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<p><i>“Geography is about understanding the world’s people, places and environments. It illuminates the past, explains the present and prepares us for the future.” Michael Palin</i></p> <p>Geography at Baldon is not just about flags – it is about innovation, focus and achievement as part of a knowledge rich curriculum with a firm focus on high expectations.</p> <p>Our vision is to ensure that all students thrive and enjoy learning about our constantly changing world and have an awareness of their roles and responsibilities as a conscientious human being. We aim to bring the natural and human aspects of geography to life in the classroom so our pupils are able to make sense of the subject when we visit real life examples or in their lives outside of school and beyond.</p> <p>As part of our inclusive geography curriculum at Baldon, we take a virtual ‘World Tour’ to investigate the natural processes that are changing landscapes and the human factors that influence quality of life and the environment. This starts with a focus on Baldon and the United Kingdom and includes studies of</p>	<p>In Geography at Baldon, the curriculum has been planned to support our students in embedding the intrinsic knowledge, understanding of key concepts and skills required for progression. Our curriculum is sequenced so students explore a range of physical, human and place-based studies during key stage three and are able to develop and apply their understanding through retrieval and interleaving of content and geographical concepts, including effects and response, processes of change and sustainability, throughout key stage 3 and into key stage 4.</p> <p>Our curriculum is divided into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). The content delivered and skills developed in each key stage are informed by the National Curriculum and the requirements of AQA, our awarding body for GCSE Geography at Key Stage 4.</p> <p>Through analysis of the key stage 3 National Curriculum and the AQA GCSE Geography specification, we have synthesized the intrinsic knowledge required into six key concepts; the physical geography</p>	<p>Collaborative planning and regular review of topics and lessons, including their sequence and resourcing, ensure a consistent and purposeful experience for all students at Baldon School.</p> <p>Lessons are centrally planned following the BOLDON structure and shared on Google Drive.</p> <p>Our curriculum is divided into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). The content delivered and skills developed in each key stage are informed by the National Curriculum and the requirements of AQA, our awarding body for GCSE Geography at Key Stage 4.</p> <p>Lessons have clear learning intentions and students are supported and challenged linked to individual needs. Lessons include activities to promote regular retrieval of knowledge to promote recall, application of new understanding and opportunities to embed geographical skills. Literacy is a key focus in all lessons. Students leave lessons with new and developing knowledge, understanding and skills</p>	<p>Examination results analysis and evaluation</p> <p>Retrieval practice at the start of lessons and regular reviews of learning in class. – Misconceptions addressed in the retrieve to succeed programme.</p> <p>KS3 - Half termly knowledge checks based on prior learning to promote retrieval. Results added to internal tracker.</p> <p>KS3 - Half termly curriculum assessments based upon skills, prior learning for retrieval and current learning. Results added to internal tracker -analysis and evaluation meetings</p> <p>KS4 – curriculum check points and end of topic assessments. Systematic inclusion of exam questions from previous topics in certain end of topic assessments. All end of topic assessments and mock exams use AQA GCSE practice papers. Results added to internal tracker -analysis and evaluation meetings</p> <p>Lesson observations</p>



<p>river, coastal and glacial environments, the future of jobs and changing cities. Globally, our tour includes the growth and influence of China, the continual issues facing African countries, the rapid changes happening in India, the Middle East and the opportunities and challenges in megacities such as Mumbai and Lagos.</p> <p>Sustainable development goals and issues of inequality are a huge part of geography at Baldon in order to embed the values and help students develop their opinions as global citizens of the future. Needless to say, climate change, poverty, inequality and conflict, amongst many others, are themes we continually return to as part of our curriculum.</p> <p>Staff in the department have a passion for geography, having studied the subject and related courses at university as well as having experience in careers linked to geography in the private sector. Staff work together on a daily basis and incorporate up-to-date geographical thinking into lessons. This, combined with experience as exam markers and current training, is used to enthuse and challenge pupils academically and morally within geography. Staff' enthusiasm</p>	<p>these are hazards, pressure and landforms and processes and for human geography they are migration and population, development and sustainability. The sequencing of our curriculum at key stage 3 is based around these concepts with students building their knowledge and understanding through the eighteen physical, human and thematic topics studied in years 7-9. This introduces new understanding in small steps and aims to promote retrieval and a deeper understanding of geographical concepts, including synopticity, whilst moving from the concrete to abstract.</p> <p>In addition, systematic mapping of knowledge linked to the six main concepts is used in planning of retrieval tasks, based around Rosenshein's principals of daily, weekly and monthly review, as well as half termly knowledge checks and curriculum checkpoint, the latter always including geographical skills. This aims to ensure a high success rate through building familiarity and confidence with map and numeracy skills, practice of which is systematically planned into the curriculum. This enables students to know more, understand more and remember more</p>	<p>that will be revisited and applied in future contexts.</p> <p>Sequencing of topics during 7-11 allows for interleaving through alternating physical and human topics and focusing on contrasting places (United Kingdom, Middle East, Russia, China, India and African countries). Regular and strategically planned retrieval activities in lessons ', for homework and as part of summative assessment, as well as tutor period through to succeed', enable previous learning to be revisited and promotion of recall in long term memory.</p> <p>Adaptive teaching within and across lessons is designed to support and challenge all students and is focused around high expectations for success whilst metacognition ensures students develop thinking skills and their long-term memories.</p> <p>Within each key stage 3 topic, students complete a knowledge check and a curriculum checkpoint. Knowledge checks are carried out approximately one-third through a topic and are based around recall of knowledge from previous learning – half term 1 from the previous year (year 7 skills baseline), half term 2 location knowledge and half terms 3-</p>	<p>Learning walks for KS3 and KS4 based upon departmental priorities</p> <p>Monitoring documentation</p> <p>Regular pupil voice in line with the school calendar.</p> <p>Regular feedback from teaching staff during department meetings</p> <p>Support for GCSE pupils to study A level at other providers (high uptake on this).</p>
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<p>for geography in the real world is driving our ambition to increase the amount of fieldwork we lead on at Boldon as we move towards increasing the opportunities for extra-curricular geography experiences at local, national and global scales.</p> <p>Students are regularly given the opportunity to collaborate and practice key skills that help them in other subjects and in the future whilst developing the knowledge and skills required to be curious and effective geographers. Students of all abilities and backgrounds are supported in their engagement and understanding of geography through experiences that bring people, places, environments and processes to life and so they are able to explore different views and opinions and make links to their own lives.</p>	<p>British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs are taught and reinforced in Geography, as is our responsibility for sustainability as custodians of Earth. In addition to explicit geographical skills, transferable key skills linked to literacy, numeracy, fieldwork, enquiry, use of evidence, data analysis, evaluation, problem solving and collaboration support students across subjects during their journey through Boldon School and, through making links with careers in every key stage 3 lesson, help prepare students for life in the wider society and the workplace.</p>	<p>6 from the previous term. Curriculum checkpoints are carried out approximately two-third through a topic in order to assess a sizeable amount of content and allow for feedback and meaningful DIRT. Within each curriculum checkpoint, students are assessed on the current topic, knowledge of the previous topic and geographical skills.</p> <p>At key stage 4, curriculum checkpoints are carried out during each topic and AQA GCSE geography past papers are used for end of topic summative assessment as well as mock exams.</p>	
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