



## **Dudley Academies Trust - The Link Academy**

### **Statement of Curriculum Intent- Geography 2021 - 2022**

Our aim is to develop learners' understanding of the world through teaching a wide variety of places, environments and processes as well as training our young people to apply their knowledge and understanding to geographical concepts. We do this by structuring each unit of work from year 7 to year 11 into three key areas. Learners will firstly investigate the human and physical causes of challenges, before developing an understanding of the problems and issues created. In the final section, learners will investigate how issues and challenges can be managed and are exposed to the current solutions available, to reduce the impact of issues and challenges.

#### **How will this be achieved in our curriculum?**

To achieve this, teachers will be responsive to the needs of the learners in front of them as it is our belief that all children should reach their full potential. Teachers will follow a carefully planned curriculum that builds on a learner's knowledge and skills throughout their time at The Link Academy. Recall and retrieval strategies that interleave and space curriculum content and skills are planned and delivered within each lesson to increase the likelihood of a persistent change in long term memory. To improve learner confidence and resilience, teachers will regularly use Demonstrate and Connect activities as a way of providing formative feedback so that all learners progress.

By following this approach, it is our belief that teaching our young people how to think like a Geographer, will allow them to become informed citizens, in the hope that they will make choices in their lives that contribute to a future that is socially, economically and environmentally sustainable once they leave The Link Academy.

#### **How does assessment fit in?**

In all years, interim knowledge-check assessments are in place to ensure the natural forgetting cycle is interrupted and there is a greater chance of key substantive knowledge being transferred into long-term-memory. Formative assessment

takes place using regular Demonstrate and Connect activities where learners reflect on their own work, peer assess other learner's work, or the class teacher provides feedback. This regular and on-going cycle allows learners to become more self-regulative in their approach to their work and each learner is given the opportunity to improve and see the next-steps in progression.

At KS3, structured essay style questions to answer an over-arching enquiry based question consolidate learning at the end of each topic.

At KS4, summative assessments reflect the layout of the GCSE exams in order to expose our learners to this style of assessment as early as possible. After the first unit is taught in Y10, all subsequent summative assessments assess learning from a range of KS4 topics taught, therefore not just assessing the most recent content.