Geography Curriculum: INTENT, IMPLEMENTATION and IMPACT (update Oct 2026)

To develop a geographer that can think, act and speak like those working in the field would. We aim to enable all learners and stakeholders to understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. To ensure the subject feeds into the broader School Development Plan through its Department Development Plan.

INTENT	IMPLEMENTATION
To develop independent, adaptable and reflective learners with a passion for Geography	• Through the delivery of at least good to outstanding lessons by qualified Geography teachers that promote independent learning tasks. • By delivering a well sequenced curriculum. • Utilising well defined short and medium term planning. • Ensuring students have time to reflect on their learning WWW & EBI • The use of (PLTs) personalised learning tasks enabling students time to reflect and respond to feedback, thus encouraging ownership of their own work and progress. • To build cultural knowledge of our students by helping them to understand the contemporary world around them at a local, national and global scale.
To fully develop the literacy, oracy skills of our students, to comprehend both geographical and frequently used command words.	• Due to the importance of literacy in Geography students are encouraged through extended writing tasks to improve their overall knowledge of SPAG. • Geographic key words are shared with students at the beginning of each term/ half term for each new unit/module. • Geographic literacy: They are an integral part of every lesson. • Through writing frames, group discussions and class presentations students are supported with these individual techniques. • Each teacher will devise their own way to deliver literacy so as to be adaptable to the class in front of them. Where good practice is developed it is shared across the department to specialist and non-specialist teachers.

To fully develop numeracy skills of our students to ensure every learner has the opportunity to be upskilled for lower school and upper school assessments.	• The reinforcement of key numeracy skills ranging from simple addition and subtraction to ratio and calculating percentage change, interquartile range, line of best fit, mean, mode and median, especially in KS4. • To develop knowledge of sampling techniques. • Graphical and data interpretation skills are found within each academic year so as to ensure cumulative knowledge is developed. • To be able to combine qualitative and quantitative data, analyse information make appropriate decisions as well as reflecting on case study examples to evaluate the successful management of geographical issues.
To continuously aim for sustained academic progress in the external examinations.	• Through the delivery of at least good lessons by qualified / non-qualified geography teachers. • Through robust monitoring where teaching and learning practice is reviewed so as to drive improvement. • To use regular data drops to analyse current progress so that it can inform future T&L strategies. Create a data analysis report to enable department tracking. • All assessments from Yr7 to 11 are structured around cumulative knowledge. Half termly learning check mini assessments • All assessments are now judged according to GCSE grading criteria from W to 9
To develop subject practical skills, to be able to interpret data and understand fieldwork enquiry.	• In each academic year there will be opportunities to develop a practical knowledge of skills. • To use any results generated to support graphical skills (plotting and drawing out conclusions) P.E.E.L • To embed skills and knowledge of fieldwork at KS3 so that learners are ready for when they will need to use them at KS4 • The department use T.E.A to encourage greater analysis of graphical data.

To develop students that have an understanding of the role they play in society and the impact they have on the environment in which they live.	• The delivery of a rich and diverse curriculum that exposes the students to topics that can be related to everyday life. • Energy resources and the need for an alternative to non-renewable energy and the impact of human misuse on our planet. • Through the incorporation of CST, SMSC & RSE within the Geography curriculum the subject has a clear opportunity to consider the moral, ethical, social and economic impacts on society as a whole. • Geography lessons aim to develop students love of learning and research, as well as helping to create their own enquiries, making justifiable decisions, cost-benefit analyses and being able to see issues from a range of viewpoints, not just their own. • A geography student should be confident when facing new information through a broad range of media sources. • Raise aware of online safety and responsible use of social media and other platforms
To inspire the next generation of geographers that are prepared for life beyond De La Salle.	• Through teaching of a varied and engaging curriculum with the opportunities to learn transferable skills • Students have an opportunity to explore the different career options available to them and the range of skills that are required to perform these roles.

IMPACT
• In line with government frameworks, we will develop learners that have detailed knowledge and skills across the curriculum that will be continuously assessed. • Learners will be prepared to meet the demands of the national examinations (GCSE). • Learners will be prepared for their next stage of education, employment and training. • Formative assessment will be conducted in every lesson but will not be formally tracked. This will be in the form of questioning, short exam question tasks and other reviewing techniques such as RAG.

- Summative assessment will be carried out at the end of a topic, this will start at KS3 and is embedded in the curriculum through to and including KS4. The assessments are structured around accumulative knowledge so each test will build on the next. The outcomes of these assessments are then used to inform teaching and learning. Lessons will have a retrieval review sheet on a regular basis so as to deepen knowledge and understanding.
- Learners will have time to review teacher comments from marked work as well as formal assessments. This will ensure an active dialogue occurs between teacher and learner. It allows for PLT to happen.
- Field work skills are a key component of Geography. Field work skills are therefore taught in small projects throughout KS3 through the concept enquiry based learning.
- Mock examinations are carried out in the summer term for Year 10 and the November / March during Year 11. Data is monitored to ensure students are on track to enhance student performance. The department runs an intervention programme throughout Year 11 to help close the gap.
- Student surveys are carried out once a half term to allow student voice to be heard. It enables the department to reflect on how the students view each topic and it can then be adapted for the next academic year. Findings can also enable changes to how a topic may be delivered the next term.
- Learning walks, learning conversations and book sampling are conducted on a regular basis to monitor T&L across the department.
- Formal lessons observations are carried out as part of the PMR cycle for staff.
- Departmental meetings are utilised to discuss school wide focus points attached to the school development plan as well as any issues that the department may need to focus on. It is also an opportunity to share good practice.

Supporting information

- The curriculum journey / map has been planned out and schemes of work are in the process of being adapted and updated. They are in line with the National curriculum in England.
- The schemes of work, both KS3 & 4 are adapted to reflect the needs of the learners at De La Salle. Through curriculum mapping and drawing on the specialists within the department, a carefully sequenced scheme of work that has been prepared. The scheme of work will be continuously monitored and updated to reflect the dynamic nature of teaching geography.
- Resources also purchased from Pearson, Hachett Learning and Oxford.
- Resources utilised in class and homework are set on Google Classrooms so that pupils have access to the resources at home but also clarity of what the task entails and when the deadline for submission is. The outcome of the homework task is then addressed in class.
- The delivery of a lesson follows a standard pattern within geography where the learners are given clear objectives of what they will learn in the lesson. There is significant emphasis on knowledge retrieval, whereby the teacher will make reference to previous topics and how they overlap. This can be done as a starter activity where there could be a recap of the previous lesson or topic or embedded within the teaching.
- Marking and feedback is an essential element to a student making progress and details of this can be found in the geography department marking and assessment policy.
- Intervention and study support is available to students in Year 11 to support the students in their final year who have been identified to be at risk of not attaining their target. Intervention is

normally run outside of the classroom teaching hours with smaller groups to focus on particular areas that have been identified with gaps in learning.

- Our SEND students are supported in a number of ways such as scaffolding lessons to tailor to their needs, delivering the material in different ways, utilising the additional adults in the room and being aware of the additional access arrangements available to the individual students.
- Our PPG students are supported through a whole school initiative to ensure the pupils are resourced for the lessons. Within Geography, we supply additional resources for the students that include all stationary as well as revision guides and workbooks at GCSE.