



STANGROUND ACADEMY

## GEOGRAPHY - INTENT

Our geography curriculum will inspire a deep fascination and curiosity about the world and a desire to understand and contextualise our own individual roles and impacts on human and physical processes to foster a sense of place and self-purpose in an increasingly complex and interlinked world. At a local level we will make sense of Peterborough and specifically Stanground by using its particular industrial past as an exemplar when teaching KS3 economic geography. When studying population, we will explain the presence of Italian culture whilst making relevant links to history. At KS4 whilst studying urban change in the UK, students will carry out a series of investigative enquiry style home works designed to compare and contrast Peterborough with other major urban centres in the UK. We will provide the powerful geographical knowledge, skills and understanding to not only enable the above, but to give students the confidence and knowhow of how to become fully informed and active citizens. The opportunity to appreciate the sheer awe and wonder of the natural and human world at a local, national and global scale will also be at the heart of much that is taught so that all students will be inspired to learn the detail and also develop sincere desire to seek out their own enriched experiences of the world.

The curriculum will be planned to take advantage of the uniquely synoptic nature of the discipline with links between topics of previous and future learning made explicit. Appropriate opportunities to show the links between geography and other subject disciplines across Stanground Academy will be made in a way to emphasise the importance and relevance of the subject. Planning will be spiral in nature with carefully placed threshold concepts. Confidence will grow in all students as they are able to recall powerful knowledge unsupported due to the regular low stakes tests ensuring secure progress for all students. This will help enable students to access and apply their deeper understanding to our longer term formal assessments which will ultimately lead to success in GCSE and A-level examinations.

Students will know what being a geographer is because they will be familiar and adept in the geographical language that bonds all aspects of human, physical and environmental geography together as a discipline and they will know what it is to be a 'geographer'. Our young geographers will be confident in forming their own opinions and making decisions on important contemporary geographical issues and be able to balance this against the values and priorities of people who live in very different geographical contexts.

Our young geographers will know how to carry out a geographical fieldwork enquiry to help them: see theory in a real world context; to encourage them to ask their own questions by thinking for themselves; form opinions; become critical thinkers and see the explicit links to Scientific Method used in other subjects.

By the end of each educational key stage, all students will not only have succeeded by meeting their academic potential, but also be prepared for the next stage in their life and have a clear appreciation on how geography affects them in their own unique context. They will also know where geography can take them and see the possible employment pathways to the most fascinating and unique careers that exist in the world of work today. Above all, every student will be able to see and appreciate the geography that surrounds us all and from this will feel more confident and happier about their own sense of place and self.