



Tuition, Medical and Behaviour Support Service

Curriculum Policy Geography

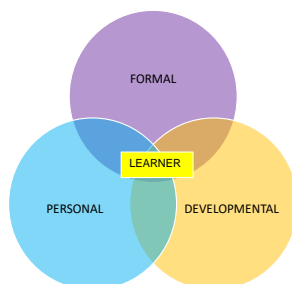
Reviewed:	September 2023
Next Review:	September 2024
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Geography is a dynamic subject, which can engage students with many relevant current issues, such as climate change, sustainable development, and cultural diversity. These issues can be identified in the curriculum but also offer opportunities for working with the other subject areas. Geography also offers many opportunities to drive Learning outside the classroom (LOT), which can involve the whole curriculum, utilising the school site, local area, rural and urban areas, forest schools, visiting organisations or experiences, significant buildings or spaces and fieldwork. Delivering an inspiring, experiential curriculum through LOT significantly improves student engagement. Geography has the ability to reveal the awe, wonder and dynamism of our planet.

Aims and Objectives

The recently adopted New Model for the Service as a whole will inevitably have an impact on the delivery of all specialist subjects. The shortened placements which will be available for students allocated behavioural places will mean that there are fewer opportunities for them to complete option subjects at GCSE level through the Service. Students accessing medical Centres may have the possibility of pursuing their Geography studies if their previous setting is able to confirm that a significant amount of study has been achieved and that the student has demonstrated an appropriate level of both aptitude and engagement.

These criteria are essential in establishing whether the pursuit of Geography will be beneficial to individual students, particularly in the light of the approach represented in the diagram below.



Despite the potential limitations that shortened placements in Service may impose, it is still hoped that those students with an aptitude to Geography will benefit from the specialist teaching available.

Students will:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Where possible, students should also be taught:

Locational knowledge

- where they can extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- so that they can develop a broader understanding of geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- enhancing their understanding, using detailed place-based exemplars at a variety of scales, of the key processes in:
 - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- gaining a greater awareness of how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- enabling them to build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

TMBSS Methodology

Students will follow Programmes of Study which incorporate key ideas from Geography into a broader Humanities, with levels of detail and skill requirements dependent on age and ability. The subject co-ordinator is available to advise teachers about planning for this subject and to ensure that all students have appropriate access to the skills required to access Geography.

KS3 Geography is delivered as part of a Humanities thematic programme. In Key Stage 4 significant elements of Human Geography are included within the core Citizenship offer, while those students who have demonstrated an ability, aptitude, and interest in Geography in their previous settings will receive appropriate support to enable them to sit their GCSE examination.

Where necessary, students are supported to ensure that they can participate in field trips in order to gather data and develop their understanding of the local environment, as prescribed by their respective exam boards.

Assessment processes:

- Observing students at work
- Written responses in a variety of forms (open / closed / short / long)
- Oral responses – question and answer, discussion
- Construction / interpretation of maps, photographs, diagrams and graphs
- Extension work
- Self- and peer-assessment
- Consistent use of whole service marking policy
- Controlled assessments and final examinations

Literacy

Geography supports Literacy Across the Curriculum in line with whole service policy.

Resources

Recommended texts are available to all students, and they are encouraged to use ICT to present their work. A wide range of additional resources, e.g. books, maps, equipment for field trips are available as needed to enable classwork and controlled assessments to be completed to a good standard.

Candidates are assisted in accessing an appropriate setting to carry out the fieldwork tasks.