



The Geography Curriculum at TAL

Intent Statement:

An understanding of Geography is not simply a study of Earth and its features. Geography is an understanding of how and why society operates and how we can develop our collective understanding of how to live alongside and protect the natural world. Geographers at Trinity Academy Leeds engage with a knowledge-rich curriculum. They engage with carefully selected 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 rich experiences which equip them to participate in myriad local, national and international issues. This is achieved through a curriculum which focuses on the mastery of key knowledge and skills from lesson one, then 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. 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 have opinions on key current topics such as climate change and the impact of globalisation, as well as more regional issues, such as the impact of the GERD in Ethiopia. A knowledge-rich curriculum teaches students to form arguments and develop their ability to think critically, using specific contextualised knowledge to support explanation and analysis. Geography is delivered by expert and enthusiastic subject-specialists who bring enhanced value to the curriculum content.

Geography is not only a priority within the classroom, but also in TAL's co-curricular Involve offer; the Earthshot ambassadors promote sustainability within the academy and MAT community, while Junior Duke of Edinburgh also provides a practical opportunity for students to develop their local map-reading skills. All students engage with geographical 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, Temple Newsam Farm, where students learn about the importance of agriculture for the economy and Balfour Beatty who run a 'careers in construction' workshop. Finally, TAL's partnership with KPMG gives all students in Year 7 the opportunity to visit an executive conference room and learn about the impact of third sector industries in our city. Geography therefore is firmly established as an important and influential part of the co-curricular offer at Trinity Academy Leeds. 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.

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 challenging written pieces as well as write fluently, sometimes scientifically and always clearly 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, reading with a ruler and marking for literacy and regular extended writing pieces are among the strategies used to embed a culture of literacy mastery. As with all Humanities subjects, in Geography, 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 Threads to underpin their assertions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What is my personal geography?	What are the different spheres of activity on planet Earth?	How are regions connected through trade and resources?	Why do biomes vary throughout the world?	How do rocks shape the landscape of the UK?	Why are coastal regions at risk?
Year 8	How do rivers influence the Nile basin?	How can we ensure enough food for everyone?	Are renewable energies a silver bullet?	What is the climate crisis?	Why should polar environments be protected?	Why is the Middle East a cultural treasure chest?
Year 9	What is happening beneath the seabed?	What are ocean ecosystems and why are they so significant?	Is the world truly 'globalised'?	Is the distribution of wealth in the world fair?	How have glaciers shaped our world?	Fieldwork.