Intent The overarching aim of the Bulmershe Geography Department is to provide a broad and balanced curriculum, which prepares students to become successful British and global citizens. In a time when so much of our political, economic and environmental decision making has a direct impact on real world places and the people and environments that share them, we need the next generation to be geographically literate. As a department we aim to develop natural curiosity, empower students to weigh up evidence surrounding some of the world’s biggest dilemmas and draw conclusions. Throughout the curriculum both numeracy and literacy skills are given importance and students are encouraged to develop critical thinking skills alongside ‘real world maths’. In addition, students will gain cultural capital through a deep understanding of both their place and the lives of others from a range of places across the globe. This understanding is to be enhanced through fieldwork opportunities and a Geo Leaders Club. Thus students will emerge with a rich understanding of their place in the world with the skills needed to engage in the local labour market. The labour market profile for the south East of England highlights the need for students to have the numeracy, literacy and critical thinking skills that are required in professional occupations (Professional occupations: South East England 22%, Reading 32%, Wokingham 29%). Therefore, the curriculum is structured to enable students to gain the core skills required to enter these professions and be successful participants in 21st Century Britain. At Ks4, through the study of the Eduqas B Gography GCSE, the intent is for students to do the following: Build on what they have studied at KS3. Engage in the study of both Human and Physical Geography. Continue to develop a deep understanding of their place both socially and environmentally (Reading and the UK) Continue to develop a deep understanding of other places in the world and understand in detail the links, including benefits and weaknesses, between their place and other places around the world. Continue to develop real world numeracy and literacy. To include the knowledge and ability to apply fundamental geographical skills of: OS Maps, data presentation, scale, maps, sketching and weather charts. Engage in the field work process from data collection to report writing. Progression to KS5 Implementation Build on what they have studied at KS3 – This is achieved through the careful sequencing of topics in the KS4 curriculum. For example, student start by studying Ecosystems and Climate Change. These two topics directly build on the KS3 topics: extreme environments, global issues and weather and climate. They are also fundamental to an understanding of so many of the other topics studied later in KS4 – desertification, water resources, weather and climate and development. Engage in the study of both Human and Physical Geography – The GCSE provides a good variety of both human and physical Geography topics. The topics have been sequenced so that students have a variety of human and physical throughout. Of course many of the topics interweave both human and physical Geography. Continue to develop a deep understanding of their place both socially and environmentally (UK) – A sense of place is developed in many of the KS4 topics. The following topics contain a UK focus and help to expand student knowledge – Climate Change, Coasts, Rivers, Water, Urbanisation, development and weather and climate. Continue to develop a deep understanding of other places in the world and understand in detail the links, including benefits and weaknesses, between their place and other places around the world. This is explicit in the year 11 development topic, which build nicely on the year 7 topic ‘Geography of my stuff’. However, there are a full range of other topics where student learn about far places such as the Amazon in Ecosystems and Mumbai in the Urbanisation topic. Develop real world numeracy and literacy. To include the knowledge and ability to apply fundamental geographical skills of: OS Maps, data presentation, scale, maps, sketching and weather charts. o Reading - is implemented through the use of source material and textbooks throughout. Also through homework students are encouraged to do wider reading. In lessons Geo files are used to stretch and challenge the reading ability of the more able. o Writing – is part of every lesson and teachers focus on SPAG and the skill of extended writing – particularly in answering 8 and 12 mark questions. o Numeracy – is interwoven throughout, in year 11 numeracy questions are a key focus of lesson starters. The Fieldwork topic helps integrate all the key numeracy skills learnt, Engage in the field work process from data collection to report writing – students complete 2 days of fieldwork and then use the six stage process of report writing in Geography to process the data collected. This is then revisited at the end of year 11 when students have the chance to complete a mock based on the field work exam – component 3. Progression KS5 – many of the topics have direct links to KS5 topics. For example, water resources and ecosystems has a link to water and Carbon. Urbanisation has a link to contemporary urban environments. Coasts has a direct link to coasts. Urbanisation and urban and rural change are linked to changing places. Moreover, development has a direct link to global governance. The skills learnt through fieldwork and numeracy tasks are also fundamental building blocks for the KS5 investigation