



# Dudley Academies Trust - The Link Academy

## Statement of Curriculum Intent – Geography

Our aim is to cultivate learners' understanding and appreciation of the world through teaching a range of key concepts including sustainability, places, people, environments, and processes. Our curriculum will be carefully sequenced to provide regular opportunities for learners to consolidate, apply, and recall essential geographical knowledge and skills. Our approach will typically involve initial investigations of place followed by the human and/or physical processes, the challenges and opportunities that arise as a result of these processes, where learners will develop a deeper understanding of relevant geographical issues. Learners will then explore how challenges can be managed and will be introduced to solutions available that aim to reduce impact. Throughout the curriculum, we will also introduce students to geographical enquiry to further support them in developing problem-solving and investigative skills.

## 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. 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. Teachers will be responsive to the needs of the class in terms of the activities that they set. To improve learner confidence and resilience, formative feedback regularly forms part of classroom practice.

We will enrich our curriculum by providing learners with creative and engaging classroom activities, and fieldwork opportunities both in and out of school. As well as this, guest speakers and trips to various locations will bring our curriculum to life. This will allow them to develop their geographical thinking and skills and apply them to real life examples.

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 for life beyond The Link Academy.

## How does assessment fit in?

Formative assessment takes place using carefully selected, and where required, scaffolded Demonstrate and Connect activities which includes teacher feedback, providing personalised feedback to each learner. Learners will also complete peer and self assessed Demonstrate and Connect activities allowing them to reflect on their knowledge and understanding. This on-going cycle allows learners to be given the opportunity to improve and see the next steps in progression.

At KS3, assessments are carefully planned and sequenced to include incremental challenge and a range of topics following the first unit being taught in Year 7 in order to prepare learners for assessment at KS4. Therefore, the natural forgetting cycle is interrupted and there is a greater chance of key substantive knowledge being transferred into long-term-memory.

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. As the first unit of the GCSE is taught at the end of Year 9, this allows all summative assessments from Year 10 onwards to assess learning from a range of KS4 topics taught, therefore not just assessing the most recent content.

Through regular tracking and monitoring of summative assessments, teachers can identify learners who may need intervention through quality first teaching strategies.

## How does extra-curricular for **Geography** benefit our learners?

The Geography Team has an established, pupil-led Eco-Club which has been running successfully for the past few academic years. Here, learners have the opportunity to lead on helping the school to become a more sustainable environment through a range of different activities. Their achievements already include receiving the Eco-Schools award (awarded with distinction) and the Plastic Free Schools award, as well as raising awareness of environmental issues both in school and the local community through meetings with our CEO and local MP. Pupils from across all years are able to work collaboratively, developing various skills including team-work, planning, presentation and leadership skills. Most importantly they will continue on their journey to become sustainable citizens, having a positive impact on the school environment and local area.

As well this, learners have been provided with the opportunity to attend A-level taster sessions for Geography and Earth Sciences to inspire learners to continue their learning at KS5. Our learners will also carry out fieldwork enquiries on the school site and in the surrounding areas to enable to apply their skills to real life examples. The Geography Team has also run its first successful international trip to Iceland and there are future plans to provide learners with the opportunity to attend a residential trip to the Lake District.