

## Geography at St Osmund's Middle School

This document is designed to give you an overview of Geography at St Osmund's in terms of expectations and routines, the curriculum intent, implementation and impact and guidance on possible questions during a monitoring visit.

### Expectations and Routines

#### **During Lessons**

- ✓ The date (ideally top left), title (learning question) and subtitle 'Starter/DNA' need to be copied into student books and underlined using a ruler.
- ✓ Focus on presentation - handwriting, underlining, drawing in pencil and labelling in pen and exercise book covers need to be free from doodling.
- ✓ Key words highlighted in the SOL to be written on the board each lesson
- ✓ Each lesson has a starter activity, you can use this or create your own. Make sure that regular key word activities are also part of your teaching.
- ✓ Purple pens, highlighters and dictionaries need to be accessible to the students each lesson.
- ✓ Students use highlighters to peer edit SPAG. They should be only used to highlight not to write with.
- ✓ Students use purple pens to self and peer assess, write spellings out three times in the margin and to respond to dialogue.
- ✓ Build in recall time of previously taught units to ensure learning is embedded in long term memory

#### **Assessment**

- ✓ Targeted questioning
- ✓ Use of mini whiteboards
- ✓ Regular routine quizzes, tests and exercises to build memory
- ✓ Live marking and use of a visualiser
- ✓ Peer and self-assessment
- ✓ End of unit summative assessment (should be handed back within a week where possible)
- ✓ Revision lesson including mind-mapping prior to each assessment task and used for students to revise from at home
- ✓ Use of knowledge organisers for recall and revision
- ✓ SA meetings and learning walks to complete book scrutiny and to moderate assessment tasks.

#### **Curriculum Development**

- ✓ Send the SL any resources that are created and have proved effective. The SL will incorporate them into the relevant SOL.
- ✓ Whole class and teacher evaluations at the end of each unit to effectively review the content and activities.
- ✓ SA meetings will promote the sharing of good practice

## Curriculum Intent

### **Subject design**

The Geography in KS2 is designed to inspire a curiosity and fascination about the world and its people. It is important to nurture their inquisitive thinking and questioning skills to help them interpret what they see.

Then KS3 Geography bridges the social sciences (human geography) with the natural sciences (physical geography). Geography is recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them.

The curriculum is scaffolded and knowledge rich to enable students to make progress through the concepts of location, place and human and physical Geography. Lessons should be active, engaging, motivating and students would have a sense of wonder about the world.

### **Reflecting our school values**

Geography in St Osmund's should inspire our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to empower students with knowledge about diverse places, people and environments, together with a deep understanding and love for our planet. Issues such as climate change help students understand the impact that people have on the sustainability of the earth and to see that there is hope for the future if we are all global citizens and stewards of the earth.

### **Progression through the curriculum**

The curriculum is rigorous in most areas. The KS2 curriculum is designed as a foundation for KS3. With limited curriculum time it prepares students with a range of geographical skills including investigation and enquiry, map skills and a sense of place through the study of Brazil and our local area.

Success is a class who question the world, locally and globally, they have gained and developed skills and are becoming confident Geographers. Their books should demonstrate this progress. Moderation in subject meetings considering prior attainment should demonstrate that students at St Osmund's are in line or exceeding expectations of progress.

Knowledge Organisers are a valuable tool for regular home and class learning that is based on recall. Home learning menus are given termly which allow students to choose tasks that can be creative or more formal but are all research based. A show and tell lesson during the term has allowed the classes to learn from their peers.

The aim of the Geography curriculum is for student progress to demonstrate their growing knowledge about the world and their deepening understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. The emphasis is on knowing and remembering more which will give students a holistic approach to each stage of their learning in Geography.

## Curriculum Implementation

### **Equality of opportunity**

The curriculum has been carefully designed and can be accessed by all learners. SEN students are supported with literacy where necessary to ensure that they meet the same curricular goals confidently and successfully. Knowledge organisers have proven to be a useful tool to help all students.

Our curriculum helps to offer equal access as it includes different cultures through the study of place and locational knowledge along with global environmental, social, political and economic issues. The curriculum challenges stereotypes and includes topical examples of global inequalities. In our teaching and learning we address discrimination against any of the nine protected characteristics which are integral to our delivery of the Geography curriculum.

Our 'spiralled' curriculum develops the Geographical skills and knowledge through the 4 years. The National Curriculum for key stage 2 and 3 has been used to carefully and precisely map our Geography programme of study. It has also been developed considering the Geography taught at our main catchment schools and the year 9 curriculum and GCSE syllabus taught at Thomas Hardye School.

An example to contextualise this is that of locational knowledge:

The Geography programme of study begins in year 5 with a unit entitled 'A Sense of Place'. This unit develops students' locational knowledge as they build a map of the world including continents, oceans, major physical features, lines of latitude and longitude along with places familiar to individual students. Later in year 5 they locate a world biome and climatic zone leading to an investigation into the exploitation of the Amazon rainforest, they are already starting to make connections between human, physical and environmental Geography. Part way through year 6 students put the Geographical skills and locational knowledge they have learnt and apply it to another location, the world's mountainous areas, where they investigate the environmental and social impact of tourism. In the second year 7 unit the students investigate why Africa has both deserts and rainforests, to do this they create a labelled world map and produce an overlay of the world's biomes which they are already familiar with from the Amazon rainforest unit. They add to this further by including global circulation systems which deepen their understanding of climate zones. This is built on later in year 7 which looks at development and resources in inhospitable climates and environments such as the Middle East. In year 8 students study and compare the development of China and India which enables the students to make connections between the physical and environmental Geography and the social, economic and political Geography of each country and to also make comparisons.

### Curriculum Impact

#### **Ensuring student progression**

Threshold concepts are integral to Geography teaching and learning. These range from the understanding of scale for map work, perspective for issues of development and sustainability for the future of young people today.

The curriculum is continually revised to challenge misconceptions and to ensure that concepts which are hard such as plate tectonics and changing river profiles are taught well. Topics are revisited and built on through the four years in a scaffolding approach to learning.

Underperforming students are identified in each class. Subject teachers offer support which is mainly in class along with peer support which is evident in seating plans.

### **Additional opportunities to learn**

Fieldwork opportunities and trips are part of the curriculum; these include a year 7 trip to Lulworth Cove and Durdle Door and a year 8 trip to a river.

Half termly home learning opportunities are research based offer the students more creative ways of demonstrating what they have learnt. These are then shared in a 'show and tell' which enables students to learn from each other. Geographical display including National Geographic magazines for children and other publications.

### **Spirituality through geography**

At St Osmund's we believe geography is not just about learning facts and figures; it's about understanding and recognizing our role as stewards of the earth. Our Christian faith inspires us to care for the environment and reflect on our responsibility to protect and preserve the world for future generations. Through the study of diverse landscapes, cultures, and global issues, we encourage our students to grow in their appreciation, and to act with compassion and responsibility towards the planet.

In Key Stage 2 our students begin their geographical journey with foundational skills such as map reading, understanding continents and countries, and exploring global locations through units like *A Sense of Place* and *Investigating Brazil*. These units focus on both physical and human geography, highlighting issues such as climate change, sustainability, and the impact of human actions on natural environments. In particular, the study of Rio de Janeiro and the Rocinha slum challenges students to think about the balance between development and environmental preservation, encouraging them to be good stewards of the earth.

As students move into Key Stage 3 the *Coastal Zone* unit further deepens their understanding of the delicate balance between nature and human development, especially as they learn about erosion, coastal management, and the challenges posed by rising sea levels and extreme weather events. These topics invite students to reflect on their role in the world and how they can advocate for sustainable development practices.

The study of China, Africa, and the Middle East allows students to consider the global nature of environmental and social challenges. For example, in the unit on China, students learn about the country's rapid industrialisation and the tension between economic growth and environmental responsibility. In Africa, they explore the diversity of biomes and the effects of climate change, questioning how humans can live harmoniously with the land. In the Middle East, students assess sustainability issues, such as resource management and urbanisation, while considering the role of faith in addressing these global challenges.

Throughout their learning, our geography curriculum encourages students to take a global perspective. Through practical activities such as fieldwork, including trips to Lulworth Cove and Durdle Door, students gain first-hand experience of the natural world and learn the importance of data collection, interpretation, and decision-making in environmental stewardship.

## **Careers and the geography curriculum**

Geography is not only an exciting subject that opens students' eyes to the world around them—it also plays a crucial role in preparing them for a wide range of future careers. Our geography curriculum equips students with valuable skills, including problem-solving, critical thinking, data analysis and effective communication, which are essential in many professions.

Through the study of diverse topics such as climate change, sustainability, urban development, and global resources, students develop an understanding of the complex challenges facing our world. These insights are highly relevant in careers ranging from environmental science and urban planning to international development, sustainability consulting, and geospatial analysis. Furthermore, hands-on fieldwork—such as the study trips to Lulworth Cove and Durdle Door helps students develop skills in research, data collection, and report writing, all of which are valuable in fields like geography and cartography, as well as environmental law and policy-making.

As students investigate how human actions shape the environment, they are also prepared for careers in climate science, disaster management, tourism, and even sectors like logistics and global trade, where geographical knowledge is vital for understanding markets, resources, and global networks. By exploring China, Africa, and the Middle East, they also gain an awareness of global issues, preparing them for international careers in areas such as international relations, humanitarian aid, and foreign affairs.

In every aspect of our geography curriculum, we aim to inspire students to see the real-world applications of their learning and to consider how they can contribute to solving the world's most pressing challenges. Whether they pursue careers in geography, environmental sciences, business, or beyond, the skills and knowledge gained in geography will support their journey into the workforce, empowering them to make a positive impact in the world.