



Our Intent

At Woodlands our curriculum intent is as follows –

‘At Woodlands Academy we provide a personalised curriculum to prepare our students to be successful and confident young adults who can make outstanding progress to prepare them for opportunities after their secondary school journey’.

Geography aims to inspire pupils to have a curiosity and fascination of the world and its people that will remain with them for the rest of their lives. Geography at Woodlands will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human environments. Their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and the formation and use of landscapes and environments.

Our geography curriculum promotes Woodlands ethos and is underpinned by our purpose; The Woodlands Way – To make every minute **Worthwhile**, stay **Ambitious** and to build on **Yesterday**. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after Woodlands.

The geography planning and curriculum describes in detail what pupils must learn in each year, this ensures continuity and progression, creating high expectations for attainment in geography. This planning clearly links to the assessment used at Woodlands and details every step of a pupil’s geography learning journey.

At Woodlands we believe that geography is vital to foster confidence and achievement in a skill that is essential in our society and in everyday life. We are committed to ensuring that all pupils achieve mastery in key concepts of geography, appropriate and specific to them. They will make genuine progress and avoid gaps that may provide barriers to learning as they move through education. Assessment for Learning, and emphasis on investigation, problem-solving, real-life examples and jobs are essential components of the approach to geography at Woodlands. A rigorous and detailed evaluation of planning, teaching and assessment is important to provide continued improvement and development of geography at Woodlands.

Aims and objectives

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The objectives of geography are to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

- Collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How geography is organised and covered:

geography is provided through:

- Discreet Curriculum time includes paired work, group work and whole class teaching.
- Assemblies, class discussions and tutor time.
- As and when issues arise, ensuring time is made within the curriculum to meet the needs of the pupils through identification via assessment processes.

Pupils engage in:

- Written work
- Practical work e.g. using compasses, maps.
- Investigational work
- Fieldwork
- Geographical games

Key Stage Three - Stage Based Approach:

Woodlands uses a stage-based approach in Key Stage Three for the Geography curriculum, offering the curriculum to pupils where they are developmentally working. This means pupils will access the curriculum which is at their individual starting point. This ensures that learning is adapted and personalised to each individual child. Our stage based curriculum has been designed using resources from **Kapow!** For Stages 1-6 and **Active Learn** for Stages 7-9.

Key Stage Four - Qualification Pathways:

Geography is an option for our Key Stage Four pupils. Pupils have 80 minutes per week with additional drop-down days. Our Key Stage Four curriculum is based on the specification from

Edexcel. As part of our pathway offer, our Geography offer is split into Life Skills, Entry Level and GCSE. Please refer to the pathway table below to see our Key Stage Four pathway for Geography

History Pathways		
Pathway	Stage Accessed at the end of Year 9	History Option Curriculum
Yellow	Engagement Model or Stage 1	Life Skills
Orange	Stage 2 or 3	Life Skills
Blue	Stage 4 or 5	Entry Level
Purple	Stage 6 or 7	GCSE Offer
Green	Stage 8 or 9	GCSE Offer

GCSE Offer:

GCSE Geography is offered as an option for our Key Stage Four pupils. The 2 year programme of study is in line with the Edexcel qualification. Our examination provider is **Edexcel**.

Resource Allocation:

Resources are selected to teach geography that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of Woodlands

Accurate geographical vocabulary is used in our teaching and children are expected to use this in their verbal and written examples. Pupils will develop their knowledge about the United Kingdom and their locality before extending this to beyond the local area to include Europe, North and South America.

Geography contributes to many other subjects and is it important that pupils are given opportunities for cross curricular development. It is important that geography is highlighted and planned into other curriculums such as Science and Computing. Other examples may include cultures and traditions around the world in PSHE and RE, how an area has changed over time in History and discussions and debates on topics such as climate change in English.

We endeavour to set work that is challenging and personalised. Each class will use adaptive and specific worksheets and resources. Additional enrichment opportunities will be encouraged such as cooking, music, or design. Each pupil will have a specific 40 minutes per week in KS3 with the Geography option being a double 40-minute lesson as the KS4 offer.

Teaching and Learning

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Our Geography education provision is mapped and planned effectively. Teachers use a range of teaching techniques and strategies in a geography lesson. These will be chosen at the discretion of the class teacher. Woodlands marking keys are used to specify the teaching input, technique, and strategy each child has received for each lesson.

Our Stage 1 - 6 curriculum is centred around the widely used **Kapow curriculum** which has been adapted by the school with input from CIT subject specialists. Our Stage 7 - 9 curriculum is adapted from the **Active Learn** curriculum. Our Key Stage 4 curriculum in the Entry Level and GCSE are written from the exam specifications. Our Life Skills curriculum is specific to our pupils' needs. This could include exploring the local area or making visits to local workplaces such as farms or the coast. This is in place to meet the ethos of the school which is 'To put learners first and prepare them for their future'.

Sometimes the focus of each lesson will be different depending on whether it be new learning, applying or mastering a topic. These may be different for individual pupils depending on their learning needs. Teachers' planning will be highly adaptive to meet the needs of all pupils. Teachers integrate the use of formative assessment by way of effective questioning, clear learning objectives and the use of success criteria. Effective feedback techniques are used. Geography uses the marking policy implemented throughout Woodlands. Our marking policy promotes Woodlands' ethos and is underpinned by our purpose 'To put learners first and prepare them for their future' it is also fundamental for our strategic vision which is that 'At Woodlands there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school.

ACES (Assessment, Completion, Extension):

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher. ACE's lessons take place every Friday afternoon as part of every class's timetable. Our Year 11's have a double ACE's lesson in preparation for their exams; this takes place every Thursday. These are set times to respond to marking from the teacher during that week. Teachers use the ACE's lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACE's lessons is written in PURPLE pen (some pupils will respond in pencil; this will be at the teacher's discretion). Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

Assessment

Woodlands uses the BSquared assessment system which has been designed around the National Curriculum. This is used to inform planning and facilitate adaptive teaching in lessons. The assessment removes the use of levels by including grading descriptors. This provides a deeper understanding of attainment and progress. All assessments and teaching inform teachers' understanding of a child's ability in Geography. The school's Assessment and Marking Policies inform high quality feedback and pupils' response to it in Geography.

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time. If there are any concerns for the pupil's safety then

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the safeguarding team will be informed immediately and other organisations contacted where necessary.

Monitoring and review

Geography is the responsibility of all staff at Woodlands however the Geography subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of geography.
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.

Lead staff are expected to monitor the progress of pupils in Geography through the school's assessment system.

Policy Review

Woodlands considers the Geography Policy document to be important and the policy will be reviewed by the Geography subject leader every year.