

Geography Department Curriculum Statement



Intent

Geography is a subject that offers students the opportunity to broaden their understanding of the world; every student is a global citizen. The Geography Department acknowledges the importance that each individual student engages and develops a sense of belonging to their global community.

The Geography Curriculum at Bexley Grammar School is fundamentally designed to inspire and challenge our students. It is ambitious and relevant and helps students to prepare for higher education and beyond with a global perspective rooted in our school ethos: **intellect, empathy and courage**.

At its core, the Geography Curriculum aims to harbour students' curiosity and creativity while supporting them to become independent and critical thinkers. The Curriculum is coherently planned and sequenced to deliver three main aims: firstly, to provide a firm basis in geographical skills, secondly to develop geographical knowledge, and thirdly to ground students' understanding in real world places and relevant topics. The Key Stage 3 Geography Curriculum, which is aligned with the National Curriculum aims to ensure that students who opt to study the subject at GCSE and beyond to IB are able to approach the course with confidence and achieve at the highest level.

Implementation

a) Content & Skills

All of our content across the Geography curriculum from KS3 to KS5 can be found on the school website under 'subjects'.

b) Learning environment

The Geography Curriculum supports students to develop a range of transferable skills such as graphical analysis and data manipulation, and these skills are embedded throughout the year for all year groups.

Fieldwork is a unique element to the Geography curriculum and features in each key stage. Yr 7 visit the London Docklands to investigate urban regeneration. Yr 9 visit the Royal Botanical Gardens at Kew to investigate a range of world biomes. Yr 10 investigate Epping

Forest biome and the Olympic site regeneration. Yr 12 complete a 3 day residential field trip in fluvial process. Yr 13 attend a Hodder Education Tectonic Hazard conference.

Additionally, the department offers international field trips with our next being Iceland 2025 for the then Y9 cohort.

c) Assessment & Feedback

Throughout Years 7-9, students are assessed using a variety of tests, from formal end of unit tests, end of year examinations as well as by extended written work and verbal presentations. From Year 7 onwards all assessments use the GCSE numerical grading system 1-9, with students developing understanding of what each of these grades represent.

The Geography department is committed to providing high quality feedback personalised to the student and their work, identifying strengths and weaknesses. Verbal feedback is provided in class while students are working, through discussion and debates, and directed questioning. This feedback is supported by stickers, stamps and postcards rewarding good practice.

KS3 and KS4 assessment includes peer and teacher assessment on the range of subject knowledge and skills. This is commonly completed in purple pen and using language similar to WWW EBI. Progress is tracked through formal assessment, typically at the end of units for Key Stage 3 and KS4 classes. Students are expected to make improvements based on the feedback given. Use of past paper questions is common at KS4 to guide improved exam technique.

Key Stage 5 classes are typically given exam questions and essays throughout the course that are marked using standard markschemes, marks are recorded in teacher planners, Google Classroom marksheets and departmental spreadsheets to allow monitoring and tracking of progress.

d) Monitoring

Department internal tracker spreadsheet of data is organised by year group. Moderated assessment of IAs, standardisation and moderation of internal exams and assessments. Student assessment tracker sheets actively involve students in the process of recording, reflecting on and improving their work and progress. Open door policy encourages learning walks and sharing good practice; context sheets and tracking data highlight individual student progress and department meeting discussions identify underperformance of individuals.

Impact

Geography is a popular subject at GCSE and IB and the department is a successful option subject in the school.