



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy Geography**

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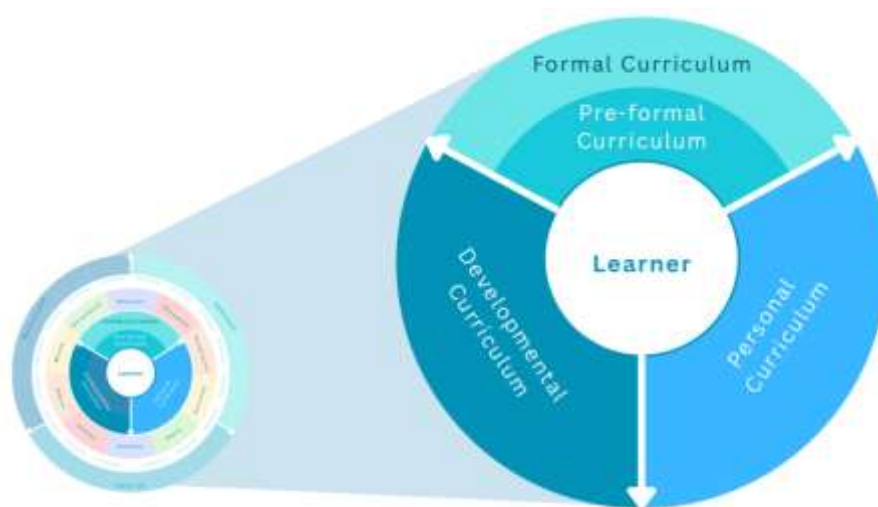
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Geography is a dynamic and highly relevant subject, which can engage students with many current issues, such as climate change, sustainable development, and cultural diversity. These issues can be identified within the Geography curriculum but also offer opportunities for working alongside other subject areas. Geography also offers many opportunities to drive pre-curriculum learning, utilising the Service 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 both in-classroom and off-site collaborative learning significantly improves student engagement.

## Aims and Objectives

The Service currently supports students whose placements may be either short- or long-term. This inevitably has an impact on the delivery of all specialist subjects. Shorter placements, available predominantly for students allocated behavioural places, present 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 adopted by TMBSS in terms of preparing all their students for next steps.



Despite the potential limitations that shortened placements within the Service may impose, it is still hoped that those students with an aptitude to Geography will benefit from the specialist teaching available, whether or not they are entered for a GCSE examination.

Those students for whom the pursuit of Geography as a discrete subject is deemed appropriate will:

- develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, alongside the socio-economic consequences of climate change and other factors in the modern world
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Where possible, students may 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 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 and an in-Service specialist geographer are available to advise teachers about planning for this subject and to ensure that students with potential and passion have appropriate access to the skills required to access Geography.

KS3 Geography is delivered as part of a Humanities thematic programme, while 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

**Literacy**

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

**Resources**

A range of resources including books, maps, equipment for field trips is available as needed to enable classwork and controlled assessments required to support specific exam entries.

Where necessary and appropriate, are supported and encouraged in locating and visiting an appropriate setting to carry out any fieldwork tasks required to meet examination criteria.