

Albion Academy Geography Intent Statement

At the Albion Academy we aim to inspire curiosity in students to develop as global citizens so they can think geographically and take part in geographic debates today and tomorrow.

The curriculum will provide all students with knowledge of a range of diverse places, people, resources, natural and human environments, and a deep understanding of the Earth's physical and human processes. They will be equipped with the knowledge to understand how human interactions with each other and their surrounding

Students at the Albion Academy are encouraged to look at the world around them in a way that allows them to question everything they see, hear, watch or experience in their lives.

The Albion Academy geography curriculum ensures that all our students understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject onto GCSE. The geography curriculum meets and exceeds the requirements of the National Curriculum. The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. As students' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that students are given every opportunity to apply their understanding and think like geographers.

Our curriculum takes a thematic approach, where knowledge is acquired, developed over time, and finally applied to places via in-depth case studies. Regional units allow the content covered throughout a year to be revisited, therefore securing the knowledge gained over the course of a year in the context of a particular place/ region. Our students begin as novices and progress through to mastery in both knowledge and skills.

The roadmap diagram on the following page sets out the route that we expect pupils to take through our curriculum. Curriculum sequencing enables knowledge and skills to develop overtime and acts as a thread through the key stages. For example, Year 7 starts with a unit on geographical skills. This ensures students are equipped with the skills required to access other areas of the curriculum from Key Stages 3-4 and beyond. Learning how to use OS maps early in Year 7 means students are better equipped to tackle Rivers, and World of Work units later in the year but also Coasts in Year 8.

Our curriculum provides opportunities for students to share, reflect and learn about the different lived experiences for people at a local, national, and global scale. It also engages students with the big geographical debates of today and the future. This develops a fascination with place studies and allows pupils to take part in informed geographical conversations beyond the classroom.

Links to the local area and community are identified when implementing our curriculum for instance when delivering the River Unit in year 7 reference is made to the River Irwell and its landforms and how it is managed to prevent flooding. Salford is at risk of flooding and therefore our students are taught how this affects them. In the year 9 unit on urbanisation and regeneration, the current redevelopment of the local area and the regeneration of Salford Quays helps pupils to deepen their understanding of the issues.

All students will study the content outlined in the scheme of learning which has been constructed based on the following principles.

Entitlement: The Geography curriculum ensures that pupils develop a secure knowledge of a range of places, natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum ensures that all pupils understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject onto GCSE.

Coherence: Knowledge is acquired, developed over time and applied to places via examples, decision making exercises and enquiry. Connections are made within and between units to ensure skills, knowledge and understanding are embedded.

Mastery: Prior knowledge is revisited, built upon and applied to new contexts through the curriculum. For example, students develop knowledge and understanding of both physical and human processes so that they are equipped to understand human and physical interrelationships later in the curriculum. **Adaptability:** Teachers amend resources to meet the needs of their own classes and to ensure all students can access the curriculum and work towards the independent practice.

Representation: When places are introduced to students, the opportunities are understood and celebrated as well as the challenges. Challenges are explained clearly, within a historical context, showing both human and physical factors. By doing this, places are represented fairly, and students develop a broad and balanced view of the world. Myths of places can be dispelled, and single stories can be challenged. This is done from Y7 in the 'Development' unit through to Y9 in the 'Life in a NEE' unit.

Education with character: The curriculum enables students to engage with the big geographical debates of today and the future which will move beyond the classroom. Students get the opportunity to take part in fieldtrips, such as visiting a river/coastal environment to bring their learning to life and allowing students to embrace the subject outside of the classroom. Outside of the curriculum, students have the opportunity to build on map reading skills through participating in the Cadets.