# Chart, pie chart  Description automatically generatedDUDLEY ACADEMIES TRUST- St James Academy

## CURRICULUM INTENT STRATEGY

### Geography

Academy Vision: *‘Improving Life Chances For All’*

Academy Intent and Implementation Pillars: *Our whole Academy intent and implementation strategy is deeply rooted in our 6 intent pillars and 10 implementation pillars. (See Whole Academy Intent and Implementation strategy). Our Subject curriculum intent and implementation strategy is closely aligned to these pillars.*

# Intent Statement

Our Geography curriculum is **ambitious, broad and balanced** which will inspire learner’s curiosity and fascination about the world and its people. The curriculum will equip learners with knowledge about diverse places, people, resources and natural and human environments. Learners will investigate how the earth’s features at different scales are shaped, interconnected and change over time. In KS3, learners will study Geography for 2 hours a week, with this increasing to 3 hours a week at GCSE. At key stage 3, learning is **sequenced** in logical manner as learners develop an understanding of what Geography is, get the opportunity for deeper thinking around concepts which will be accessed at GCSE through integration of key concepts (development, globalisation, LIC, HIC, quality of life, standard of living, well being) throughout KS3 with a focus on developing Geographical terminology. Our aim is for the Geography curriculum content to focus on becoming knowledge rich, to tackle learner’s misconceptions**, build on prior learning** and interleave knowledge throughout the course. Our curriculum will develop responsible citizens who will develop an understanding of interactions and interrelationships between people and the environment and appreciate the need for sustainability. At the heart of our curriculum is an appreciation for **cultural diversity** and identity: various cultures and communities are studied throughout the course which reflects the diverse nature of our multi-cultural Academy. Developing our learners physically and mentally through field trips (post covid) is important to the **holistic development** of our learners. Learners gain **cultural capital** experiences by exploring various local, national and global issues.

In addition, use of **meaningful and purposeful assessments** is an integral part of our curriculum, learners will learn how to evaluate their own progress, and support their peers by sharing written and verbal feedback. Cognitive science is being continually embedded within the updated Smart Curriculum; to ensure retrieval practice is present, spacing of knowledge and low-stakes testing is used to close knowledge gaps. Our aim is to ensure our learners **know more, remember more and can do more.** Teachers are responsive in their teaching and continually tailor support for those learners performing below expected target. Our curriculum is inclusive and ambitious for all particularly **Advantage and SEND learners,** support is provided in lessons to ensure these learners can maximise their progress, with schemes focusing on modelling, scaffolding and explicit instruction. A driving force to develop literacy in the geography curriculum is to strive for a word rich classroom and curriculum. A wide range of tier two and three words are now explicitly taught throughout the curriculum, enabling learners to become more articulate citizens.  By following this approach, learners will be able to think like geographers and make choices in their lives that contribute to a future that is socially, economically and environmentally sustainable once they leave St James Academy, thereby **improving their life chances.** Our curriculum will enable our learners be prepared for the a wider range of **future career opportunities ready for the local/global job market.**

# Implementation and Pedagogy *(How will this be achieved?)*

Our learning principles are the basis of all learning in our Academy. Our principles are founded on the belief that every learner, regardless of background or educational need, should experience high academic challenge.

We sequence learning and use modelling to help all learners understand difficult concepts and procedures. We do this by:

-Sharing **S MAPS** with learners so that they can understand what they are learning, why **(BIG PICTURE)** they are learning and how it is sequenced.

-Sharing the **Progress Indicators** that are clear and precise about what we want learners to learn ‘learning focused not task focused’

-Use **subject specific language** and **common language** when discussing with learners

-Breaking down **new knowledge** into **small steps** which is built upon over time.

-Using **models** to support our explanations when teaching something new. Eg live modelling, worked examples, I do/You do, Conceptual models, WAGOLL, narration of our expert thought process

-Using **Differentiated resources** to support all learners particularly our **SEND/Advantaged learners**, resources include Task Boards, Timers etc

We use questioning to actively engage learners, accelerate learning, identify misconceptions as well as check learners’ understanding. We do this by:

-Using a **Random Name Generator** to involve all learners in our questioning and using probing questions to check learners’ understanding.

-P**lanning** key questions to check understanding throughout the lesson and provide challenge.

-Planning for **misconceptions** and correcting these at the point they are observed by the teacher.

-A range of **questioning strategies**

# Impact

**As learners progress through the curriculum, they will gather an extensive range of geographical terminology, which will be used confidently to articulate arguments and discussions. Learners will show commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there, with an eagerness to engage in real word events and make links of their own.** In their class work, learners will h**ave the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment. Learners will be able to reflect on their own work, peer assess other learners work, and act on teacher feedback.**

# Assessment (How does assessment fit in?)

Assessment is currently being updated to underpin the four pillars of assessment: purpose, validity, reliability, and value. Formative assessment takes place over summative assessment; learners receive end of year exams in Year 9 and 10 based on past AQA GCSE exams and in Year 11 complete mock exams. Assessments are carried out at each KAP point and are firmly embedded on checking meaningful AQA exam knowledge and skills.

# Cultural Capital Links

Our curriculum aims to improve life chances for all learners, developing in them a greater understanding of their place in the world, empowering them with knowledge and providing them with the skills to succeed.