their knowledge. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall. Case studies that are taught are relevant to the lived experience of the students and cover a range of countries so that students leave as well-rounded and knowledgeable geographers.

Year 7 Curriculum implementation: Beginning to be a Geographer

The Geography Department aims to instil a love of the geographical world that every modern young person should gain through an understanding of the human and physical processes that have created our local area and locations around the world. They will be introduced to the fundamental concepts that underpin the study of all aspects of human and physical geography. Students will also be introduced to the knowledge and skills required by geographers when completing a fieldwork investigation. This will be achieved through developing students' skills to ask relevant questions about their local environment and they will learn the processes involved in investigating whether their hypotheses are supported through the choosing of sampling methods, data collection, presentation and evaluation. The key focus for developing depth of knowledge in Year 7 is the application of understanding in relation to map skills, geographical investigations and physical processes. Clear links to maths and science will be made through the year in order for students to recognise and embed cross-curricular skills and knowledge.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Introduction To Geography</p> <p>This unit introduces students to the fundamentals of Geography. Due to the limited teaching of Geography in our feeder schools, we go back to the basics in this first unit so that by the end of this topic, the students have a spatial awareness of countries and continents and have a knowledge of the characteristics of physical and human geography. Students are going to know how to</p>	<p>Settlement & Urbanisation</p> <p>In this unit students will use their local area to learn about the processes involved in the growth of settlements in the past and urbanisation today. HLC students have a limited knowledge of place and this unit serves to help them better understand factors for choosing a settlement site, function, land use and how settlements change over time. This will include looking specifically at why Telford</p>		<p>Geographical Fieldwork Investigations</p> <p>Students will have completed science investigations in the Autumn term which follow a sequence of investigation involving aims, hypothesis, methods of data collection, data presentation, data analysis, conclusions and evaluations.</p> <p>In this unit students will be able to apply their understanding of conducting an</p>	<p>Geology & Physical Processes</p> <p>Students will be introduced to the building blocks of physical geography by learning about rock types and soils plus the physical processes of weathering, erosion, transportation and deposition. We expect students to have a simple understanding of the rock cycle from KS2 learning and will build on this by looking at geological timescales. Students will have an opportunity to investigate the main rock type found in the local area and</p>	<p>How Physical Processes Change the Landscape</p> <p>This unit focuses on the work of rivers and glaciers to show how the physical processes of erosion, transportation and deposition through the work of water and ice have changed landscapes.</p> <p>Rivers: Pupils have the opportunity to progress their map skills learnt in Y7 to investigate how rivers change along their course. To enhance their research skills, pupils will use sources such as BBC News to look at recent</p>	<p>Focus on Russia</p> <p>Having focussed predominantly on our local area with some reference to countries at different levels of development, we take the opportunity to look at a country that is truly unique in terms of its physical and human geography. Russia cannot be described as developed or developing due to a range of factors. Students will have the opportunity to learn about whether the geography of Russia is a blessing or a curse.</p>	

<p>use maps, globes and atlases and how to interpret OS maps. These are the foundation stones of the geography that will be delivered throughout their school experience.</p>	<p>does not fit the traditional urban models and the reasons for its growth. Students will learn about the challenges facing urban planners in developing sustainable urban communities.</p> <p>Students will have an opportunity to study settlements in countries of different levels of development to better understand the similarities and differences between places.</p> <p>This will link to their local history topic taught in Year 7 History lessons in the summer term</p>	<p>investigation by completing a geographical fieldwork investigation on urban regeneration in their local area. This links in with the Autumn term work in geography as they will be able to apply their map skills and knowledge of settlement and urbanisation. Students will investigate the impact of regeneration in Hadley centre and present their findings in the form of a mix of qualitative and quantitative data presentation methods.</p>	<p>understand how this creates our landscape. We will then consider how this region is different to other parts of the UK.</p> <p>Students will be able to apply their ability to interpret OS maps learned in the Autumn term to identify geological landforms on maps and use aerial photographs</p>	<p>flood events, to appreciate the impact of flooding both locally, nationally and globally. Due to the proximity of our school to the River Severn, we will focus on flooding and flood management in Shrewsbury and Ironbridge.</p> <p>Glaciation: Pupils will then compare the impact of ice on physical processes in order to compare differences in rates and types of each process compared with that achieved by water. Again, due to our location at the edge of the ice sheet from our most recent ice age we can compare landscapes near Telford to those in Snowdonia.</p> <p>By the end of the unit, pupils will have gained knowledge of the ways in which rivers and glaciers shape the land; and the</p>	<p>By the end of this year, students will have a solid grounding in map and geographical skills, human and physical geography.</p>
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				relationship humans have with rivers in the context of flooding and flood prevention, thus preparing them for the UK's Changing Landscapes unit in KS4.	
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Year 8 Curriculum implementation: Key Stage 3 – Emerging Geographers

Having learnt key geographical skills in Year 7, in Year 8 students are challenged to apply these at geographically and chronologically larger scales. The Year 8 curriculum is also designed to provoke students into questioning their view of themselves as consumers and as caretakers of the world. We aim to foster an appreciation for the careful balance of the environment, whilst seeking to support them to become educated citizens about the fundamental human challenges in the modern world. We seek to create outward looking young people who are aware of themselves as custodians of the planet and who understand the pivotal place geography holds in striving to find a balance between the human, physical and environmental challenges faced by the modern world. In Year 8 we also broaden our students' view of the world geographically, as well as chronologically, with a study of economic and global development. As with the weather and climate module, these topics are designed to encourage students to be educated citizens who challenge the accepted norms through provoking debates on concepts of people's right to a good quality of life. Students should be able to apply geographical skills with growing levels of mastery as we progress through the year.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY			
<p>Tectonics</p> <p>The core geographical knowledge of physical geography developed in Year 7 is applied at a global scale with students developing an understanding of how tectonics have shaped the world that we see today. This unit provides an opportunity to build on pupil's understanding of geology and the rock cycle to develop depth of knowledge through the learning of tectonic events and landforms and the processes that create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Case studies will be relevant to the time. Current case studies show the dynamic nature of the subject and its relevance around the world.</p>			<p>Economic Activity, Development & Africa</p> <p>In this unit, pupils consider primary, secondary, tertiary and quaternary industry and how this is linked to levels of development around the world. Students will examine the distribution of development globally. Students will consider methods of measuring and comparing development and explain the factors that affect the varying rates of development. Pupils will use a range of indicators to analyse world patterns of</p>		<p>Weather & Climate</p> <p>Changes to the world's climate is one of the biggest challenges facing our planet today and it is imperative that students are aware of their responsibilities as global citizens. After an introduction to the basics of weather and climate we will consider how climate has changed over time. This will build on knowledge learned in Year 7 around geological timescales and glaciation. Students will be able to appreciate cross-curricular</p>		<p>Geographical Processes and Fieldwork Investigations</p> <p>In this unit we revisit our knowledge and understanding of geographical fieldwork investigations and physical processes, this time applying them to coastal landscapes. While we are close to a significant river and glaciated landscape, not all of our students have had the opportunity to visit the coast. There are large overlaps with Year 7 knowledge as they apply</p>		<p>Population & Asia</p> <p>This unit will consider how and why populations are changing. We shall consider where people live and the causes of population change at a range of scales. We will then turn our attention to the continent most heavily affected by population pressures by considering how Asia is being transformed and what impact developments and decisions taken Asia have on a global scale.</p>	

<p>This unit also links to Science who study the structure of the earth in Year 8 summer term, providing an opportunity for students to recognise overlaps between subjects and ensure depth of long term knowledge and understanding.</p>	<p>development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations. Students are required to consider the causes of world poverty before investigating what can change people's quality of life, globally and from a personal and community scale. Students will focus on the continent of Africa to consider the opportunities and challenges facing our poorest continent. This will be an opportunity to engage students in debate and reconsider their assumptions.</p>	<p>links with Science as they study evolution relating to climate change and the greenhouse effect. At the same time, RS considers the role of religion in protecting the environment. This topic serves as an introduction to the basics of weather in order to better prepare students for the KS4 topic of Weather Hazards & Climate Change</p>	<p>the power of water to erode, transport and deposit to a new context. Pupils will have further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activities pupils will engage in enquiry based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria. A mini investigation using virtual fieldwork will also be completed.</p>	<p>This) will provide students with an opportunity to fully understand the synoptic nature of geography by a thorough investigation of the impact of physical and human geography on the development of Asia.</p>
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Year 9 Curriculum implementation: Developing Geographer

Year 9 is a key transitional year in Geography in which students are taught to apply their invaluable knowledge from Year 7 and 8 to a synoptic study of Asia, pulling on the physical and human elements of the study and applying this to an extended case study. The focus is also for students to gain a mastery of the core geographical knowledge and skills that will underpin their learning at GCSE. Students are expected to apply their fundamental building blocks of knowledge to higher order questions in which they can examine the formation of physical processes and assess and evaluate the human world. There is a focus in Year 9 on students honing their written communication skills with an expectation that their core knowledge is robust enough to now develop their fluency, unconsciously applying their knowledge as skills.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>The Middle East and Natural Resources</p> <p>In this topic of work for KS3 we will briefly look at how we use our planet as a natural resource. This provides us with a vehicle for more place study as we move our focus towards the Middle East as the area best known not only for its wealth of natural resources but also for a number of geographical challenges. Building on knowledge and understanding from Years 7 & 8 and with strong links to the Science curriculum, we will consider the balance between population pressure and resource use. We will consider different stakeholders views on the use of fossil fuels and renewable resources and how access to and use of these resources can lead to tension in the Middle East. The use of the hydrosphere will be considered and this will link to learning in Science as they discuss the process of distillation – in Geography students will learn about water security. Finally, we will use our study of the Middle East to embed synopticity of learning in KS3 by looking more fully at the physical and human reasons for why the Middle East is an important world region. This will also provide an</p>			<p>Changing Landscapes of the UK</p> <p>This is a transitional unit for students to start applying KS3 skills to GCSE level. All year 9 students complete this unit because we strongly believe that this is fundamental geographical knowledge that forms the basis of young peoples understanding of the UK. Initially, we will recap our knowledge of map skills before building on pre-existing knowledge from Years 7 & 8 to fully understand the geological variations within the UK and a study of how physical and human</p>	<p>River Landscapes</p> <p>Students will revise how physical processes interact to create distinctive landscapes which they have been introduced lower down the school. Physical processes are core geographical knowledge that students need to have embedded in long term memory and therefore they are under constant revision throughout our delivery. Students will consider how human activities can affect physical processes before reviewing the physical and human causes of flooding. Students will consider how flood management has occurred in the UK with a particular emphasis on the</p>	<p>Geographical Fieldwork Investigation: Rivers</p> <p>Students will revise the sequence of investigation in Geography which they have been introduced to in years 7 and 8. Students will use the Bradshaw model to identify possible hypotheses relating to river discharge and develop a sampling procedure and methodology before carrying out their investigation in Carding Mill Valley, near to Church Stretton. This is a local area of which many of our students should be familiar but are not all likely to have visited before.</p>	<p>Coastal Landscapes</p> <p>Students will revise how physical processes interact to create distinctive landscapes which they have been introduced to in years 7 & 8 and in the River Landscapes section in spring term. They will go on to consider how human activities can affect physical processes before reviewing the physical and human causes of coastal erosion. Students will consider how coastal management has occurred in the UK with a particular emphasis on the role of different stakeholders including individuals,</p>	

<p>opportunity for links to RS through our study of diversity in the Middle East</p>	<p>processes work together to form distinctive landscapes in the UK. This will help students to extend and deepen their locational knowledge of the UK and fully understand how human activity relies on the effective functioning of natural systems. This topic links with Year 7 and Year 8 Geography and also with Science through the revision of geology, rock types, weathering and erosion.</p>	<p>role of different stakeholders including individuals, organisations like the Environment Agency and the government. They will complete an in-depth study of the River Severn to fully understand and be able to apply their learning to a located, local example. Links will be made to Year 7 learning and links to Science with regard to weathering and erosion. Maths skills are embedded in the topic also.</p>	<p>Students will draw on knowledge and understanding from years 7 & 8 Geography, Science and Maths in order to structure their investigation, and use a range of qualitative and quantitative data collection techniques. They will use familiar graphs and proportional symbols learned in Maths and also be introduced to the more unique methods of data presentation in Geography through the drawing of cross-sections. We link here with the Environment Agency to undertake a river management problem solving activity with their STEM ambassador.</p>	<p>organisations like the Environment Agency and the government. They will complete an in-depth study of Dawlish Warren spit to fully understand and be able to apply their learning to a located example. Links will be made to Year 7 and 8 learning and links to Science with regard to weathering and erosion. Maths skills are embedded in the topic also. By the end of this unit, students must be confident in their knowledge and understanding of physical processes.</p>
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Year 10 Curriculum Implementation: Mastering Geography

The Year 10 curriculum aims to combine the application of students' knowledge and communication skills to challenging and contentious local and global issues. Students are expected to be able to apply their knowledge of the human and physical world to their learning on new places, such as Birmingham and Mexico City and reach well-reasoned opinions on managing the challenges faced by different places around the world. They are also encouraged to gain an even deeper appreciation of our precious and delicate planet through an in-depth study of both Weather & Climate and Ecosystems & Biodiversity. This study aims to highlight the inextricable links between biotic and abiotic factors that ensure the health of our planet, and our role in maintaining this balance. Through rigorous and highly academic discussions we support students to re-evaluate human's role as guardians of nature.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY	
<p>Changing Cities</p> <p>Students were introduced to settlement and urbanisation in Year 7 and the first part of this topic will serve to build on KS3 knowledge of the growth of settlements over time. Students will learn about how urbanisation is a global process which occurs at different rates in countries of different levels of development. We will consider the issues facing cities in developed countries through our study of Birmingham – our nearest city. Students will gain an understanding of the growth and development</p>	<p>Geographical Fieldwork Investigation: Urban Environments</p> <p>Students will revise the sequence of investigation in Geography which they have been introduced to in Years 7 and 8 and built on in Year 9 through the Rivers Investigation. Students will use the Burgess model to identify possible hypotheses relating to urban land-use and develop a sampling procedure and methodology before carrying out their investigation in Shrewsbury. This is a local area of which many of our students should be familiar as we cannot use Telford due to it being a New Town.</p>		<p>Global Development</p> <p>Students were introduced to the key principals of development in year 8. This GCSE topic will build and revise KS3 knowledge and understanding of how and why countries are at different levels of development. We will consider a range of different ways that development can be measured and introduce students to the Human Development Index. Students learn about the consequences of uneven development at a range of scales. We then undertake a more in-depth study of how differences in</p>	<p>Weather Hazards & Climate Change</p> <p>Building on knowledge learned in Year 8, students will be introduced to the global atmospheric circulation system and how this creates our weather and climate in different parts of the world. We increase depth of knowledge about factors affecting climate by learning about the Milankovitch Cycles and how these affect climate change over time. Climate change is taught in Years 7, 8 and 9 Science, although they do not go into depth with regard to Milankovitch. We extend their KS3 knowledge and</p>	<p>Ecosystems & Biodiversity</p> <p>This topic is taught immediately after Weather Hazards & Climate Change because of the direct links between the two topics. Students will learn about the distribution and characteristics of UK and global ecosystems – linking their location through the application of the understanding of the global atmospheric circulation system. There are significant links between Geography and Science in this topic. Science in Year 7 looks at nutrient cycles. In this topic, we compare the nutrient cycles of deciduous and tropical forests. Nutrient cycles are revisited by Science in Year 11 which gives geography students an opportunity to revise Year 10 learning. These cycles use proportional symbols, which link also with Maths. Similarly, biotic and abiotic elements are studied in Science. They will be aware of plant and animal adaptations from Year 7 Science, so in Geography, we will deliver adaptations using Science terminology (behavioural, functioning,</p>			

<p>of Birmingham and consider how the city has responded to deindustrialisation and population pressure. Links to students' knowledge of the industrial revolution, taught in Year 8 History is used to aid understanding. We also consider the impact of rapid urbanisation on developing/emerging countries with a study of Mexico City. This will draw on learning from Global Development by considering the impact of lack of development on megacities and top down/bottom up strategies to resolve the issues.</p>	<p>Students will draw on knowledge and understanding from KS3 Geography, Science and Maths in order to structure their investigation, use a range of qualitative and quantitative data collection techniques. They will use familiar graphs and proportional symbols learned in Maths and also be introduced to the more unique methods of data presentation in Geography through the drawing of dispersion diagrams.</p>	<p>development affect India as an emerging country. We will introduce students to top down and bottom up strategies to tackle inequalities within a country. Links are made to Maths through the use of statistics to measure levels of development. Links to RS are considered with regard to trade, aid and the work of charities when we consider the inter-connectedness created by globalisation. Geopolitics has been introduced as a concept in the topics of Russia and the Middle East at KS3. Due to the number of Pakistani and Indian students at HLC, we consider the history of India to better understand the geopolitics between these neighbours.</p>	<p>understanding through the study of weather hazards – focussing on tropical storms and drought. Maths skills of graph work and statistics are applied in exam questions relating to tropical storms and droughts experienced in different parts of the world. Students will build on their extended response skills developed in Global Development (Year 9) and Changing Cities (Year 10) in order to assess and evaluate the key concepts and issues.</p>	<p>structural). This again will be re-visited by Geography students in Year 11 Science.</p>
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Year 11 Curriculum implementation: Synoptic Geography

Year 11 is a synoptic programme of study that requires students to combine their knowledge from all topics studied so far in Geography and to draw on learning and skills in Science and Maths to respond to challenges faced within the UK, China and Germany on issues such as population growth, energy resources, flooding and climate change. Students are expected to be able to retrieve knowledge from across their learning and apply it fluently to assess and evaluate the responses by different key stakeholders to a range of geographical issues. Students' solid knowledge base is now celebrated as they prepare to be the next generation to meet the challenges that we face both globally and nationally.

1	2	END POINT TEST & THERAPY	3	4	5	6 Final Exams
<p>Resource Management</p> <p>This short topic introduces students to the global and UK distribution of food, energy and water. We have briefly considered natural resources at the start of Year 9 before our study of the Middle East, and we will draw on elements of this through our consideration of the growing need for the development of renewable energy.</p> <p>We will consider ecological footprints, fossil fuels and renewable energy. This links with Year 10 and 11 Science where students learn about hydrocarbons and ecological footprints.</p> <p>This is a synoptic topic, drawing on knowledge from Weather Hazards & Climate Change, Ecosystems & Biodiversity, Changing Cities and Global Development</p>	<p>Energy Resource Management</p> <p>The exam board give us a choice of water resource management and energy resource management. Thanks to the overlaps with the Science curriculum, we have chosen to focus on energy resource management.</p> <p>We will complete a detailed study of energy resource management in a developed country (Germany) and a developing/emerging country (China) in order to compare priorities and strategies attempted.</p> <p>Students will embed the skills to assess and evaluate strategies chosen. They will be able to use mathematical skills to evaluate different countries energy mix.</p>		<p>UK Challenges & Topic Intervention</p> <p>This final synoptic unit draw together the strands learned to apply to physical and human challenges facing the UK in the 21st Century. Using knowledge from all topics covered, students consider the impact of population pressure and changes in economic activity on the landscapes of the UK.</p> <p>Students are expected to be able to use a range of geographical and mathematical skills to investigate a contemporary challenge. Links are made to English through the extended response Discuss question, with Maths through the use of data, graphs and statistics</p>	<p>Geographical Skills, Synoptic Links & Revision</p> <p>This final section provides us with the opportunity to tailor our teaching to individual groups of students in order to ensure that they have full confidence in their geographical skills and understand the synoptic links between topics and other subjects. We follow a planned revision strategy that focuses initially on GCSE topics delivered in year 9 and with a focus on the skills of “examine”, “assess”, “evaluate” and “discuss”.</p> <p>Students can expect to review each topic in approximately 3-4 hours by focussing on theory, case studies and skills required. We use data collated through years 9-11 to ensure that students receive target therapy in areas of need with the aid of their personal learning checklists for each topic.</p>		<p>Exams</p> <p>Students sit Component 1 in May and Component 2 and 3 in the first two weeks of June.</p>

		and Science regarding resource consumption, landscape and climate challenges.		
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Impact of our curriculum:

Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple choice questioning and through marking. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to practice recalling key information, and redrafting and improving work based on feedback from the teacher. KPIs are tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year. Data from end of topic tests will be entered into a Fix It sheet for teachers to use to review and reteach parts of the curriculum. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in different weeks, but will ensure all students are secure in their understanding. Key terms and case study details will be learnt and tested fortnightly. Students will be tested on content they learnt that week, but also on key terms from previous lessons in order to practice recall and retrieval.

Engagement in Geography will be evident in a healthy uptake for GCSE, and again on to A Level when they leave HLC. In order to support this, students will be inspired to pursue further Geography through enrichment activities like the Environment Agency Problem Solving activity, a visit to Harper Adams University, trips and visits and encouragement by staff to sign up for Duke of Edinburgh as the map and navigation skills required links closely with core geographical map skills that features throughout the course from KS3 to undergraduate level. Conversations about home countries, travel and holidays throughout the school year will show students interest in applying their geography knowledge to places they have visited. This feeds into a hallway display showing the global links that HLC students have with different parts of the world. Geographers at HLC will be proud to talk of their travels to other countries, visits to different parts of Shropshire, and documentaries and TV programmes showing the impact of people and processes on the places that people live in. The diverse and knowledge rich curriculum at HLC should develop confident and articulate geographers who want to learn more about the world around them.

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

Personal Development within our curriculum

Personal Development	<p>Geography at HLC aims to support our students to develop in many diverse aspects of life. We provide opportunities within our learning to enable our students to do this in a number of ways:</p> <p>Responsible, respectful, safe and active citizens: through our delivery of social, economic, political and environmental Geography in a range of locations students are able to develop their opinions and attitudes to topics as wide ranging as global climate change and population pressures faced by different countries.</p> <p>Fundamental British Values: students in Geography learn about the growth and change that has taken place in the United Kingdom in both geological and human timescales enabling them to build a full understanding of the geographical history of our country. This helps students to understand the source of our values and to build mutual respect and tolerance.</p> <p>Inclusive Environment: Geography at HLC ensures inclusivity. Through our fieldtrips, including those abroad and for enrichment, we ensure that all students have full access to experiences out in the field. This has included students who are wheelchair users attending our Carding Mill Valley trip, and Type 1 Diabetes students visiting Iceland. We have also worked with Aspire to HE to enable disadvantaged students to access open days at university in order to promote further education.</p> <p>Character: We use a range of controversial topics including population control, resource management and climate change to help students to develop their own views and attitudes. We help them to learn how to debate and develop their argument in a positive way so that they can cooperate consistently well with others. This is a fundamental aspect of teaching and learning to prepare them for life.</p> <p>Confidence, Resilience and Mental Health: We believe that by helping students to be aware of local and global issues, and empowering them to voice their opinions of those issues, we are helping them to build confidence. This in turn builds resilience which can impact positively on mental health.</p> <p>Careers and Readiness For Next Phase Of Education: Through our partnership with the Environment Agency, Land Referencing Services and Harper Adams University, we build opportunities for students to experience Geography in the world of work. Lessons are related to Geography-related careers in order for students to fully understand the value of their learning.</p>
SMSC	<p>Spiritual: The awe and wonder of the natural world is at the heart of geographical investigation. Our studies of the power of the planet and how people interrelate with the landscape and atmosphere are intrinsic elements of this subject.</p> <p>Moral: Geography provides us with the opportunity to appreciate different opinions and values at a range of scales. We consider the impact of government decisions such as China's One Child Policy and attitudes towards global warming. We focus on local actions and their global effects and try to relate pupil's own experiences to help them form their own opinions.</p> <p>Social: People are at the heart of Geography. We consider the impact of people on their physical environment as well as how they interact with each other. Through the study of Geography, students become aware of their sense of identity, community and place in the world.</p>

	<p>Cultural: Geography is naturally multicultural. Through our study of places, we can recognise what makes us different as well as our commonalities. Students can gain a better understanding of their own sense of place and space. We foster knowledge, tolerance and understanding and help to encourage social cohesion locally and globally.</p>
Extra-Curricular & Enrichment	<p>We enjoy a range of enrichment opportunities in Geography and we are always looking for new ways to enhance our classroom learning. Current enrichment opportunities (Dependent on COVID –19 restrictions):</p> <ul style="list-style-type: none"> • Local area studies • Fieldtrips to Carding Mill Valley and Shrewsbury • KS4 Enrichment trip to Iceland • Duke of Edinburgh’s Award • British Council International Schools Award • Environment Agency problem solving activity day • Cross-curricular planning with Maths and Science • Primary liaison • Harper Adams University open days and problem solving activity • Land Referencing Services problem solving activity and work experience placements. • Year 11 work with a lead Examiner in order to develop their examination skills in the build up to GCSEs <p>Future enrichment opportunities we plan to develop (Dependent on COVID –19 restrictions):</p> <ul style="list-style-type: none"> • Geography club • Enrichment trip in KS3 • Further development of fieldwork opportunities • further development of links with industry
Careers/Work Experience (Dependent on COVID –19 restrictions)	
Careers	
Work Experience Offer & Staff Work Experience	<p>Students: Land Referencing Services, which is currently working on local and national projects including the development of brownfield sites and HS2 offer two geography students work experience in year 10</p> <p>Staff: Staff have had the opportunity to gain work experience from the Environment Agency and Land Referencing Services so far and further opportunities are always being considered.</p>
Cultural Capital	
Ofsted Definition	<i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i>

Cultural Capital is encouraged in Geography through regular reference to the most up to date geographical theory. This includes research, television programmes and a wide range of reading material from a variety of sources. We are members of the Geographical Association and hold the Secondary Geography Quality Mark. We subscribe to the Association's Wider World magazine, which is written for GCSE students and Geography and is the GA's international journal for lecturers, teachers and students in post-16. This enables us to develop and prepare our students for their next phase of education. It also ensures that staff are up to date with current geographical concepts and theory. We work closely with examination boards and other organisations and use a lead examiner – Bob Digby - with year 11 students in the build up to their exams.

Our visit to Harper Adams University includes a dedicated lecture introducing our students to the work currently being undertaken by undergraduates, post-graduates and staff in relation to Geography and Environmental Management.