



## Curriculum Intent, Implementation & Impact

Vision: Develop complex interactions between students and their environment, providing students with essential knowledge, skills, and perspectives that are crucial for their personal, academic, and professional development

COURAGE  
CONFIDENCE  
CHARACTER



<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>For all students to acquire a sound knowledge base of both human and physical Geography. To develop an analytical and evaluative understanding of the world through discussion and written responses on case studies and topical issues.</p> <p>At KS4 the exciting and relevant course facilitates the study of geography in a balanced framework of physical and human themes and investigates the link between them. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Upon completion of the course, students will have the skills and experience to progress onto A level study and beyond.</p>	<p>In implementing the curriculum at Aylesford, as students' progress through the key stage they will develop and build on their knowledge (geographical skill and enquiry). For example, students will be able to write fluently about a location by the end of year 9, using map skills and geographical language they have developed over their three years. Because every lesson links to the substantive (continuous recap) sequential learning journey, students will be able to develop their understanding and application of the topics taught through both contextual (location) and powerful (cultural capital) application, which will continually link knowledge from one part of the key stage to another. Enquiry questions become progressively more challenging as the curriculum moves forwards.</p> <p><u>Lesson approach and teaching methods</u></p> <p>At Aylesford, geographical skills and concepts are taught through thematic approaches. ICT e.g. Educake and Teams are used to as tools to enhance the quality of learning, for homework mainly whilst a variety of teaching and learning strategies are deployed that are student centred and designed to challenge and engage students, including those with SEND.</p> <ul style="list-style-type: none"> <li>• Every unit will have a knowledge organizer/PLC</li> <li>• Key vocabulary and definitions</li> <li>• <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>-Teacher higher ordered questioning</li> <li>-Retrieval practice/'Geog Your memory</li> </ul> </li> <li>• <b>Summative:</b> <ul style="list-style-type: none"> <li>One summative a term – interwoven across the whole curriculum.</li> <li>Use of BUG/SEEP/PEEL/TDA in answering extended questions</li> </ul> </li> </ul>	<p>Students will develop skills to:</p> <ul style="list-style-type: none"> <li>• Interpret and analyse a range of geographical data including different viewpoints about an issue.</li> <li>• Understand global patterns of development, locating countries in different states of development</li> <li>• Students are able to independently apply their knowledge to a range of increasingly complex global opportunities and challenges</li> <li>• Attain their target grades at GCSE</li> <li>• Opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the</li> </ul>

We also promote opportunities for students to **'think like a geographer'** by developing the ways in which students think about the world and providing opportunities for the development of discussion skills. In addition to lessons, students have opportunities to develop their geographical understanding outside the classroom. Fieldwork promotes geographical knowledge and understanding by bridging the divide between the classroom and the real world and as a result student will have the opportunity to visit places such as Rochester Castle (Tourism), Reculver (Coastal landscapes Year 11/10), Stratford (Urban Regeneration), This year we took students for fieldwork in Cornwall (Coasts and Urbanisation) and hopefully Iceland (Tectonics and Tourism and Urbanisation) in the next academic year. We are already planning for the fieldwork in Italy for the 2024/25 academic year. This will be a cross curricular visit along with History and RE students

specification using secondary sources  
End of year and key stage attainment matches or exceeds national average (63%)

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*School of*  
**CHARACTER**

**RESPECT** SELF-DISCIPLINE **COURAGE**  
OPEN-MINDEDNESS **MOTIVATION**  
**RESILIENCE** CONFIDENCE **INTEGRITY**  
COMPASSION **CURIOSITY**

