

Geography Curriculum Intent

An understanding of Geography is an understanding of how and why society operates, and what we, as global citizens, can and should do in order to protect our planet and contribute locally as well as nationally and internationally. Geographers at Trinity Academy Leeds engage with a knowledge-rich curriculum, through with SMSC runs tangibly, allowing our Core Values of Honesty, Empathy, Respect and Responsibility to shine through the analysis of carefully chosen case studies which emphasise the need to consider issues on all scales. The Geography curriculum is carefully contextualised to consider the location of the academy, the current social, economic, environmental and political climate in order to ensure that all students engage with a rich Geography curriculum which equips them to participate in issues of all scales. This is achieved through a curriculum which hones in on the key knowledge and skills from lesson one, and constantly allows students to deepen and broaden their Geographical approach. The nature of Geography means that students are constantly provided with opportunities to analyse diverse data sets and experience case studies from across the globe. This is initially introduced through a local case study of Leeds and Yorkshire, then branches out through enquiries into the nature of globalisation and climate change, with particular case studies pertinent to the diverse make-up of the student body.

Geography at TAL ensures that students have the knowledge, skills and understanding to engage in geographical debate on a national and international level. This is embedded through the academy specialism of Voice; Geography allows students to examine interpretations of the past and analytically express themselves through verbal and written debate. A knowledge-rich curriculum teaches students to form arguments and develop their ability to think critically, using specific contextualised knowledge with succinct and watertight explanation and analysis. Delivered by expert and enthusiastic subject-specialists who bring untold value to the curriculum content, students explore the diverse experiences of those across the world and form complex arguments and analyses based on solid case studies, deep data analysis and higher-level thinking all fortified by the National Curriculum. In Geography, and across the Humanities, behaviour for learning is exceptional, in large part due to a dedication to Culture 20, which supports fantastic teaching and learning, and allows all students to engage equally with challenging content. Literacy is central to this approach; the ability to read and interpret sources as well as write fluently and persuasively are subjects-specific skills which are nurtured and grown through literacy strategies employed throughout the department: A focus on academic language and the explicit teaching of this, the insistence on full-sentence verbal answers, marking for literacy are among the strategies used to embed a culture of literacy mastery.

Geography is not only a priority within the classroom, but also in TAL's co-curricular Involve offer; Balfour Beatty work with a small group of students on a construction planning project, linking to the theme of urbanisation, while Duke of Edinburgh also provides a practical opportunity for students to develop their local map-reading skills. All students engage with historical content through Empower Careers Pathways; visiting and engaging with relevant local sites, including Tropical World, Leeds' zoo, with whom Trinity Academy Leeds has a partnership in relation to careers in conservation and

ecology. Additionally, the trip to Leeds City Museum allows students to explore in more detail the changes that Leeds has undergone over time. Finally, TAL's partnership with Leeds BID gives all students in Year 7 the opportunity to visit an executive conference room and see for themselves the history and urbanisation of Leeds City Centre, then to engage with Balfour-Beatty-run workshop on urban planning. Geography therefore is firmly established as an important and influential part of the co-curricular offer at Trinity Academy Leeds. Additionally, as Humanities leads on the academy's essay-writing competitions, students are challenged to put their knowledge to the test by providing their own narrative and analysis in relation to key current geographical questions. Our knowledge-rich curriculum is supported by students' home learning and the use of Knowledge Organisers. All students are issued with a Knowledge Organiser which includes key academic language and concepts. Students learn these independently at home, then are tested as a whole year-group in the daily 'Recall' sessions, of which one per week is dedicated to Humanities.

As with all Humanities subjects, in History, students are supported to Reach Higher through inspirational and passionate teaching, a rigorous pedagogical approach founded in Rosenshine's Principals and a robust assessment framework (see below). Everyone Sees Further as knowledge of our world allows students to critically analyse data and geographical events through an established framework, and to practice this in a low-risk classroom environment where a culture of error is well-established. Additionally, regardless of prior attainment, all students engage with the same programme of study, which is taught through the same booklets; teachers differentiate to stretch and challenge all students through delivery and supplementary resources where appropriate. At Trinity Academy Leeds, all Geographers Shine Brighter as they study the past through the lens of our Core Values, gain confidence in their assertions and their ability to make a judgement on a situation, using their knowledge and grasp of our key geographical golden threats to underpin their assertions.

Geography Phase One Curriculum

Geographical knowledge consists of far more than the accumulation of facts. We aim for a truthful understanding of the facts so that our learners ‘think like a geographer’. During Phase One students will learn about the UK, as well as countries far and wide, rich and poor and then be able to make links and comparisons between contrasting places. The geography curriculum allows students an opportunity to reflect on the current challenges facing the world that we live in and our responsibilities as a global citizens. The Geography Phase One Curriculum is in line with national curriculum and gives students every opportunity to demonstrate critical thinking and reasoning skills that they can take forward into future learning experiences.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What to Geographers do?	Glaciers in the UK	UK and Global Ecosystems	The Sahel: West Africa	Natural Hazards	Part One Weather and Climate
Year 8	Middle East – Extreme Environment	Russia – Extreme Environment	Hydrology in the UK	Coasts in the UK	Urban Areas in the UK	Mumbai, India – Urban Growth
Year 9	Climate Change	UK Energy – DME	Hydrology in the UK	Extreme Weather	Sustainable Development Goals	Globalisation