

Summit	Cockshut	Subject: Geography
<p>At Summit our overarching curriculum aims to:</p> <ul style="list-style-type: none"> ● Promote social justice through the provision of a rich and relevant cultural capital curriculum that supports students' learning in a wide range of subjects ● Provoke ambition in our students by challenging them to engage with hard concepts ● Inspire students to enjoy reflective and dynamic learning ● Support our students to overcome disadvantage by equipping them with the deep knowledge and complex skills they will need to succeed in future education, work and life ● Spark curiosity and excitement in students about the world, themselves and each other ● Deliver coherence within and across subject areas so that students understand, learn how to remember, and make connections between the composite parts of the knowledge they are taught ● Engender tolerance, optimism and hope in our students, to empower them to create a better world <p>Our academies will have additional, individual curriculum intent according to their ethos and context.</p> <p>Our academies will map their curricula within and across subject areas, mindful of the foundations of the primary curriculum, and the future demands of further and higher education. Careful and intelligent consideration will be given to the selection of interleaved knowledge and skills across fourteen years of learning, from early years to 6th form. Our 'Excellence in Teaching' model of pedagogy, rooted in direct instruction, will support profound learning across a coherent curriculum experience for students.</p> <p>Our academies will collaborate and share practice, planning and resources to reduce workload, and will be free to adapt their own curricula with respect to their particular context and needs.</p>	<p>Provide our students with a varied curriculum offer that promotes ambition and accounts for the social contexts of our students.</p> <p>Develop students' Cultural Capital through varied curriculum experiences that inspire students and help them gain an appreciation of achievement, creativity and nature.</p> <p>Foster a culture where reading and learning is important to students both in school and throughout their lives.</p> <p>Enable students to coherently understand, remember and make connections between the knowledge they are taught within and across subject areas.</p> <p>Deliver powerful and challenging knowledge to students to drive their learning experiences and their emotional intelligence.</p> <p>Encourage students to embrace and have opinions on the social, moral, spiritual and cultural issues they may encounter throughout their lives.'</p> <p>Instil resilience and ambition in our students by promoting challenging ideas and concepts in lessons.</p> <p>Our curriculum will be delivered in accordance with the 5 principles of T&L from "Making Every Lesson Count" by S. Allison and A. Tharby.</p> <div data-bbox="831 756 1451 1023" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>KEY</p> <ul style="list-style-type: none"> ● Ambitious ● Cross Curricular ● Cultural Capital ● Curriculum Content ● Diversity ● Subject Specialism ● Teaching & Learning ● Critical Thinking ● ALL </div>	<p>Subject: Geography</p> <p>At Cockshut Hill School our geography curriculum aims to inspire students to develop a fascination about the world in which they live. The curriculum enables our students to build their confidence and ask questions about the world around them, developing a holistic knowledge of geography in key stage three which embeds the foundations to build on at GCSE.</p> <p>Through our curriculum our students can develop depth in their knowledge and understanding, ensuring they are able to build secure foundations whilst developing mastery at key geographical skills.</p> <p>Geography is an excellent subject which encourages students to develop their critical thinking skills about the world in which we live, where students master their knowledge and understanding about the diversity of our planet. Geography has strong cross curricular links with a range of subjects, including, English, mathematics/statistics, science, religious education and history, developing a strong foundation for students' holistic knowledge and understanding.</p> <p>Our curriculum topics expose our students to a range of physical geography and human geography content, all students investigate geography on global, national, and local scales. Our students also develop their knowledge and understanding of social, economic, and environmental impacts, through a range of place specific case studies. This sequencing ensures that all students, regardless of background experience, can access the curriculum and make sustained progress.</p> <p>In year seven, the academic year begins with students developing their knowledge of 'Geographical Place and Space'. In the spring term students move on to the study of 'Africa', here students unpick misconceptions of Africa, developing their understanding of the continent in terms of its diversity, before moving onto developing an understanding of 'Changing Global Populations'. In the summer term students investigate 'The Global Climate Crisis', here students utilise the skills they have mastered throughout the academic year to critically examine how climate change impacts our planet and themselves.</p> <p>In year eight, the academic year begins with the 'Watery World' topic, where students will develop an understanding of water, and how water shapes the planet. In the spring term students study the 'Middle East', unpicking misconceptions, and developing a deeper understanding of diversity in the Middle East, alongside the global importance of the region. In the summer term, the focus moves 'Natural Resources' and the many ways humans use the planet as a natural resource, students will learn about a range of culturally diverse populations and the way in which they use the planet, before comparing it to themselves. They will critically evaluate how humans use the planet and consider what is geographically ethical.</p> <p>In year nine, the academic year begins with 'Our Unpredictable Planet', with students developing their knowledge of natural hazards, through this topic students will investigate whether humans can ever live risk</p>

free. In the spring term the focus is on the diversity and inequality in the 'America's'. In the summer term students focus on developing their own critical thinking skills, through the evaluation of a range of 'Contemporary Global Issues' ensuring students can ascertain the most appropriate methods that can be used to help humans save the planet.

The America's, Middle East and Africa units of study have been specifically written to incorporate a range of female and BAME perspectives. Sensitive content has been incorporated into the year seven curriculum to develop a deeper understanding of the plight of child soldiers in Africa, and why there are so many refugees because of conflict in Africa. The Middle East unit of study delves into the way of life and opportunities for females in the region, and the perspectives of young people living in the United Arab Emirates. Journeying through the America's exposes our students to the concept of environmental racism following the notorious Hurricane Katrina. The key stage three provision embeds the skills, knowledge and understanding that enable our students to develop their self-awareness, ambition and determination to become successful global citizens of the future.

We want our students to take a responsible attitude towards the world, developing into critical thinkers with enquiring minds. We will achieve this by:

- Encouraging our students to; think like a geographer, speak like a geographer and to write like a geographer.
- Developing our student's knowledge and understanding of geographical concepts enabling them to appreciate the relevance of our changing world.
- Developing our student's spatial awareness, enabling them to appreciate the importance of the location of places and environments.
- Encouraging our students to appreciate the differences and similarities between people's views of the world, its environments, societies and cultures.
- Developing our students understanding of global issues, and how differing attitudes and values can impact the future of our planet.
- Developing our students understanding of their responsibilities as global citizens, encouraging them to recognise how they can contribute to the planet's future in a sustainable and inclusive manner.
- Encouraging our students to apply their knowledge and understanding of the real world through fieldwork and independent learning strategies.
- Developing our student's knowledge and understanding of geographical skills, appropriate technologies, enquiry, and analysis.

KEY

- Ambitious
- Cross Curricular
- Cultural Capital
- Curriculum Content
- Diversity
- Subject Specialism
- Teaching & Learning
- Critical Thinking